

**Credit Accumulation and**

**Modular Scheme**

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**GLOSSARY OF ABBREVIATIONS**

|  |  |
| --- | --- |
| **AIW** | Advanced Independent Work |
| **BA** | Bachelor of Arts |
| **BEng** | Bachelor of Engineering |
| **BEngTech** | Bachelor of Engineering Technology |
| **BPS** | British Psychological Society |
| **BSc** | Bachelor of Science |
| **CAMS** | Credit Accumulation & Modular Scheme |
| **Cert** | Certificate of Credit |
| **CertEd** | Certificate in Education |
| **CertHE** | Certificate of Higher Education |
| **DA** | Doctor of Arts [Honorary Degree only] |
| **DBA** | Doctor of Business Administration |
| **DCL** | Doctor of Civil Laws [Honorary Degree only] |
| **DClinPsy** | Doctor of Clinical Psychology |
| **DCounPsy** | Doctor of Counselling Psychology |
| **DCrimJ** | Doctor of Criminal Justice |
| **DHealthPsy** | Doctor of Health Psychology |
| **DHSC** | Doctor of Health & Social Care |
| **DipHE** | Diploma of Higher Education |
| **DLitt** | Doctor of Letters [Honorary Degree only] |
| **DProf** | Doctor in Professional Studies [Research Degree] |
| **DrPH** | Doctor of Public Health |
| **DrPP** | Doctor of Professional Practice |
| **DSc** | Doctor of Science |
| **ECTS** | European Credit Transfer & Accumulation System |
| **EdD** | Doctor of Education |
| **EngD** | Doctor of Engineering [Honorary Degree only] |
| **EHEA** | European Higher Education Area (Bologna Process) |
| **EPA** | End Point Assessment |
| **EPAO** | End Point Assessment Organisation |
| **ESFA** | Education & Skills Funding Agency |
| **ESG** | European Standards and Guidelines |
| **FCD** | Finance & Commercial Development |
| **FdA** | Foundation Degree Arts |
| **FdSc** | Foundation Degree Science |
| **FHEQ** | Framework for Higher Education Qualifications in England, Wales & Northern Ireland |
| **FQ-EHEA** | Framework for the Qualifications of the European Higher Education Area |
| **Grad Dip PPP** | Graduate Diploma in Professional Policing Practice |
| **HDAs** | Higher Degree Apprenticeships |
| **HE** | Higher Education |
| **HN** | Higher National |
| **HNC** | Higher National Certificate |
| **HND** | Higher National Diploma |
| **LLB** | Bachelor of Laws |
| **LLD** | Doctor of Laws [Honorary Degree only] |
| **LLM** | Master of Laws |
| **MA** | Master of Arts |
| **MArt** | Master of Arts [Integrated Masters Award] |
| **MBA** | Master of Business Administration |
| **MCh** | Master of Surgery |
| **MComp** | Master of Computing [Integrated Masters Award] |
| **MD** | Doctor of Medicine |
| **MEd** | Master of Education |
| **MEng** | Master of Engineering [Integrated Masters Award] |
| **MLitt** | Master of Letters [Honorary Degree only] |
| **MOptom** | Master of Optometry [Integrated Masters Award] |
| **MPharm** | Master of Pharmacy [Integrated Masters Award] |
| **MPhil** | Master of Philosophy [Research Degree] |
| **MPA** | Master of Public Administration |
| **MPH** | Master of Public Health |
| **MProf** | Master in Professional Studies [Research Degree] |
| **MRes** | Master of Research |
| **MSc** | Master of Science |
| **MSci** | Master of Science Integrated [Integrated Masters Award] |
| **NCTJ** | National Council for the Training of Journalists |
| **NVQ** | National Vocational Qualification |
| **PgCE/PGCE** | Postgraduate Certificate in Education |
| **PGCEi** | Postgraduate Certificate in Education International |
| **PgCert** | Postgraduate Certificate |
| **PgDip** | Postgraduate Diploma |
| **PhD** | Doctor of Philosophy [Research Degree] |
| **PPQ** | Professional Practitioner Qualification |
| **ProfGradCert** | Professional Graduate Certificate |
| **ProfGradCertEd** | Professional Graduate Certificate in Education |
| **PSRB** | Professional, Statutory & Regulatory Body |
| **PsyD** | Doctor of Psychology |
| **QAA** | Quality Assurance Agency for Higher Education |
| **QAV** | Quality Assurance & Validation Team, Student Learning & Academic Registry |
| **RPL** | Recognition of Prior Learning |
| **RPCL** | Recognition of Prior Certifcated Learning |
| **RPEL** | Recognition of Prior Experiential Learning |
| **SITS** | Teesside University Student Records System |
| **SLEC** | Student Learning & Experience Committee |
| **SSLESC** | School Student Learning & Experience Sub-Committee |
| **TRA** | Teaching Regulation Agency |
| **UAB** | University Academic Board | |
| **UCACE** | University Certificate in Advanced Continuing Education | |
| **UCAPD** | University Certificate in Advanced Professional Development | |
| **UCCE** | University Certificate in Continuing Education | |
| **UCPCE** | University Certificate in Postgraduate Continuing Education | |
| **UCPD** | University Certificate in Professional Development | |
| **UCPPD** | University Certificate in Postgraduate Professional Development | |

# 1. INTRODUCTION

The Credit Accumulation and Modular Scheme [CAMS] describes the regulatory building blocks of the University’s Credit Framework. The Scheme has been developed to ensure compliance with the Framework for Higher Education Qualifications in England, Wales & Northern Ireland [FHEQ] and other national standards. The CAMS applies to Taught Courses (including Professional Doctorate Awards and the Master of Research [MRes]). It does not apply to [Research Degrees](http://www.tees.ac.uk/docs/index.cfm?folder=Student%20Regulations&name=Research%20Regulations).

The University has operated a CAMS since 1990 and it has undergone a number of reviews since that time, including a change in the basic module size from 12 credits to 20 credits in 2004. CAMS underwent a substantive review during 2018/19, alongside the Quality Framework Strategic Transformation Change Project, in order to ensure it remains fit for purpose and meets the needs of the University moving forward.

# 2. PRINCIPLES

CAMS is designed to:

* Enable the University to respond to a range of delivery models and opportunities and is not intended to provide a temple for a single form of delivery;
* Recognise achievement and award credit wherever and whenever possible;
* Align clearly to external reference points*;*
* Ensure awards are structured to enable a coherent student learning experience, promote progression of students through academic levels and facilitate effective resource allocation (physical and human).

# 3. KEY FEATURES

CAMS has the following key features:

* A modular framework for all taught courses based around:
  + A standard module size of 20 credits where each standard module equates to 200 notional hours of student work. This applies to all courses except Higher National Awards which are delivered under licence from Pearson.
  + For Higher National Awards, a standard module size of 15 credits where each standard module equates to 150 notional hours of student work. This credit size aligns to the standard module utilised by Pearson.
  + An extensive portfolio of university awards, covering a range of credits and levels, which are detailed in the **Schedule of Awards** included in [Appendix 1](#_Schedule_of_Awards).
  + The recognition of achievement of students (in terms of volume and level of credit and requisite learning outcomes) who do not meet the full requirements of the award for which they are registered, through the use of “Intermediate Awards” that may be offered or awarded as appropriate by the relevant Assessment Board, subject to meeting the appropriate learning outcomes.
* CAMS is underpinned by:
  + The [Recogntion of Prior Learning Policy](https://www.tees.ac.uk/sections/fulltime/rpl.cfm) for students who can demonstrate that they have already met, through prior study and/or from learning gained from other experience, the learning outcomes associated with a module(s). This may enable credit to be awarded for the module(s) up to a specified award maximum;
  + A University wide Framework of Assessment and Progression Regulations with standard regulations specified for Foundation Degree Awards, Undergraduate Degree Awards, Integrated Masters Degree Awards, Taught Masters Level Awards, Professional Doctorate Awards and Higher National Awards. Any required deviations from these standard regulations must be formally approved through the [Variance Procedures](https://unity3.tees.ac.uk/departments/058/AS2017/SitePages/Variance%20Procedure%20for%20Assessment%20Regulations.aspx) which are overseen by the Student Learning & Experience Committee [SLEC].

# 4. LINKS TO EXTERNAL REFERENCE POINTS

The University CAMS Framework has been designed to align clearly with external reference points [FHEQ, FQ-EHEA etc.].

## 4.1 Framework for Higher Education Qualifications, England, Wales & Northern Ireland, [FHEQ], Framework for the Qualifications of the European Higher Education Area [FQ-EHEA], European Standards and Guidances [ESG].

The [FHEQ](https://www.qaa.ac.uk/quality-code/higher-education-credit-framework-for-england) provides a level against each qualification and against the FQ-EHEA cycle. The term "cycle" is used to describe the three sequential levels identified by the *Bologna Process* (first cycle – which can include short cycle qualifications, second cycle and third cycle), an inter-governmental series of agreements, with the objective of creating a single European Higher Education Area (EHEA) within which all European higher education qualifications are located. In broad terms, the first cycle corresponds to undergraduate awards (typically bachelors' degrees), the second cycle and third cycles to postgraduate awards (typically Masters degrees and Doctoral degrees respectively).

Similar to the FHEQ, the FQ-EHEA has generic qualification descriptors for each cycle. These offer generic statements of the typical expectations of achievements associated with awards that represent the completion of each [**Bologna cycle/level**](http://www.ehea.info/pid34247/how-does-the-bologna-process-work.html). The University is also compliant with the European Standards and Guidelines [ESG] via mapping to the QAA Quality Code and associated quality assurance processes.

Details of the relationship between the typical higher education qualifications at each level of the FHEQ and the corresponding cycle of the FQ-EHEA can be found at: <http://www.ehea.info/page-three-cycle-system>.

## 4.2 European Credit Transfer & Accumulation Scheme (ECTS)

The [ECTS](https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en) is used across Europe for Credit Transfer and assists European Higher Education Institutions to translate academic credits between institutions. The system was developed as a result of the *Bologna process* and is based on the principle that one academic year of study equates to 60 ECTS credits.

The University has adopted the principle that 1200 notional learning hours is equivalent to 60 ECTS credits and 1800 notional learning hours is equivalent to 90 ECTS credits. The ECTS credit equivalents are detailed in [**Table 1**](#Table1) (Undergraduate) and [**Table 2**](#Table2) (Postgraduate). It is not possible to allocate ECTS credits to University Professional Doctorate Awards at present.

# 5. COMPONENTS OF THE TEESSIDE UNIVERSITY CREDIT ACCUMULATION & MODULAR SCHEME [CAMS]

## 5.1 Credit

Credit is an educational currency that provides a means of recognising learning achievement. Credits are measures of the amount and **level** of learning achievement arising from any educational course or training.

**Credit Rating** is the process of assigning credit points to elements of learning and normally also concerns attaching points to one of five FHEQ levels [Levels 4 to Level 8]. The process of credit rating provides recognition of learning achieved on courses which will normally also be acceptable to other institutions operating credit based systems.

**General Credit** is a numerical value representing the credit points attached to individual modules removed from the context of a particular course of study. Each single credit point will be equivalent to 10 notional learning hours.

**Specific Credit** is a value representing the credits allocated to a module in the context of a particular course of study. The value of specific credit will normally be equal to, or less than, that of general credit.

It is permitted within CAMS to utilise credit at a higher level to meet a deficit at a lower level but **not permissible** to use credit at a lower level to meet a deficit at a higher level. Relevant learning outcomes may also need to be achieved in order to obtain an award.

There are processes for the [**Recognition of Prior Learning**](https://www.tees.ac.uk/sections/fulltime/rpl.cfm) for both general and specific credit.

## 5.2 Level and Volume of Credit

The Level of credit attached to a module indicates the relative academic demand. The allocation of a level to a module within a course enables the achievement of level outcomes and progression within a course of study to be demonstrated. The [Undergraduate and Postgraduate Credit Level Descriptors](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm)provide further information. Information is also available in the [Outcome Classification Descriptions](https://www.qaa.ac.uk/search-results?indexCatalogue=global&searchQuery=outcome%20classification%20descriptions&wordsMode=AllWords).

Within each level, the various qualifications require different volumes of learning and hence differences in the range of intended learning outcomes.

Depending upon the role and contribution of a module within the overall structure of a course, **it is permissible for either:**

* A version of the same module to be included within two courses at different but adjacent "levels" of learning.

**or**

* Different modules at adjacent levels of learning to be delivered jointly.

For example, a specialist module in Financial Reporting could be offered at both Level 5 within a specialist BA (Hons) Accounting and Finance degree course and at Level 6, within a more broad-based BA (Hons) Business Studies course.

Similarly, a module taught as a "core" module at Level 5 within a specialist course may be offered as a Level 6 "option" module for non-specialist students.

In proposing modules for delivery at two different levels, it will be necessary to [**complete separate Module Specification Forms**](https://apps.tees.ac.uk/UTReg/CreateModuleUTREG.aspx) for each of the levels at which the module will be offered, on each of the courses of which it forms a part. The students involved in each module will be separately assessed using criteria appropriate to learning outcomes at the level at which they are studying. The modules will be separately coded and each module will be separately approved.

Other situations exist, however, where two **different** modules at **adjacent levels** **or** two **different** modules at **Levels 6 and 7** share sufficient common knowledge and/or skills content that is appropriate for the learning and teaching strategies utilised to deliver both modules to be the same. This is to the point where the students involved may even share common learning materials and joint teaching **but**, the students involved in each module will be separately assessed using criteria appropriate to learning outcomes at the level at which they are studying. The modules will be separately coded and each module will be separately approved, with a full module description.

With the exception of Integrated Masters Awards, the inclusion of Level 6 credit within a postgraduate course is **NOT** permitted unless the credits are additional to the credits required for the individual postgraduate award such as Advanced Independent Work.

## 5.3 University Awards

## 5.3.1 Undergraduate

The requirements of University undergraduate awards, in terms of the minimum amount of credits and minimum level **to be studied**, are as shown in **Table 1**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 1[[1]](#footnote-1): Minimum Credits and Minimum Level required**  **for Undergraduate Awards** | | | | |
| **Award** | **Minimum Credits Required** | **Minimum Credits Required to be Studied and Minimum Level** | **Minimum Notional Learning Hours** | **ECTS Credits** |
| UCCE | 20 | 20 at L4 | 200 | 10 |
| UCPD |
| UCACE or UCAPD | 60 | 60 at L4 | 600 | 30 |
| CertHE | 120 | 120 at L4 | 1200 | 60 |
| HNC | 120 | 120 at L4 | 1200 | 60 |
| HND | 240 | 120 at L4 & 120 at L5 | 2400 | 120 |
| Foundation Degree | 240 | 120 at L4 & 120 at L5 | 2400 | 120 |
| DipHE |
| Honours Degree  (*a Pass (Namedn Non-Honours) degree may be awarded where a student enrolled on an honours degree course achieves at least 120 L4 and 120 L5 and 60 L6 credits*) | 360 | 120 at L4 & 120 at L5 & 120 at L6 | 3600 | 180 |
| CertEd | 120 | 100 at L4 & 20 at L5 | 1200 | 60 |
| **Award** | **Minimum Credits Required** | **Minimum Credits Required to be Studied and Minimum Level** | **Minimum Notional Learning Hours** | **ECTS Credits** |
| Professional Graduate Certificate | 120 | 120 at L6 | 1200 | 60 |
| Professional Graduate Certificate in Education**[[2]](#footnote-2)** | 120 | 120 credits from a combination of L5 & L6 credits with a minimum of 60 at L6 | 1200 | 60 |
| Graduate Diploma in Professional Policing Practice | 120 | 120 at L6 | 1200 | 60 |

**NOTE**: *Courses which include periods of supervised (and in some cases accredited) work-based learning may necessitate the achievement of in excess of 360 credits in order to qualify for the award of an honours degree, or in excess of 480 credits in order to qualify for the award of an Integrated Masters degree*.

## 5.3.2 Credits for Awards - Postgraduate

The requirements of University Postgraduate awards, in terms of the minimum amount of credits and minimum level **to be studied**, are shown in **Table 2** below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 2: Minimum Credits to be Studied and Minimum Level for Taught Postgraduate Awards** | | | |
| **Award** | **Minimum Total Credits Required** | **Minimum Notional Learning Hours** | **ECTS Credits** |
| Professional Doctorate | 540 of which no more than 120 may be at L7 and the remainder at L8 | 5400 | n/a |
| Masters Degree | 180 at L7 | 1800 | 90 |
| Integrated Masters Degree | 480 consisting of  120 at L4, 120 at L5,  120 at L6 plus 120 at L7 | 4800 | 240 |
| Postgraduate Diploma | 120 at L7 | 1200 | 60 |
| Postgraduate Certificate**[[3]](#footnote-3)** | 60 at L7 | 600 | 30 |
| Postgraduate Certificate in Education (PgCE/PGCE)**[[4]](#footnote-4)** |
| Postgraduate Certificate in Education International[[5]](#footnote-5)  (PGCEi) |
| University Certificate in Postgraduate Professional Development (UCPPD)**[[6]](#footnote-6)** | 20 at L7 | 200 | 10 |
| University Certificate in Postgraduate Continuing Education (UCPCE)**6** |

## 5.3.3 Foundation Year and Level 3 Credits

A number of courses at the University are offered with an additional Foundation Year. A Foundation Year comprises 120 credits at Level 3 and provides an introduction to the area of study forming the first year of a course. The student is required to successfully complete the Foundation Year in order to progress to Level 4 of the course.

A student who has completed a Level 3 module(s) as part of a Foundation Year and successfully passed the assessment(s), but has not progressed to the related undergraduate award, will receive a Certificate of Credit, supported by a Record of Progress detailing the module title, academic level and volume of credit. (see 5.4.4 below) This also applies to Foundation Year students who, having progressed onto an undergraduate award, fail to achieve any Level 4 credits.

## 5.4 Modules

The **module** is the basic building block for all academic awards and resourcing within the University, and is the term which is used to describe a discrete unit of learning which is separately assessed.

All modules are clearly specified in terms of their aims, learning outcomes, learning, teaching and assessment strategy, and resource requirements, utilising the [**Module Specification proforma**](https://apps.tees.ac.uk/UTReg/CreateModuleUTREG.aspx). All new modules will be considered and approved through course approval/review or through the School Student Learning and Experience Sub-Committee [SSLESC]**[[7]](#footnote-7)**.

Changes to existing modules must be approved by the School Student Learning & Experience Sub-Committee (SSLESC), to whom the module belongs or through a course approval/review event, or a module approval event as appropriate**[[8]](#footnote-8)**.

## 5.4.1 Standard Module

A "**standard module**" at both undergraduate and postgraduate level will be worth 20 credits and will represent 200 notional hours of learning activity by a student (broken down according to the amount of time a student will be expected to spend in direct contact with academic staff and undertaking directed study, independent learning and assessed work). 30 credit modules, representing 300 notional hours of learning activity, may be used as a standard module size at Level 7.

For Higher National awards, a standard 15 credit module size is used in line with the requirements of Pearson with whom the University operates such courses under licence.

## 5.4.2 Non-Standard Modules

10 credits is the minimum module size available. The use of a 10 credit module is only permitted in specific circumstances, e.g. in relation to a specific requirement of a Professional, Statutory or Regulatory Body [PSRB] or in relation to the development of Microcredentials. The rationale for such a module should be discussed at Module Approval where careful consideration should be taken to ensure that the student workload and assessment load associated with the 10 credit module accurately reflects the reduced module size, and that the module has sufficient rigour and coherence to constitute a meaningful learning experience. A [**Module Variance**](https://unity3.tees.ac.uk/departments/058/AS2017/SitePages/Variance%20Procedure%20for%20Assessment%20Regulations.aspx)will be required.

A maximum of two 10 credit modules may be used in any level of any course.

Larger modules (i.e. greater than 20 credits) may be included within a course, but all modules greater than 20 credits should normally be multiples of 10 credits.

With the exception of the Advanced Independent Work [AIW] modules of Masters Degree Awards and Professional Doctorate Awards, wherever a course of study is proposed which includes modules of greater than 40 credits in size, a clear rationale for the size of those modules must be included within the course approval/review documentation. This rationale will be carefully explored as part of the course approval/review process.

## 5.4.3 Project/Dissertation Modules

In order to demonstrate the achievement of the level of learning associated with an "honours" degree as detailed in the FHEQ, the inclusion of a project/dissertation module (or equivalent such as a work-related activity) is a core requirement.

Project/dissertation modules within an undergraduate course will be at Level 6 and will normally be of 40 credits in size but 30 credit and 60 credit projects/dissertations are also permitted.

Course Teams must include a clear rationale for the size of the project/dissertation within the course documentation for consideration at course approval/review. The Course Team must make explicit how the learning outcomes, student activities and assessment methods associated with the module justify the credits awarded.

Research methods training should not normally form part of the overall credits for a project/dissertation module, but should be addressed through a separate module. Where a course team wishes to propose an integration of some research methods training within a project/dissertation, this should be explicitly addressed during course approval/review.

**All Integrated Masters courses** **must** contain a core element of Advanced Independent Work (AIW) in the form of a project or dissertation module (or equivalent), which must be at least 60 credits in total, normally comprising 30 credits in Level 6 and 30 credits in Level 7.

**All Taught Masters awards must** contain a core element of AIW in the form of a single project or dissertation module (or equivalent) which must be **at least 60 credits in size**. This should not normally include research methods training. Course Teams may decide to recommend inclusion of a project or dissertation which is greater than 60 credits in size, but in all such cases, a clear rationale must be presented for the size of the project/dissertation proposed, and this should be clearly reflected in the course structure and in all aspects of the learning outcomes, learning strategy, and assessment of the module.

**All Professional Doctorate courses must** contain a core element of AIW in the form of a project or dissertation of not less than 180 credits and not more than 300 credits. The AIW element of the Professional Doctorate award forms a separate assessment element. A mark is not allocated for the AIW element, but the student is required to successfully complete the AIW element in order to be eligible for the Professional Doctorate award.

## 5.4.4 Certificate of Credit

After studying an open module(s) (see also 5.5.4) or other module(s) at a credit value, and/or level, less than that required to achieve a University award, and having successfully completed an assessment(s), a student will receive a Certificate of Credit as an acknowledgement of the credit gained, supported by a Record of Progress detailing the module title(s), academic level and volume of credit. (See also 5.3.3).

**NB:** This is an acknowledgement of credit achieved through successful completion of module assessment(s) and not a University award.

## 5.4.5 Certificate of Attendance

A Certificate of Attendance may be provided, on request, for any student who has studied a module(s), but has chosen not to undertake the assessment(s). The student will not be entitled to receive any credits or a Certificate of Credit.

**NB:** This is an acknowledgement of attendance for session(s) associated with a module(s). It is not an acknowledgement of credit nor a University award.

## 5.4.6 Recognition of Higher Education Credit

Incoming Study Abroad students will be provided with a transcript of any modules successfully completed at Teesside University providing recognition of the credit achieved. This is not a University award and the student will not be entitled to receive a Certificate of Credit or Certificate of Attendance.

### 5.5 Module Types

## 5.5.1 Core Modules

Core modules are modules which **all students** within a course **must** take to qualify for that particular named award.

## 5.5.2 Optional Modules

Optional Modules are modules undertaken through choice (subject to availability), by students following a particular course, which are of direct relevance to their chosen area of study. The range of options will normally be defined at course approval/review.

Pre-requisite and Co-requisite modules are not available within the CAMS.

Open options are not available within the CAMS.

## 5.5.3 "Zero Credit" Modules

Normally, all modules are credit rated. However, where it is necessary to meet specific course requirements which are not at FHEQ level or not at the appropriate level within the course, then modules can be attached to a course which need to be successfully completed but to which no credits are attached.

## 5.5.4 Open Modules

The University is able to offer a number of “Open Modules” which are tailored to meet specific needs such employers and other external agencies or for continuing education purposes. Such modules may be credit rated and in such cases the awards should be a minimum of 10 credits. These modules are not normally associated with a course of study.

### 5.6 External Examiners

All modules at Levels 5, 6, 7 and 8 are normally required to have appropriate External Examiners who oversee the standards and performance of individual modules associated with specific subject areas in order to ensure the maintenance of appropriate academic standards.

Module External Examiners are not required for Level 3 modules, unless there is a PSRB requirement. They are required for all Level 4 awards of 60 credits or more and for modules within, or which contribute to Foundation Degrees and HNC/Ds.

All Awards at Level 4 or above, consisting of 60 credits or more will have an Award External Examiner appointed to oversee the implementation of the Assessment Regulations.

### 5.7 The Academic Year and Module Delivery

A standard undergraduate academic year**[[9]](#footnote-9)** consists of 1200 notional learning hours, whilst a standard postgraduate year consists of 1800 notional learning hours.

A number of full-time undergraduate degree courses are offered as Accelerated Degrees. For these students, the standard academic year consists of 1800 notional learning hours and the award is normally completed within two calendar years. The specific academic year and delivery of these courses is agreed at course approval.

For modules delivered through online learning, the specific delivery requirements will be considered and agreed at course approval.

The Vice-Chancellor sets the standard Semester Dates of the University following discussion with the Academic Board. Whilst the University publishes standard Semester Dates, these are intended as a guide only and may not necessarily be applicable to an individual course or mode of delivery.

Taught modules are normally delivered over a semester, and subject to agreement at approval, may be delivered over a different time period as appropriate to the learning outcomes to be achieved and the optimal learning, teaching and assessment strategies identified for each of the modules concerned. The structure of the academic year for a specific course will be agreed at course approval/review.

For all organisational, administrative and resourcing purposes (including ongoing quality assurance), modules are "owned" by the subject area within the University that designed and delivers them, and have Module Leaders who are members of the relevant subject areas. Where modules are shared across Schools, careful consideration needs to be given to ensure a cohesive student learning experience.

### 5.8 Courses

A **course** is the term used to describe a collection of modules that lead to a named "**award**" of the University. A student will apply for, and if accepted, join a specific course of study leading to a named award. This will be described in a [Course Specification](https://www.tees.ac.uk/sections/about/public_information/programme_catalogue.cfm). Each course will have a named course leader and will be delivered by a course team.

## 5.8.1 Course Mode of Attendance and Method of Delivery

The University offers a number of modes of attendance (e.g. full-time, part-time, online learning[[10]](#footnote-10), accelerated) and a wide range of methods of delivery (e.g. standard, hybrid, online, block, flexible, blended), which enables it to meet the needs of students and provide flexible course design.

The mode of attendance, method of delivery and normal length of a course will be agreed at the time of title approval by SLEC**[[11]](#footnote-11)**.

## 5.8.2 Course Structure

The standard course structure for each mode of attendance (e.g. full-time, part-time, online, accelerated) will be considered and agreed at approval. This will stipulate the modules and number of credits that will normally be studied in each academic year. Students will be expected to enrol in every subsequent academic year and study and complete the required number of credits in order to achieve the intended award.

All courses will compromise of modules organised into levels, aims, objectives and learning outcomes. A mapping exercise will be undertaken to demonstrate that these objectives and learning outcomes will be met by **all** students successfully completing the modules within the level (irrespective of their individual pathway or option choice(s)). This should also be clearly demonstrated in the [Course Specification](https://www.tees.ac.uk/sections/about/public_information/programme_catalogue.cfm).

**All** courses **must** demonstrate clear progression in learning outcomes between levels, e.g. for undergraduate degree level, the learning outcomes to be achieved by the end of Levels 4, 5 and 6 are indicative of the level of knowledge and skills that will be attained by a successful full-time undergraduate at the end of their first, second and final year of undergraduate study respectively.

## 5.8.3 Pathways

Where a course provides students with the opportunity to focus their studies more directly towards one particular aspect/area of the academic discipline being studied, a pathway may be reflected in the course title as a "bracketed extension" to the overall award title.

A “bracketed extension” may also be used where a course includes a foundation year or placement.

This addition to the title will require specific approval (via SLEC)**[[12]](#footnote-12)**. The rationale for the use of the pathway, and how this delivery option will be made explicit to students, must be considered as part of the approval/review process for the award via SLEC.

## 5.8.4 Frameworks

Schools may designate a number of courses as belonging to a particular framework, e.g. Undergraduate Computing Framework, for administrative purposes only.

## 5.9 Awards

The [**University Schedule of Awards**](#Schedule) describes all titles that may be awarded by the University for accumulation of credits to successful completion of study [e.g. BSc (Hons), DBA). A student will study a **course** which leads to a named "**award**", (e.g. BSc (Hons) Oceanography). Any proposed addition to the University Schedule of Awards must be approved by the Academic Board.

Named awards are the titles used to describe the qualifications awarded to students for successful completion of an approved course of learning and will appear in that form on the graduation certificate.

Named award titles should reflect, as accurately and simply as possible, the nature and content of the course. All proposed new award titles or changes to award titles must be approved by the SLEC (see [**See Section B Quality Framework**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm)**)**.

[**Standard Assessment Regulations**](https://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations) exist for Higher National, Foundation, Undergraduate, Integrated Masters, Taught Postgraduate and Professional Doctorate awards. All deviations from these Regulations must be formally approved through [**University Variance processes**](https://unity3.tees.ac.uk/departments/058/AS2017/SitePages/Variance%20Procedure%20for%20Assessment%20Regulations.aspx).

## 5.9.1 Undergraduate Awards

The generic requirements for all undergraduate degree awards can be found in the [Assessment Regulations for Teesside University Undergraduate Degree Awards](https://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations).

## 5.9.1.1. Honours Degree Awards

In order to obtain an honours degree award, a student must normally obtain a minimum of 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6 in the modules specified at course approval and satisfy the requirements of the relevant Assessment Regulations. This may include credits obtained via the Recognition of Prior Learning Policy subject to the maximum number of credits detailed in that Policy.

## 5.9.1.2 Pass (Named Non-Honours Degree) Degree Awards

Pass Degrees are awarded where a student who studies for an honours degree and achieves a minimum of 300 credits (at least 60 of which are at Level 6), but does not achieve the 360 credits required for the honours degree award. A Pass Degree is an intermediate award and normally carries the name of the award for which the student is registered. However where the title is protected by a Professional, Statutory or Regulatory Body [PSRB] or other accrediting body an alternative award title may be applied.

It is not permissible for students to register directly for a Pass Degree. Students who are awarded a Pass Degree are not permitted to subsequently top-up for an honours award.

The University does not offer Ordinary Degree awards.

## 5.9.1.3 Top-Up Awards

Top-up awards are courses which are specifically designed to allow students who have obtained a previous qualification, equivalent to 120 credits at both FHEQ Levels 4 and 5, to extend their studies to a full honours degree.

Such awards require the completion of a designated course of study, normally 120 credits at Level 6, although some additional study may also be required in order for a student to access the Top-up award.

Top-up awards require the underpinning Level 4 and 5 credits to be mapped to generic learning outcomes at those levels. Top-up awards must go through the standard procedures for title approval and course approval.

Top-up awards are not normally permitted at Level 7 (Masters) or Level 8 (Doctorate).

Courses which permit entry into the final level through Advanced Standing are not classified as Top-up awards.

## 5.9.1.4 Joint Honours Degree Awards[[13]](#footnote-13)

A Joint Honours degree award is made following the study, in approximately equal depth, of two subject areas. Joint honours courses will normally involve the study of two related academic subjects, within the same academic School, where emphasis can be appropriately applied to the integration between the two disciplines and, normally, there is an established body of literature at the interface between the two disciplines involved.

An honours degree course which involves the joint study, in approximately equal depth, of subject "A" and subject "B" will be referred to as an honours degree in "A" **and** B".

A joint honours degree course will be composed of either 180 credits in both subject areas, or not less than 140 credits from one subject area and the remaining 220 credits from the other. In each subject area, at least 40 credits must be studied at each level.

## 5.9.1.5 Major/Minor Degree Awards

This involves the in-depth study of one discipline (the "major") and a less comprehensive study of a second discipline (the "minor"). A major/minor degree is composed of a minimum of 240 credits from the major subject and a maximum of 120 credits from the minor subject, normally distributed as detailed in [**Table 3**](#Table3).

The dissertation may be based on the major subject area only or build on both areas of study, subject to confirmation that:

* + - There is no Professional, Statutory & Regulatory Body (PSRB) requirement which would preclude such an approach.
    - The areas of study are clearly related and can be supported. In the case of a cross-School course, primary support should be from the home School and a formal agreement reached between the Schools about further support arrangements from the "minor" School. The formal agreement must designate the responsibilities of each School and this must be communicated clearly to the student.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 3: Structure of a Major/Minor Honours Degree Award**[[14]](#footnote-14) | | | |
| **Level** | **Major Credits** | **Minor Credits** | **Total Credits** |
| 4 | 80 | 40 | 120 |
| 5 | 80 | 40 | 120 |
| 6 | 80-100 | 20-40 | 120 |
| **Total credits:** | **240-260 (max)** | **100-120 (max)** | **360** |

An honours degree course which involves the study of subject "A" as a "major" and subject "B" as a "minor" will be referred to as an honours degree in "A **with** B".

Other than in exceptional cases, major/minor awards will involve two disciplines drawn from the same School and are, therefore, the responsibility of that School. Where the major and minor are drawn from different Schools, the School delivering the major component will act as the "home" School for the course and will be responsible for the organisation, administration, and management of the course.

## 5.9.2 Foundation Degree Awards

Foundation Degree awards [FdSc, FdA etc.] involve in-depth academic study with a distinctive Work-Based/Work-Related Learning element to the course. (See: QAA [Foundation Degree Characteristics Statements](https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-statement-2020.pdf?sfvrsn=6fc5ca81_10).)

In order to obtain a foundation degree award, a student must normally obtain a minimum of 120 credits at Level 4 and 120 credits at Level 5 in the modules specified at course approval and satisfy the requirements of the [**Assessment Regulations for Teesside University Foundation Degree Awards**](http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations).

Foundation degree awards will specify, at Course Approval, possible progression routes from the awards. The amount of "specific credit" that a foundation degree holder will be awarded when progressing to an honours degree will depend upon the extent to which the foundation degree completed satisfies, in general terms, the learning outcomes of modules within the honours degree. Students progressing to closely related honours degree courses, through the [Recognition of Prior Learning Policy](https://www.tees.ac.uk/sections/fulltime/rpl.cfm) will normally be awarded between 120 and 240 (120 Level 4 and 120 Level 5) credits of "specific credit" on entry to the course. In some circumstances, the level of specific credit awarded may also be constrained by the requirements of the PSRBs associated with the degree courses concerned.

It may be necessary for students to complete specific preparatory/bridging courses or modules in order to access such progression routes.

## 5.9.3 Higher National Awards

The Higher National Certificate and Higher National Diploma awards normally involve vocationally oriented study, focusing upon development in one particular subject area, and are awarded by the University under licence from [Pearson](https://qualifications.pearson.com/en/qualifications/btec-higher-nationals.html).

In order to obtain a HNC award, a student must normally obtain a minimum of 120 credits at Level 4 and for a HND award, a student must successfully complete a minimum of 120 credits at Level 4 and 120 credits at Level 5 in the modules specified at approval/review. Students are also required to satisfy the requirements of the [**Assessment Regulations**](http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations) for Higher National Awards.

## 5.9.4 Professional Graduate Certificate [ProfGradCert]

This title is for an award where the student must hold a graduate or equivalent qualification to enrol on the award, but the level of the modules studied is at undergraduate level (a minimum of 120 credits at Level 6). Students will be considered under the [Assessment Regulations for Teesside University Undergraduate Degree Awards.](http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations)

## 5.9.5 Professional Graduate Certificate in Education [ProfGradCertEd]

The Professional Graduate Certificate in Education award is linked to a recognised teaching qualification. The award requires the student to achieve a minimum of 120 credits from a combination of Level 5 and Level 6 credits, with a minimum of 60 of those credits at Level 6. Students will be considered under the [Assessment Regulations for Teesside University Undergraduate Degree Awards.](http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations)

## 5.9.6 Graduate Diploma in Professional Policing Practice

The Graduate Diploma in Professional Policing Practice is a qualification licenced by the the College of Policing, co-delivered with Cleveland Police and qualifies graduates to become Police Officers. It is referred to as the Degree Holder Entry Programme (DHEP). The award requires the student to achieve 120 credits at Level 6.

## 5.9.7 Integrated Masters Awards

Integrated Masters awards [MEng, MSci, etc.] normally involve four years of full-time study (or equivalent part-time study) and are awarded for the successful completion of a specified course of study comprising of 480 credits, of which at least 120 credits must be at Level 7. There is a separate set of Assessment Regulations for such awards and these can be found [**here**](http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations).

## 5.9.8 Taught Postgraduate Awards

The University offers a number of Taught Postgraduate courses. The main awards are detailed here, but a number of other awards are offered within the [**University Schedule of Awards**](#Schedule) of the University. The generic requirements for all taught postgraduate awards can be found in the [Assessment Regulations for Taught Masters Level Awards.](https://www.tees.ac.uk/docs/index.cfm?folder=Student%20regulations&name=Assessment%20Regulations&folder_id=46)

Research Degrees (e.g. MPhil, PhD) are not credit based and, therefore, not part of CAMS. They follow the [General Regulatory Framework for the Award of Higher Degrees by Research](https://www.tees.ac.uk/docs/index.cfm?folder=Research&folder_id=33).

## 5.9.8.1 Taught Masters Awards

These awards (MA, MSc, etc.) are awarded for the successful completion of a specified course of study comprising a minimum of 180 Level 7 credits.

All Masters level courses **must** contain a core element of AIW in the form of a project or dissertation module, which must be **at least 60 credits in size**.

Research methods training should not normally form part of the overall credits for a project/dissertation module, but should be addressed through a separate module.

## 5.9.8.2 Postgraduate Diploma Awards [PgDip]

These are awarded for successful completion of a coherent course of study comprising of 120 Level 7 credits.

In addition to awards which have been designed for delivery as PgDip courses, the University may also confer the award of PgDip (un-named) on a student who, having achieved 120 Level 7 credits, decides to either terminate their studies or who fails to fully satisfy the requirements for the full Masters award on which they are enrolled.

## 5.9.8.3 Postgraduate Certificate Awards [PgCert]

These are awarded for successful completion of a coherent course of study comprising of 60 Level 7 credits.

In addition to awards which have been designed for delivery as PgCert courses, the University may also confer the award of PgCert (un-named) on a student who, having achieved 60 Level 7 credits, decides to terminate their studies or who fails to fully satisfy the requirements for the PgDip/Taught Masters award on which they are enrolled.

## 5.9.8.4 Postgraduate Certificate in Education [PgCE/PGCE]

A PgCE/PGCE may be awarded for successful completion of a course comprising a minimum of 60 Level 7 credits which leads to a recognised teaching qualification. A PgCE/PGCE is not available as an intermediate award.

## 5.9.8.5 Postgraduate Certificate in Education International (PGCEi)

This is an academic qualification for those wishing to teach and work within a range of international settings and schools. It is awarded for successful completion of a course comprising a minimum of 60 Level 7 credits. The award **DOES NOT** lead to a recognised teaching qualification. A PGCEi is not available as an intermediate award.

## 5.9.9 Master of Research

The structure of the Master of Research [MRes], is based on the Master of Research as a specialised or advanced study master's degrees. The MRes is typically distinguished from other specialised or advanced study master's degrees (e.g. MSc, MA) by a greater number of credits being associated with the completion or preparation of the independent research project. A MRes is not available as an intermediate award.

The structural constraints described below ensure that the MRes is distinguishable from other specialist or advanced master's degrees, such as the MSc or MA, offered by Teesside University, but permits a degree of flexibility in the configuration of a course structure.

* + The full time award should be delivered in one academic year over 3 semesters;
  + A total of 180 Level 7 credits should be associated with the degree;
  + The credits associated with independent research should exceed 60 but not exceed 120 credits;
  + The remaining credits should be research-focused modules which may include generic and discipline-focused training.

For Level 7 delivery, the Framework permits the use of either 20 or 30 credit modules. Both of these modular structures can be used when developing a MRes award, since, both can comply with the constraints defined above.

The rationale for the specific structure adopted for the MRes will be scrutinised from a pedagogic and discipline based perspective at course approval and, hence, a prescriptive structure is not been defined. Students will be considered under the [Teesside University Taught Masters Assessment Regulations](http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations) and students may be awarded the PgDip (un-named) or PgCert (un-named) as intermediate awards subject to meeting the requirements for those awards.

## 5.9.10 Professional Doctorate Awards

The generic requirements for all Professional Doctorate Awards can be found in the [Assessment Regulations for Professional Doctorate Awards](http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations).

Professional Doctorate Awards [DClinPsy, DHSC, DBA, EdD etc.] are awarded for successful completion of a specified course of study comprising of 540 credits normally at Level 8, although no more than 120 credits at Level 7 may be included within that total, subject to the Level 7 credits being relevant to the course as a whole.

All Professional Doctorate courses must contain a core element of AIW of not less than 180 credits and not more than 300 credits. The word length of the AIW should be commensurate with the number of credits allocated and with Level 8 outcomes, normally between 25,000 (180 credits) and 60,000 (300 credits).

All Professional Doctorate courses must include an element of research methods, defined as specific techniques required to conduct research in a particular discipline, minimally to the value of 60 credits (600 hours of notional learning time). The course document must state clearly how and where in the course this is achieved.

## 5.9.11 Short Awards

The University offers a range of short awards at undergraduate levels (≤60 credits) and postgraduate level (<60) which are detailed in the [**Schedule of Awards**](#Schedule) [UCCE, UCAPD, UCPPD, etc.]. The minimum credit requirements at each level are specified in **Table 1: Minimum Credits to be studied for Undergraduate Awards**and [**Table 2: Minimum Credits to be studied for Taught Postgraduate Awards**.](#Table2)

Courses can be developed in response to employer requirements and/or to meet professional development or continuing education needs. Such awards may consist of an individual module or a combination of modules. Specific approval processes have been identified for such awards and these are detailed in [**See Section C Quality Framework**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm)**.**

## 5.9.12 Microcredentials

Micro-credentials can be studied independently of a traditional qualification, having standalone value as well as the opportunity to contribute to a larger package of learning. They can be used to upskill and reskilling the workforce and supporting social mobility through the creation of accessible pathways into higher education for non-traditional learners. The QAA have developed a [Characteristics Statement for micro-credentials](https://www.qaa.ac.uk/quality-code/characteristics-statements/micro-credentials) which describes some of the typical features of a micro-credential, including how they differ from traditional qualifications or ‘macro-credentials’. The minimum size of a Microcredential at Teesside University is 10 credits representing 100 notional learning hours.

## 5.9.13 Intermediate Awards

Where students have not achieved the necessary volume and level of credit for the award on which they are registered, it is possible for an Award Board to make:

* Intermediate awards to certify the achievements of students who wish to terminate their studies at a particular level prior to completion of the full course for which they are registered, subject to meeting the requirements of the intermediate award, including the outcomes at the appropriate level.

**or**

* Certificated recognition of the achievements of students who do not meet the full requirements of the higher award for which they were registered.

Any student who qualifies, on academic grounds, to progress to the next level of the award for which they were originally registered, will not normally be offered an intermediate award unless they withdraw or are withdrawn from a course, holding sufficient credits for conferment of the intermediate award. Students who accept awards in these circumstances will not be permitted to use these credits towards completion of the higher level award within the same cohort.

Once an award has been made, students will not be allowed to restudy any part of that award.

The requirements for conferment of an award are set out in the relevant [**Assessment Regulations**](http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations).

**Please note:**

* Intermediate awards are not normally named unless a "generic" course title has been approved by the University e.g. an award in Health & Social Care where the award title is a PSRB “protected title” and, therefore, cannot be awarded.
* Schools wishing to introduce named intermediate awards within courses which are already in approval may do so by gaining approval of the titles of these awards by SLEC**[[15]](#footnote-15)** and will be required to produce a [Course Specification](https://www.tees.ac.uk/sections/about/public_information/programme_catalogue.cfm)*.*
* A Pass (Named Non-Honours) Degree is an intermediate award.

University Certificates **may** be named awards, subject to the name of the award being approved at the time of course approval and appropriate documentation completed.

# 6. PLACEMENTS AND WORK EXPERIENCE

**All** elements of a course that contribute to a final award, including ‘work related’, ‘work placement’, ‘advanced practice’ and industry related projects, where possible, should be embedded within a credit-bearing module. The size of such modules will be determined by the notional learning hours associated with them and should not exceed 60 credits [600 notional learning hours]. These modules must also be set at the level appropriate to the course and in alignment with the University’s CAMS framework.

The CAMS Framework allows for the allocation of **placement (P) credits**, which are additional to the standard credit requirements for an award. These are normally associated with placement (sandwich) awards, which include supervised work experience.

Where a student undertakes a work related activity for reasons beyond the course requirements this will sit outside CAMS.

Module specifications must stipulate how the learning outcomes are to be met and this information should be communicated with the appropriate student cohort, prior to them undertaking any work related/placement activity. Students should also be made aware of how the module contributes to the achievement of course learning outcomes and degree classification.

# 7. DUAL AWARDS

The term **Dual Award** is used to describe a qualification given as two awards, each from a different organisation with degree-awarding powers, for the same course of study.

Each Partner must be involved in the development, delivery and management of the course. This includes the development of teaching materials, assessments and the on-going review of the course as well as delivery. To ensure that Teesside University (and the Partner) has an appropriate input, the University requires **a minimum of 1/3 by each Partner**.

This may be achieved by:

* each Partner being solely responsible for at least 1/3 of the modules;
* each Partner having an input into a larger proportion of modules but in such a way that overall at least 1/3 of the delivery of all the modules rests with each Partner;
* ensuring that the balance of input is such that all students will engage with each Partner for at least 1/3 of their study activity. This means that care should be taken to ensure that any core/option split cannot result in a student engaging with one Partner for less than 1/3 of the course.

Where recognition of prior learning or advanced standing is to be accepted for entry to such an award, care should be taken to ensure that such students will have contact time with each Partner for at least 1/3 of their dual award course delivery;

Further information on Dual Awards and Joint Awards can be found in the [**Quality Framework**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm)**.**

# 8. HIGHER AND DEGREE APPRENTICESHIPS [hdA] awards

HDA awards focus on entry or progression to a recognised occupation and involve substantial components of ‘on-the-job’ and ‘off-the-job’ learning and training. The apprentice’s occupational competence is tested through an End Point Assessment (EPA). All higher and degree apprenticeships (and the associated HE award) delivered by the University must comply with the requirements of the Office for Students Regulatory Framework, the Institutute for Apprenticeships & Technical Education (IfATE) regulatory requirements, the QAA Quality Code, the requirements of the appropriate apprenticeship standard and operate within the apprenticeship funding rules set out by the Education & Skills Funding Agency [ESFA]. The QAA have produced an [Apprenticeships Characteristics Statement](https://www.qaa.ac.uk/quality-code/characteristics-statements/higher-education-in-apprenticeships-characteristics-statement).

There are fundamental differences between “Higher” and “Degree” apprenticeships – essentially in respect of whether or not a degree is a compulsory element of the apprenticeship standard. This can be summarised as follows:

* + **Higher Apprenticeships** (available at levels 4, 5, 6 and 7) are equivalent to Foundation Degrees and above. Although an Undergraduate or Masters Degree may be incorporated at L6 and L7 where appropriate, the degree is not a mandatory element of higher apprenticeship standards.
  + **Degree Apprenticeships** at Level 6 (Bachelors) and L7 (Masters) must specifically incorporate a mandatory degree at the specified level, as required by the apprenticeship standard.

Apprenticeship standards require all apprentices to complete an **End Point Assessment (EPA)** in order to achieve their apprenticeship. This is an holistic and independent assessment of the knowledge, skills and behaviours which have been learnt throughout an apprenticeship standard. Details of the requirements for EPA are set out in the assessment plan for each specific standard. Prior to undertaking the apprenticeship EPA, the apprentice must have met all the “Gateway” requirements specified within the assessment plan.

For non-integrated apprenticeships, the EPA will have no credit value as it is carried out after the completion of the University award, by an independent EPA organisation (EPAO). The EPAO is responsible for claiming the apprenticeship completion certificate from the ESFA.

Where an apprenticeship has an **integrated EPA**, the EPA is incorporated into the award itself. Where this is the case, an independent assessment by an external organisation is not required. However, from a CAMS point of view, this means that the EPA carries a credit value. The apprenticeship standard will set out the expectations around how the integrated EPA will fit within the degree structure. There may be specific requirements for the credit value attached to the EPA, but this could vary between apprenticeships and may result in the need for an [application for variance](https://unity3.tees.ac.uk/departments/058/AS2017/SitePages/Variance%20Procedure%20for%20Assessment%20Regulations.aspx) to the University’s Assessment & Progression Regulations. There may also be specific limitations around reassessment/restudy set out in the apprenticeship standard in respect of the EPA, which may also [require a variance](https://unity3.tees.ac.uk/departments/058/AS2017/SitePages/Variance%20Procedure%20for%20Assessment%20Regulations.aspx) if this does not meet University’s Assessment & Progression Regulations. Further information relating to possible variances to the Assessment Regulations are contained within the Integrated Apprenticeship Annexes to the Assessment Regulations.

The University retains responsibility for the award of the degree or other higher education qualification contained within the apprenticeship. However, achievement of the overall apprenticeship can only be confirmed by the EPAO following the successful completion of the EPA. Only in the case of an integrated EPA will this be the responsibility of the University. The ESFA apprenticeship funding rules set out the process for this.**[[16]](#footnote-16)**

Where the EPA is independent of the University award, if a student fails the EPA but passes their award, they will not achieve their apprenticeship but will still be eligible for the University award on which they are enrolled.

Where the EPA is integrated, if a student fails the credit-bearing EPA then they will also have failed their University award, but may still be awarded a generic intermediate award based on the number of credits they have achieved at each level.

Further detail can be found in the "Guidance for Course Teams on Designing Higher and Degree Apprenticeships" (see[**Section C, Quality Framework**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm)).

# 9. RECOGNITION OF PRIOR LEARNING [RPL]

The University recognises that many students acquire learning and skills, in employment or other working/voluntary contexts, which may be directly relevant to their planned higher education course. The [**Recognition of Prior Learning (RPL)**](https://www.tees.ac.uk/sections/fulltime/rpl.cfm) process enables recognition of that learning for academic purposes. The recognition process may give the learning an academic credit value which can be counted towards the completion of a higher education course.

Academic credit awarded may be for:

* **Certificated Learning:** learning which has previously been assessed and for which an award has been made by another education provider. This is *Recognition of Prior Certificated Learning* (RPCL).

**and/or**

* **Experiential Learning:** the identification, assessment and formal acknowledgement of learning and achievement outside formal education or training systems. This may include work experience, voluntary activity, or other occupational learning which is not usually certificated but is considered and recognised for academic purposes. This is *Recognition of Prior Experiential Learning* (RPEL).

Successful applications for RPL result in the award of academic credit. This may be *General Credit* or *Specific Credit* (see [**Section 5.1**](#_5.1_Credit)). However, marks or grades will not be awarded or imported.

# 10. ASSESSMENT AND FEEDBACK POLICY

Assessment is the process through which learning is confirmed. Other than through RPL processes, Credit cannot be awarded unless the student has demonstrated they have met the module learning outcomes through assessment. Consequently, the assessment methods used within a module should:

* Be appropriate to the learning outcomes being assessed.
* Include clear and appropriate assessment criteria.

The potential for over-assessment increases with the flexibility of courses and Module Leaders must guard against over-assessment, either within a module (particularly where more than one mode of assessment is being considered) or across a course.

Reference should be made to the [Assessment & Feedback Policy](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm) for more detailed guidance. Further support is available from the Student Learning & Academic Registry.

**Appendix 1**

# Appendix 1 – Schedule of Awards of the University

Teesside University may confer the following Awards (as determined by the University Academic Board (UAB)):

**Certificates and Diplomas**

| **Award** | **Abbreviation** | | | **Minimum CAMS Requirements** | **Notes** |
| --- | --- | --- | --- | --- | --- |
| University Certificate in Professional Development | UCPD | | | 20 credits at any of Levels 4, 5, 6 |  |
| University Certificate in Advanced Professional Development | UCAPD | | | 60 credits at any of Levels 4, 5, 6 |  |
| University Certificate in Postgraduate Professional Development | UCPPD | | | 20 credits at Levels  7 and/or 8 |  |
| University Certificate in Postgraduate Continuing Education | UCPCE | | | 20 credits at Levels  7 and/or 8 |  |
| University Certificate in Continuing Education | UCCE | | | 20 credits at any of Levels 4, 5, 6 |  |
| University Certificate in Advanced Continuing Education | UCACE | | | 60 credits at any of Levels 4, 5, 6 |  |
| Certificate of Higher Education | CertHE | | | 120 credits at Level 4 |  |
| Certificate in Education | CertEd | | | 100 credits at Level 4  20 credits at Level 5 | Of 120 credits required, at least 20 should be level 5 or above |
| Professional Graduate Certificate | ProfGradCert | | | 120 credits at Level 6 | Must hold graduate or equivalent qualification to enrol on the award, but level of modules studied is at undergraduate |
| Professional Graduate Certificate in Education | ProfGradCertEd | | | 120 credits from a combination of Level 5 and Level 6 credits, with a minimum of 60 credits at Level 6 | Must hold graduate or equivalent qualification to enrol on the award, but level of modules studied is at undergraduate. Leads to a recognised teaching qualification |
| Diploma of Higher Education | DipHE | | | 120 Level 4  120 Level 5 |  |
| Graduate Diploma in Professional Policing Practice | | Grad Dip PPP | 120 credits at Level 6 | | Must hold a graduate or equivalent qualification to enrol on the award. Qualification licensed by College of Policing, co-delivered with Cleveland Police qualify graduates to become police officers. | |

**Pearson Awards** (**Note:** these awards are conferred by the University under Licence from Pearson)

|  |  |  |  |
| --- | --- | --- | --- |
| **Award** | **Abbreviation** | **Minimum CAMS Requirements** | **Notes** |
| Higher National Certificate | HNC | 120 at Level 4 | Conferred by the University under Licence from Pearson |
| Higher National Diploma | HND | 120 at Level 4  120 at Level 5 | Conferred by the University under Licence from Pearson |
| National Vocational Qualifications [NVQ] | NVQs | At least Level 4  [see Notes] | UAB policy is that normally, all NVQ Awards will be at least Level 4. However, exceptionally, this may be at a lower level, the discretionary powers residing with SLEC |

**Undergraduate Awards**

|  |  |  |  |
| --- | --- | --- | --- |
| **Award** | **Abbreviation** | **Minimum CAMS Requirements** | **Notes** |
| Foundation Degree: |  | 120 credits at Level 4  120 credits at Level 5 | Courses also need to meet the QAA Foundation Degree Characteristics Statement**[[17]](#footnote-17)** |
| * Foundation Degree Arts | FdA |
| * Foundation Degree Science | FdSc |
| Bachelor Degree: |  |  | Also known as a Pass (Named Non-Honours) Degree and only available as an intermediate award. A student may not enrol directly on such an award. |
| * Bachelor of Arts | BA | 120 credits at Level 4 |
| * Bachelor of Science | BSc |
| * Bachelor of Laws | LLB | 120 credits at Level 5 |
| * Bachelor of Engineering | BEng | 60 credits at Level 6 |
| * Bachelor of Engineering Technology | BEngTech |

|  |  |  |  |
| --- | --- | --- | --- |
| **Award** | **Abbreviation** | **Minimum CAMS Requirements** | **Notes** |
| Bachelor Degree **with Honours**: |  |  |  |
| * Bachelor of Arts (Honours) | BA (Hons) | 120 credits at Level 4 |  |
| * Bachelor of Science (Honours) | BSc (Hons) | 120 credits at Level 5 |
| * Bachelor of Laws (Honours) | LLB (Hons) | 120 credits at Level 6 |
| * Bachelor of Engineering (Honours) | BEng (Hons) |  |
| * Bachelor of Engineering Technology (Honours) | BEng Tech (Hons) |  |

**Taught Postgraduate Awards**

| **Award** | **Abbreviation** | **Minimum CAMS Requirements** | **Notes** |
| --- | --- | --- | --- |
| Integrated Masters Awards:   * Master of Computing * Master of Engineering * Master of Science Integrated * Master of Arts Integrated * Master of Optometry * Master of Pharmacy | MComp (Hons)  MEng (Hons)  MSci (Hons)  MArt (Hons)  MOptom (Hons)  MPharm (Hons) | 120 Level 4  120 Level 5  120 Level 6  120 Level 7 | These Masters degree awards comprise an integrated course of study. While the final outcomes of the qualifications meet the expectations for Level M in full, these integrated qualifications have an additional period of study at lower levels. There is a separate set of [Assessment Regulations for Integrated Masters Awards](https://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations). |
| Postgraduate Certificate in Education | PgCE/PGCE**[[18]](#footnote-18)** | 60 credits at Level 7 | Leads to a recognised teaching qualification |
| Postgraduate Certificate in Education International | PGCEi | 60 credits at Level 7 | **DOES NOT** lead to a recognised teaching qualification |
| Postgraduate Certificate | PgCert | 60 credits at Level 7 |  |
| Postgraduate Diploma | PgDip | 120 credits at Level 7 |  |
| Masters Degree:   * Master of Arts * Master of Science * Master of Business Administration * Master of Education * Master of Laws * Master of Public Administration * Master of Public Health * Master of Surgery | MA  MSc  MBA  MEd  LLM  MPA  MPH  MCh | 180 credits at Level 7 | Must contain a piece of Advanced Independent Work (AIW) of at least 60 credits |
| Master of Research | MRes | 180 credits at Level 7 |  |
| Professional Doctorates:   * Doctor of Clinical Psychology * Doctor of Counselling Psychology * Doctor of Education * Doctor of Business Administration * Doctor of Criminal Justice * Doctor of Health Psychology * Doctor of Health & Social Care * Doctor of Public Health**[[19]](#footnote-19)** * Doctor of Professional Practice | DClinPsy  DCounPsy  EdD  DBA  DCrimJ  DHealthPsy  DHSC  DrPH  DrPP | 540 credits, of which no more than 120 may be at Level 7 and the remainder at Level 8 | Requires a piece of AIW minimum size 180 credits, maximum 300 credits (see QAA [**Doctoral Degree Characteristic Statement**](https://www.qaa.ac.uk/search-results?indexCatalogue=global&searchQuery=Doctoral%20Degree%20Characteristics&wordsMode=AllWords)) |
| Doctor of Psychology | PsyD | 300 credits at level 8 for students enrolled from September 2016[[20]](#footnote-20)  360 credits at level 8 for students enrolled from September 2022 | Only available to experienced psychologists who are already qualified and registered in an area of applied psychology. Students enrolled from September 2016 are required to complete a Research Methods Module (60 credits) and AIW (240 credits)**[[21]](#footnote-21)**. New students enrolled from September 2022 are required to complete a Research Methods Module (60 credits) and AIW (300 credits)  . |
| Professional Practitioner Qualification | PPQ | 240 credits at Level 8 | Only available as an intermediate award within specified Doctoral Psychology courses |

The University offers the additional awards listed below which are located outside the CAMS Framework (i.e. not credit rated):

**Postgraduate Degrees by Research**

1. Master of Philosophy (MPhil)
2. Master in Professional Studies (MProf)
3. Doctor of Philosophy (PhD)
4. Doctor in Professional Studies (DProf)
5. Doctor of Medicine (MD)

**Higher Doctorates**

1. Doctor of Letters (DLitt)
2. Doctor of Science (DSc)
3. Doctor of Engineering (EngD)
4. Doctor of Laws (LLD)

**Honorary Doctorates**

1. Master of Letters (Hon MLitt)
2. Master of Laws (Hon LLM)
3. Master of Science (Hon MSc)
4. Master of Arts (Hon MA)
5. Doctor of Letters (Hon DLitt)
6. Doctor of Laws (Hon LLD)
7. Doctor of Civil Laws (Hon DCL)
8. Doctor of Science (Hon DSc)
9. Doctor of Arts (Hon DA)
10. Doctor of Business Administration (Hon DBA)
11. Doctor of Engineering (Hon EngD)

1. **Awards may be developed which exceed the minimum credit and level requirements, but there may be subsequent implications for the operation of the Assessment Regulations which should be discussed at course approval/review, and may require a** [**variance**](https://unity3.tees.ac.uk/departments/058/AS2017/SitePages/Variance%20Procedure%20for%20Assessment%20Regulations.aspx)**.** [↑](#footnote-ref-1)
2. **Leading to a recognised teaching qualification.** [↑](#footnote-ref-2)
3. **Any 60 credits at Level 7 can lead to the award of a generic PgCert.** [↑](#footnote-ref-3)
4. **Leading to a recognised teaching qualification. See also** [**Schedule of Awards**](#Schedule)**.** [↑](#footnote-ref-4)
5. **The PGCEi does NOT lead to a recognised teaching qualification.** [↑](#footnote-ref-5)
6. **UCPPD and UCPCE are normally flexible courses of part-time modules. UCPPD awards are designed to reflect a clear focus of professional development whereas UCPCE awards are used to describe more diverse courses.** [↑](#footnote-ref-6)
7. **Advice and Guidance on these processes is available from the Quality Assurance & Validation [QAV] Team in Student Learning & Academic Registry – see also the** [**Quality Framework**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm)**.** [↑](#footnote-ref-7)
8. **Advice and Guidance on these processes is available from the Quality Assurance & Validation [QAV] Team in Student Learning & Academic Registry – see also the** [**Quality Framework**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm)**.** [↑](#footnote-ref-8)
9. **Students on Integrated Masters Awards will study 1200 notional learning hours each academic year.** [↑](#footnote-ref-9)
10. All Online Courses are required by the Office for Students (OfS) to be classed as part time. [↑](#footnote-ref-10)
11. **Advice and Guidance on these processes is available from the Quality Assurance & Validation [QAV] Team in Student Learning & Academic Registry – see also the** [**Quality Framework**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm)**.**

    **.** [↑](#footnote-ref-11)
12. **Advice and Guidance on these processes is available from the Quality Assurance & Validation [QAV] Team in Student Learning & Academic Registry – see also the** [**Quality Framework**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm)**.**

    **.** [↑](#footnote-ref-12)
13. **A Joint Honours Degree Award is distinct from a Joint Award with another institution.** [↑](#footnote-ref-13)
14. **Variance of structure across the three years of the course is permissible within the total minimum and maximum credits stated above, subject to approval and approval/review.** [↑](#footnote-ref-14)
15. **Advice and Guidance on these processes is available from the Quality Assurance & Validation [QAV] Team in Student Learning & Academic Registry – see also the** [**Quality Framework**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm)**.**

    **.** [↑](#footnote-ref-15)
16. **More information on Higher and Degree Apprenticeships is available from the Department of Academic Enterprise.** [↑](#footnote-ref-16)
17. [**Foundation Degree Characteristics Statement**](https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781_10) [↑](#footnote-ref-17)
18. **For the Postgraduate Certificate in Education, either the acronym PgCE or PGCE may be used, as agreed by SLEC. However, PGCE should only be used where there is Teaching Regulation Agency [TRA] approval for the course.** [↑](#footnote-ref-18)
19. **Established by UAB 06-07-16** [↑](#footnote-ref-19)
20. New students enrolling on the PsyD from the 2022/23 academic year will be required to complete 360 credits at Level 8 comprising a Research Methods module (60 credits at L8) and an AIW (300 credits) (Approved UAB 07-07-21) [↑](#footnote-ref-20)
21. Students enrolled on the PsyD award prior to the 2016/17 academic session were required to complete 220 credits at L8, a Research Methods Module (40 credits) and an AIW (180 credits). (Approved by UAB 09-03-16) [↑](#footnote-ref-21)