

## FRAMEWORK AND REGULATIONS FOR INITIAL TEACHER TRAINING (LIFELONG LEARNING SECTOR) AWARDS

### Introduction

1. The following paragraphs provide the framework and regulations for the Initial Teacher Training programme (Lifelong Learning Sector) at the University of Suffolk (noting that separate regulations exist for School-Centred Initial Teacher Training). The programme leads to either the award of a Certificate in Education (CertEd) or the award of a Professional Graduate Certificate in Education (PGCE). The programme is offered on a pre-service and in-service basis, depending on students' current employment status.

2. The academic standards of all awards at the University of Suffolk should be aligned with the Expectation for Standards outlined in the [UK Quality Code for Higher Education](#) and the levels and qualification descriptors in the accompanying [Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies \(2014\)](#) (FHEQ). Alignment with these external reference points is considered as part of course validation and re-approval processes, and through quality monitoring mechanisms. At least one appropriately qualified and experienced external examiner will be appointed to each course, in accordance with the *External Examiners Policy* and with any additional appointment criteria as determined at the point of course validation.

### Structure and timing of course delivery

3. The academic year (hereafter described as an academic session) is divided into three terms of approximately equal length. The structure and timing of the delivery of teaching and assessment will be approved at the point of validation and laid out in the Student Handbook for the course. Full-time and part-time students are normally required to attend the institution and relevant placement settings for periods amounting to at least 34 weeks within the academic year. During that time they are normally expected to undertake periods of study, tuition or work experience which amount to an average of at least 14 hours per week for full-time students and 7 hours per week for part-time students.

4. Courses are managed in accordance with the *Management of Academic Provision Framework*, which also defines the role and responsibilities of Course Leaders.

5. All decisions regarding the ratification of assessment marks, resubmission and retake opportunities, and eligibility for the final award as set out in these regulations are made by the relevant assessment board, constituted in accordance with the *Assessment Board Policy*.

Schedules for assessment boards will be published to students along with dates for results publication.

### **Modules and credit**

6. Academic and professional study will be organised into modules, with modules valued in terms of credits. Credit is a means of quantifying and recognising learning: one credit represents 10 notional hours of learning (including formal classes, preparation time, professional practice, independent study, revision and the completion of assessment), and credit is awarded when the specified learning outcomes for the module have been successfully demonstrated.

7. One academic session of full-time undergraduate study is equivalent to 120 credits, typically achieved through the satisfactory completion of 6 x 20 credit modules for in-service trainees and 4 x 20 credit modules and one 40 credit module for pre-service trainees (with each 20 credit module representing 200 notional hours of learning and each 40 credit module representing 400 notional hours of learning). Modules typically run the length of half an academic session, but for reasons of facilitating student learning and achievement, the delivery of modules over the whole of an academic session is permitted where approved through validation.

8. All modules within the programmes are designated as mandatory modules: these are modules which are central to the programme of study, and therefore students must take and pass them in order to meet the requirements of the award. The programmes include both theory and professional practice modules. The modules should be specified clearly in the definitive course record and associated course documentation presented for course validation and re-approval.

### **Levels of study**

9. Modules within the Certificate in Education are offered at two Levels of the FHEQ (Level 4 and Level 5) and modules within the Professional Graduate Certificate in Education are offered at three Levels of the FHEQ (Levels 4, 5 and 6).

### **Mode of study**

10. As approved through validation, the courses will normally provide opportunities for study by part-time or full-time modes. The normal study load for a student studying full-time will be modules to the value of 120 credits (subject to a maximum of 80 credits in any one semester) in one academic session. A student studying part-time will normally be permitted to study between 20 and 80 credits in one academic session, subject to a maximum of 40 credits in any one semester.

11. Students will not normally be permitted to transfer from full-time to part-time registration or vice-versa.

### Registration

12. Students will be expected to register either for the Certificate in Education or the Professional Graduate Certificate in Education. Students may transfer from the Certificate in Education to the Professional Graduate Certificate in Education or vice-versa within the first three months of course commencement, subject to satisfactory academic progress and the approval of the Chair of the Assessment Board (based on a recommendation from the Course Leader).

### Maximum registration periods

13. The expectation is that a student will complete their award within the following normal and maximum periods of registration, with the student being required by the relevant Assessment Board to withdraw from their course if this maximum period of registration is exceeded. A student's period of registration may be extended beyond the maximum by the relevant Assessment Board, in liaison with the Academic Registrar, only in exceptional circumstances and where the currency of learning undertaken up until that point can be adequately assured.

Award	Full-time study (period of registration in years)		Part-time study (period of registration in years)	
	Normal	Maximum	Normal	Maximum
CertEd	1	2	2	3
PGCE	1	2	2	3

14. Where a student intercalates in accordance with the *Extenuating Circumstances Policy* (normally for a maximum duration of one academic year), the period of intercalation counts as part of the maximum period of registration.

### Pre- and co-requisite modules

15. Modules may be linked in such a way that a student is required to take one concurrently with another, in which case these modules shall be designated as co-requisites of each other within the module specifications.

16. Modules may be linked such that a student is required to have passed one module or equivalent study/experience prior to studying another, in which case the former module or equivalent study/experience shall be designated as a pre-requisite for the latter within the module specifications.

17. The requirements to take/pass one or more pre- or co-requisites may, with the approval of the Assessment Board, be satisfied by Recognition of Prior Learning, except in those circumstances defined by Professional, Statutory or Regulatory Bodies (PSRBs).

### Credit requirements for achievement of awards

18. The amount and level of credit that must be successfully achieved for an award to be granted is outlined below, based on the FHEQ. The table also outlines the maximum credits that can be obtained via recognition of prior learning (RPL), including recognition of prior experiential learning (RPEL), in accordance with the requirements of the *Recognition of Prior Learning Policy*.

Award	Credit requirement	Maximum credits via RP(E)L
Certificate of Education (CertEd)	120 credits, including 40 credits at Level 4 and 80 credits at Level 5	60 credits (of which, no more than 30 credits can be obtained via RPEL)
Professional Graduate Certificate in Education (PGCE)	120 credits, including 20 credits at Level 4, 20 credits at Level 5 and 80 credits at Level 6	60 credits (of which, no more than 30 credits can be obtained via RPEL)

19. Applicants with a Certificate for Teaching in the Lifelong Learning Sector or a Certificate in Education and Training may be eligible for recognition of prior learning for the 20 credit 'Introduction to Teaching' module (Module 1).

20. In addition to meeting these credit requirements, students are required to successfully pass all mandatory modules set out for an award in order to be eligible for the award.

21. Students must not accumulate in excess of 120 credits for a Certificate of Education or a Professional Graduate Certificate in Education, except where required as a consequence of a course change or similar circumstance approved by the Course Leader.

### Assessment of individual modules

22. Assessment shall be undertaken in accordance with the *Learning, Teaching and Assessment Framework* and related policies (including *Academic Appeals*, *Academic Misconduct*, *Assessment Board*, *Assessment Moderation*, *Extenuating Circumstances* and *Preparation and Conduct of Examinations*) which shall be amended from time to time.

23. The methods of assessment will be in accordance with demonstrating the achievement of all intended learning outcomes for a module. Each module shall normally be assessed by one or more of the following methods:

- coursework
- observation
- project
- teaching practice
- portfolio
- presentation / seminar
- professional discussion
- micro-teach

24. In addition to the specified module assessment, exceptionally, viva voce examinations may be undertaken to determine the module outcome.

### **Marking of modules**

25. Each component of summative assessment (i.e. assessment used to indicate the extent of a student's success in achieving the intended learning outcomes of the module) will be marked on a percentage scale, with 40% representing the pass mark. Where there is more than one component of assessment within a module, each component must be passed in order to pass the module, with each component contributing a pre-determined percentage to the overall module mark (rounded to the nearest integer).

26. Where approved at validation, individual components of assessment or whole modules may be marked on a pass / fail basis with no percentage mark awarded, and in some instances with no credit attached.

27. Where students have passed a module, they cannot re-take it in an attempt to achieve a higher mark.

### **Late submission**

28. Students should submit all work for summative assessment by the notified deadline.

29. Work submitted up to three days after the deadline will be accepted and marked, but the mark will be capped at the pass mark (40%) unless there is a valid reason for late submission (i.e.

having been granted an extension to the deadline or a deferral under the terms of the *Extenuating Circumstances Policy*).

30. Work submitted more than three days after the deadline without valid reason will not be accepted and will be recorded as 0% RN (refer, no work submitted) in accordance with paragraph 34.

31. Where an extension has been agreed under the terms of the *Extenuating Circumstances Policy*, no late submission will be permitted beyond the agreed extension period.

32. Late submission is not possible for some types of assessment, including pass/fail assessments, presentations, examinations and practical assessments. This will be indicated in the course handbook.

33. Late submission is not permitted for work that is already subject to capping at the pass mark (for example reassessments in accordance with paragraphs 36, 37 and 38).

#### **Non-completion of assessment (leading to referral and reassessment)**

34. Students must submit all work for summative assessment by the notified deadline. Failure to submit work by the deadline (or within three days of the deadline where late submission is permissible) without valid reason (i.e. without having requested and been granted an extension to the deadline or deferral of the assessment under the terms of the *Extenuating Circumstances Policy*) will result in the term NWS (no work submitted) being recorded for the relevant component of assessment and will result in referral in the module overall.

35. Where students fail to attend a professional practice assessment or examination without demonstrating a valid reason in accordance with the terms of the *Extenuating Circumstances Policy*, the term NWS (no work submitted) will be recorded for the relevant component of assessment and will result in referral in the module overall.

#### **Failure to pass a module (leading to referral and reassessment)**

36. In cases of non-completion of coursework or non-attendance at professional practice assessments or examinations, the student will have the opportunity to be reassessed once only in the component(s) not completed. The maximum mark attainable for the component(s) upon reassessment will be 40%. The overall module outcome will be determined in the normal way (see 'marking of modules' above).

37. Where a student submits work but fails to achieve an overall pass mark for the module, the overall module outcome will be recorded as a referral and the student will have the opportunity to be reassessed once only in those components of assessment not passed. In such cases of reassessment, the maximum mark attainable for the reassessed component will be 40%. The overall module outcome will be determined in the normal way (see 'marking of modules' above). Where students have passed a component of assessment, they cannot re-take it in an attempt to achieve a higher mark.

### **Failure in a module (after a reassessment opportunity)**

38. If, after the reassessment opportunity, the overall module mark is still not of pass standard, the student will be deemed to have failed the module. In such circumstances, the relevant Assessment Board would normally permit the student to retake the module with attendance, subject to the student having demonstrated sufficient engagement with their studies. The student will be permitted **one attempt only** at the component(s) of assessment that they have not already successfully completed. Marks from successfully completed components will carry forward, except in the circumstances highlighted in paragraph 39 below, and these components cannot be re-taken in an attempt to achieve a higher mark. The overall module outcome will be determined in the normal way (see 'marking of modules' above). The maximum mark attainable for the module overall will be 40%.

39. Where the assessment methods for the module have changed since the student took the module; where components of assessment build upon each other in some way; or where the original module has been replaced by a new module, students repeating the module (or replacement module) will be expected to complete all components of assessment, regardless of previous results. The maximum mark attainable for a replacement module overall will be 40%.

40. Failure in a retaken module will result in termination of the student's studies on that course.

### **Deferral in a module**

41. Consideration of deferral cases is undertaken in accordance with the *Extenuating Circumstances Policy*.

42. If the Extenuating Circumstances Panel deems that a student has presented acceptable evidence of extenuating circumstances in relation to one or more components of assessment, those components of assessment will be deemed "deferred" and the student will be given the opportunity to submit (or re-submit) those components of assessment. The relevant Assessment Board will determine the timescale for submission/re-submission of the component(s) in question.

43. If deferral relates to a first attempt at component(s) of assessment, the full range of marks will be available. If deferral relates to a previously referred piece of work, the student will be given a further opportunity to re-submit the assessment under the terms of the original referral (i.e. with marks capped at either component or module level in accordance with paragraphs 36, 37 and 38 above).

44. Continuation or repetition of deferral status will be considered only if the relevant Assessment Board is advised by the Extenuating Circumstances Panel that it has received what it deems to be further acceptable evidence of extenuating circumstances. If a student has been granted three consecutive deferrals for the same module, the relevant Assessment Board will normally require the student to repeat the module with attendance in accordance with paragraph 45.

45. If a deferral has been granted and the relevant Assessment Board believes that it is in the student's best interest to repeat the module with attendance (for example if they have not had adequate opportunity to engage fully with the learning activities associated with the module), marks for components successfully completed at an earlier stage will normally be carried forward where the assessment methods for the module remain unchanged, components of assessment are not co-dependent, and the module continues to be offered, unless the Assessment Board determines that there are exceptional circumstances that warrant the student completing all components of assessment for the module as if for the first time. Those components for which the student has previously been referred will be marked in accordance with the terms of the original referral (i.e. with marks capped at either component or module level in accordance with paragraphs 36, 37 and 38 above).

46. Where assessment methods for a module have changed since the deferral; where components of assessment build upon each other in some way; or where the original module has been replaced by a new module, students repeating the module (or replacement module) will be expected to complete all components of assessment regardless of previous results. In such cases, students will be eligible for the full range of marks, unless they have previously failed the module (or original module in cases where modules have been replaced) after a reassessment opportunity and are subject to capping of the module mark at the pass mark (in accordance with paragraph 38 above).



## Intercalation

47. Consideration of intercalation cases is undertaken in accordance with the *Extenuating Circumstances Policy*.

48. Where an application to intercalate is approved, any work submitted prior to the date of intercalation will be presented to the Assessment Board for the result to be ratified. If no work was submitted for a component by the notified deadline where that deadline was prior to the date of intercalation, or where the student failed to attend an examination scheduled prior to the date of the intercalation, the result will be recorded as a referral. If an application for extenuating circumstances has been approved, the result will be recorded as a deferral.

49. On the student's return to the module following a period of intercalation, previous marks for components (including deferrals and referrals for academic failure or non-submission) will normally be carried forward provided the assessment methods for the module remain unchanged, components of assessment are not co-dependent, and the module continues to be offered, unless the Assessment Board determines that there are exceptional circumstances that warrant the student completing all components of assessment for the module as if for the first time.

50. When a student returns from a period of intercalation, the following should be implemented for those component(s) of assessment not yet successfully completed:

- a. Where there are no previous referrals or deferrals for the outstanding component(s) of assessment, the student will have the opportunity to take the component(s) with the full range of marks available. The overall module outcome will be determined in the normal way (see 'marking of modules' above).
- b. Where there are previous deferrals for the outstanding component(s) of assessment, if the deferral relates to a first attempt at the component(s), the student will have the opportunity to be re-assessed in the component(s) with the full range of marks available. The overall module outcome will be determined in the normal way (see 'marking of modules' above). If the deferral relates to a previously referred piece of work, the student will be given a further opportunity to re-submit the assessment under the terms of the original referral (i.e. with marks capped at the pass mark at either component or module level in accordance with paragraphs 36, 37 and 38 above).
- c. Where there are previous referrals for the outstanding component(s) of assessment, the student will have the opportunity to retake the component(s) and re-submit work under the terms of the original referral (i.e. with marks capped at the pass mark at either component or module level in accordance with paragraphs 36, 37 and 38 above).

51. Where the assessment methods for the module have changed during the period of intercalation; where components of assessment build upon each other in some way; or where the original module has been replaced by a new module, students repeating the module (or replacement module) will be expected to complete all components of assessment, regardless of previous results. In such cases, students will be eligible for the full range of marks, unless they have previously failed the module (or original module in cases where modules have been replaced) after a reassessment opportunity and are subject to capping of the module mark at the pass mark (in accordance with paragraph 38 above).

### **Notification of results**

52. In line with the good practice of providing timely feedback to students, the provisional outcomes of marked and moderated assessment may be given to students before the Assessment Board has formally approved results. Such feedback must be clearly identified as subject to final ratification by the Assessment Board, and therefore subject to potential amendment by the Board.

53. The early release of unratified marks is to facilitate an early opportunity for students to begin to address referred work that will need to be redeemed after the Assessment Board has ratified the result. It is not an opportunity for students to resubmit referred work as a first attempt before the Board ratifies the mark.

### **Award outcome and classifications**

54. In order to be eligible for the award with recommendation for Qualified Teacher Learning and Skills (QTLS) status, students are required to successfully pass all mandatory modules and meet the credit requirements for the award as outlined in paragraph 18 above. The final outcomes of the Certificate in Education and the Professional Graduate Certificate in Education will be defined only in terms of Pass or Fail. However, student transcripts for these awards will indicate the level of a student's performance in the individual modules completed.

55. On successful completion of the programme, students can apply individually to the Education and Training Foundation to gain Qualified Teacher Learning and Skills (QTLS) status. In order to achieve QTLS, graduates must demonstrate that they meet all current statutory requirements for QTLS as determined by the Foundation.

### **Posthumous and Aegrotat awards**

56. In the event of a student's death, the relevant Assessment Board may award a Certificate in Education or Professional Graduate Certificate in Education posthumously. The normal requirements for the award (as specified in these regulations) must be met. Where the student

has not met the normal requirements for the award, consideration may be given to an Aegrotat award.

57. In exceptional circumstances where a student is unable to complete their programme of study through illness or other valid cause, an Aegrotat award may be recommended where, based on the student's academic profile, the Assessment Board has enough evidence of the student's performance to recommend the award and is satisfied that the student would have reached the standard required for that award. Aegrotat awards will normally reflect the FHEQ level of study at which the student had achieved credit when their studies ceased, but as there are no exit awards available from the Certificate in Education or Professional Graduate Certificate in Education, the student must have successfully completed at least two thirds of their programme of study to be eligible for an Aegrotat award. Where an Aegrotat award is made posthumously, the relevant Assessment Board may recommend that the student be awarded the intended award for programme on which they were enrolled where the two-thirds requirement has not been met.

58. In all cases, the recommendation for an Aegrotat award must be approved by the Academic Registrar prior to the award being agreed by the relevant Assessment Board.

59. An Aegrotat award is considered to be the final award. Students accepting an Aegrotat award may not re-apply to the same course.

60. Aegrotat awards from courses where the intended award leads to professional registration with a PSRB do not confer eligibility for registration with that PSRB.

61. Where an Aegrotat award is going to be offered to a student, the student must confirm, in writing, that they are willing to accept the award and understand the implications (as set out in these regulations) before it can be agreed by the relevant Assessment Board. If the student is severely incapacitated, consent may be provided by an appropriate third party authorised to act on the student's behalf. The requirement to obtain consent does not apply for Aegrotat awards awarded posthumously.

### **Recognition of credit without an award**

62. Where a student achieves credit by passing modules but is not eligible for an award within this framework, a student transcript/record of achievement will be issued identifying credit gained and the level of achievement in the module(s) completed.

### **Academic appeals**

63. Students have a right to appeal against decisions of the Assessment Board in accordance with the *Academic Appeals Procedure* which is available, together with appeal forms, on MySuffolk and the University of Suffolk website.

64. Any appeal should be made within fifteen working days of the date of written publication of results by the relevant Assessment Board.

### **Academic or professional misconduct**

65. Allegations of academic misconduct, including cheating and plagiarism, will be dealt with as outlined in the *Academic Misconduct Policy*. In cases where investigations into allegations of academic misconduct are ongoing, Assessment Boards will record a deferred decision (DD) mark in respect of any component marks implicated in the allegations, and in respect of the modules which the component(s) form part.

66. Allegations of professional misconduct or professional unsuitability will be dealt with as outlined in the *Fitness to Practise Procedure*.

### **Conferral of awards**

67. Conferral occurs at set points in the academic year and a student may not receive an award parchment or official transcript or use their award title until formal conferral has taken place. If proof of the award is required at an earlier date (for example to enable a student to gain employment), students can securely share their Higher Education Achievement Report (HEAR) issued by the University of Suffolk via Gradintelligence.