FRAMEWORK AND REGULATIONS FOR UNDERGRADUATE AWARDS

Introduction

1. The following paragraphs provide the framework and regulations for undergraduate courses at the University of Suffolk that lead to the following awards (noting that separate regulations exist for Integrated Master's programmes and for initial teacher training provision, including the Certificate in Education and the Professional Graduate Certificate in Education)[1]:

- Certificate of Higher Education (CertHE)
- Diploma of Higher Education (DipHE)
- Foundation Degree (FdA / FdEng / FdSc)
- Bachelor's Degree (hereafter described as Ordinary Degree) (BA / BEng / BSc)
- Bachelor's Degree with Honours (BA (Hons) / BEng (Hons) / BSc (Hons) / LLB (Hons)).

These regulations also apply to the Level 3 international foundation programmes.

2. Named awards (including named exit awards) for which students are eligible are those which are identified at the point of validation. Qualification titles should convey accurate information about the level, nature and subjects of study. The appropriate use of the prefix Bachelor / Foundation Degree of Arts, Engineering or Sciences will normally be determined at validation.

3. Where approved at the point of validation, qualification titles may include the bracketed suffix 'with Professional Placement', 'with Study Abroad' or 'with Professional Placement and Study Abroad' where there is an integrated sandwich year involving supervised work experience and/or study abroad within a full-time course. All such courses are required to have a related honours degree course to which students can transfer if they are unable to undertake or do not successfully complete the sandwich year.

4. The academic standards of all University of Suffolk awards should be aligned with the Expectations 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). Additional external reference points for characteristics of certain types of qualifications should be considered, including the QAA Foundation Degree Characteristics Statement (2020) and the QAA Characteristics Statement for Higher Education in Apprenticeships (2019). Relevant QAA subject benchmark statements should also be taken into consideration in the design and ongoing development of courses. Alignment with these external reference points is considered as part of course validation and re-approval

[1] For apprenticeship programmes, these regulations should be read in conjunction with the separate *Higher and Degree Apprenticeship Framework*

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.[2]

5. These regulations apply to all undergraduate courses offered at the University of Suffolk with the exception of Integrated Master's programmes, initial teacher training provision, and programmes delivered in partnership with Unitas and Unicaf for which separate regulations exist. Any exceptional exemptions or variations to these regulations for individual courses (for example to meet the requirements of national apprenticeship standards and/or Professional, Statutory or Regulatory Bodies (PSRBs) in relation to assessment) are subject to approval by the Quality Committee via the submission of a variation request form. For new courses, approval for the variation should be sought prior to the course validation event. A central record of all approved variation request forms is maintained by Registry Services and details of all approved variations are published as an annex to these regulations with footnotes included in the relevant paragraphs to show where variations should be applied.

6. Enrolment on individual validated credit-bearing modules, for example for Continuing Professional Development (CPD) purposes, is permitted where assurance is obtained that students are ready for that level of study and meet any pre-requisites for the module. The assessment of the module will be undertaken in accordance with these regulations, unless any variations have been approved in accordance with the procedure outlined in paragraph 5 above. Upon successful completion of the module(s), students will receive a transcript/record of achievement identifying credit gained and the level of achievement in relation to the FHEQ. Credit-bearing CPD modules may subsequently contribute towards a University of Suffolk certificate, diploma or degree course, where the award of credit has been approved in accordance with the *Recognition of Prior Learning Policy*.

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

8. All decisions regarding the ratification of assessment marks, resubmission and retake opportunities, and eligibility for progression and the final award as set out in these regulations are

[2] For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography, BSc (Hons) Radiotherapy and Oncology and BSc (Hons) Therapeutic Radiography; Annex 2 for BSc (Hons) Operating Department Practice; Annex 3 for BSc (Hons) Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 5 for for BSc (Hons) Midwifery; Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, BSc (Hons) Mental Health Nursing; Annex 7 for BSc (Hons) Specialist Practitioner – District Nursing; and Annex 9 for BSc (Hons) Physiotherapy

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.

Structure and timing of course delivery

9. For most undergraduate courses, the academic year (hereafter described as an academic session) will be divided into either six blocks or two semesters, in accordance with the *Course Design Blueprint*. Except where placements, field study, bridging and/or access modules are provided, all teaching and assessment will be carried out within the designated academic session. Some courses, for example accelerated two-year degrees, higher and degree apprenticeships and courses with specific PSRB requirements, may adopt an alternative model that incorporates delivery over a whole calendar year, broken down into three periods of study. The structure and timing of the delivery of teaching and assessment will be approved at the point of validation for individual courses and laid out in the Student Handbook for the course.

Modules and credit

10. 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, independent study, revision and the completion of assessment), and credit is awarded when the specified learning outcomes for the module have been successfully demonstrated.

11. Modules should be assigned credit in multiples of 20. A standard module is valued at 20 credits, except:

(a) in the case of a final year Dissertation or Extended Project module, which is normally 40 credits;

(b) where the coherence of the curriculum necessitates the incorporation of one or more 40 or 60 credit modules (for example in relation to practice learning, work-related learning, or project modules);

(c) where, in exceptional circumstances, the coherence of the curriculum necessitates the incorporation of one or more 10 or 30 credit modules.

12. 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 (with each module representing 200 notional hours of learning). Modules will typically be delivered and assessed within one block or one semester, but for reasons of facilitating student learning and achievement, the delivery and/or completion of the assessment activity of a module over a longer period is permitted where approved through validation. Modules of more than 20 credits may be delivered

in consecutive or non-consecutive blocks. For accelerated degree programmes, one academic session is equivalent to 180 credits, typically achieved through the satisfactory completion of 9 x 20 credit modules delivered over three periods of study of 60 credits each, normally divided into three blocks. Modules will typically be delivered and assessed within one block, but for reasons of facilitating student learning and achievement, delivery over two or more blocks is permitted where approved through validation and provided study in each period is at the same level.

Levels of study

13. Modules within undergraduate programmes of study are normally offered at three Levels of the FHEQ:

(a) Level 4 modules are typical of the learning expected of the first year of a full-time Foundation or Honours degree programme, or the first two periods of an accelerated degree programme, normally counting towards a Certificate of Higher Education;

(b) Level 5 modules are typical of the learning expected of the second year of a full-time Foundation or Honours degree programme, or the second two periods of an accelerated degree programme, normally counting towards either a Foundation Degree or Diploma of Higher Education;

(c) Level 6 modules are typical of the learning expected of the final year of a full-time Honours degree programme, or the final two periods of an accelerated degree programme, normally counting towards an Honours Degree or an Ordinary Degree.

14. For the international foundation programme and courses which incorporate a foundation programme designed to prepare students for entry to Level 4, modules in the foundation programme shall be designated at Level 3 and aligned with Level 3 of the National Qualifications Framework.

Mode of study

15. As approved through validation, courses will normally provide opportunities for study by part-time, full-time or a combination of these modes. Accelerated degrees can only be offered as full-time study.

16. Except where specified by PSRBs, the normal study load for a student studying full-time will be modules to the value of 120 credits in one academic session. For accelerated degree programmes, the study load for one academic session is 180 credits.

17. A student studying part-time will normally be permitted to study between 20 and 80 credits in one academic session.

18. Students may be permitted to transfer from full-time to part-time registration and vice-versa with the approval of the Course Leader and the relevant Dean of School or Head of Higher Education. Any implications in terms of module transfer or withdrawal should be dealt with in accordance with paragraph 25. Where students are transferred from full-time to part-time study to enable them to redeem failed modules as a full-time on reduced hours student, this is confirmed as a progression decision via the relevant Assessment Board.

Maximum registration periods

19. The expectation is that a student will complete their award within the following 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 (noting that an exit award will automatically be awarded if they have met the requirements for such an award as outlined in paragraphs 98 and 99 below). 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 (maximum period of registration in years)				Part-time study (maximum period of registration in years)			
Level of entry	L 3	L 4	L 5	L 6	L 3	L 4	L 5	L 6
International Foundation Programme	2							
CertHE	4	3			6	5		
DipHE	6	5	3		9	6	4	
Foundation Degree		5	3			6	4	
Ordinary Degree	7	6	4	2	12	9	6	3
Honours Degree[3]	7	6	4	3	12	9	6	4
• Accelerated Honours Degree		4	3	2				
• Honours Degree with Sandwich Year	8	7	5					

[3] For approved variations, see Annex 4 for BA (Hons) Social Work and Annex 9 for BSc (Hons) Physiotherapy

20. For students who are following a mixed mode programme, the maximum period of registration shall be calculated as if they were studying part-time. A full-time student who is required to transfer to part-time study to redeem failed module(s) is normally coded as full-time on reduced hours for finance purposes, and this is therefore treated as continuous full-time study in terms of maximum periods of registration.

21. 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.

Module types

22. Within undergraduate course structures, all modules will be designated as one of the following three types:

(a) 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 (i.e. if they fail the module, they cannot take an alternative module to make up the credit deficit, and they therefore are unable to successfully complete their studies on that course). In accordance with paragraph 66, mandatory modules cannot be condoned.

(b) Requisite modules: these are modules that students must take as part of their programme of study (for example because there is no optionality built into the programme at that level), but it is not compulsory that they pass the module (i.e. if they fail the module, they may be able to take an alternative module within the validated programme to make up the credit deficit). In accordance with paragraph 66, requisite modules can be condoned.

(c) Optional modules: these are modules which students can select to complete as part of their overall programme of study. Where optional modules are an integral part of a course, students will be required to select a specified number of optional modules from a prescribed list. Choice will be subject to availability and academic guidance from the Course Leader(s) concerned. It is not compulsory that students pass the module (i.e. if they fail the module, they may be able to take an alternative module within the validated programme to make up the credit deficit). In accordance with paragraph 66, optional modules can be condoned.

23. The mandatory, requisite and optional modules that must be taken and, where relevant, passed by a student in order to achieve each named award (including any named exit awards) should be specified clearly in the definitive course record and associated course documentation presented for course validation and re-approval. Care should be taken to ensure that the coherence of courses with multiple pathways is secured and maintained, and that there is clarity regarding how pathways relate to, and are differentiated from, each other. In particular, each

award should comprise a unique combination of modules such that students receiving different awards will never have the same module profile.

24. Students are ultimately responsible for ensuring that they select modules that fulfil the requirements of their award and, where appropriate, the requirements of any relevant PSRB.

25. Normally, a student who is registered for a module and wishes to transfer to another module may do so at any time up to the end of the first week of the commencement of delivery of the module (for block delivery) or the end of the second week of the commencement of delivery (for semester or double-block delivery), subject to the agreement of the module leaders concerned and provided that the alternative module forms part of the validated course structure and there are places on the module. A student who is registered for a module and completes a module withdrawal form, with appropriate approval, within the specified timescale will be deemed not to have attempted the module for the purposes of this regulatory framework. Students who fail to complete a module withdrawal form within the specified timescale will remain registered on the module. In this case, failure to submit coursework assessments or to sit examinations will normally constitute failure in the module, unless extenuating circumstances are approved in accordance with the *Extenuating Circumstances Policy*.

Pre- and co-requisite modules and excluded combinations

26. 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.

27. 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. Credit for condoned modules (see paragraph 66) can fulfil the pre-requisite requirements, except in cases where the pre-requisite module is mandatory.

28. The requirements to take/pass one or more pre- or co-requisites may, with the approval of the Assessment Board, be satisfied by the recognition of prior certificated or experiential learning (RPL), except in those circumstances defined by PSRBs.

29. Modules may contain material which substantially overlaps with material from another module within the same course, in which case students will be excluded from taking both modules as part of their programme of study as indicated through the inclusion of excluded combinations within module specifications.

Periods of study outside the University of Suffolk

30. The course documentation presented for validation or re-approval should specify where a period of study outside the University of Suffolk (for example a work-based or placement learning element or a period of study abroad) is a mandatory or optional element of the programme of study, and how (where appropriate) this will be formally assessed. For study abroad arrangements with European institutions, credit recognition is facilitated by the European Credit Transfer System (ECTS). Study abroad can only be taken in lieu of modules at Level 5 or Level 6. Students will be awarded the appropriate credit for demonstration of the learning outcomes associated with study abroad, but will have no mark attached to the module(s).

31. Where the requirement for satisfactory completion of a period of study outside the University of Suffolk is in addition to the assessment regulations outlined in this document, any additional requirements should be subject to approval through the variation request process outlined in paragraph 5 above.

32. Where approved at validation, Honours Degrees may be offered as 480 credit sandwich degree courses with an integrated professional placement and/or period of study abroad (normally between Levels 5 and 6). This will be reflected in the award title as outlined in paragraph 3 above. The requirements for engaging in and successfully completing the sandwich year are outlined in Appendix A.

33. Where work-based or placement learning is an integral part of a course, and unless otherwise stated in the course documentation, the University of Suffolk shall not be responsible for securing a work placement or work-related experience for students. Such arrangements should operate in accordance with the *Work-Based and Placement Learning Framework*. Any support provided to students in identifying and securing an appropriate work placement or work-related experience, as well as procedures for approval of the work placement or work-related experience as suitable, should be outlined in the Course Handbook.

Requirements for undergraduate awards

Foundation Degrees

34. All Foundation Degree courses should include a personal development skills module at Level 4 (as a requisite module) and a research skills module at Level 5 (as a mandatory module).[4] They should also include a minimum of 40 credits of work-related learning across Levels 4 and 5 (ideally 20 credits per level) as mandatory modules. For students already in employment, work-

[4] For approved variations, see Annex 11 for FdSc Nautical Science

related learning may be permitted to be carried out at the candidate's usual place of work. Candidates who are not employed, or whose employment does not facilitate the required learning experience, will be supported in gaining appropriate opportunities for work-related learning. This may be accommodated through placements, through simulated work situations, or through other means as outlined within course approval documentation.

35. All Foundation Degrees, at the point of validation, should specify honours degree progression opportunities available to successful graduates.

Diplomas of Higher Education and Ordinary Degrees

36. All Diploma of Higher Education and Ordinary Degree programmes should include, as a mandatory module, a 20 credit subject-specific research methods module at Level 5.

Bachelor's Degrees with Honours

37. All Honours Degree programmes should include, as mandatory modules, a 20 credit subject-specific research methods module at Level 5 and a 40 credit dissertation or extended project module at Level 6. Credit for the dissertation or extended project module cannot be obtained through the recognition of prior learning or through study abroad.

Joint and major/minor degrees

38. In addition to single subject Bachelor's Degrees, the undergraduate framework allows for joint degrees and major/minor degrees. The table below outlines the pattern of subject-specific credits required at Levels 5 and 6 in joint and major/minor degree routes and the required format of the associated course title:

	Joint Degree	Major / Minor Degree
Format of course title	[Subject A] and [Subject B]	[Subject A] with [Subject B]
Credits across Levels 5 and 6	120 [Subject A] + 120 [Subject B] with at least 40 credits at each level	160 [Subject A] + 80 [Subject B] with at least 20 credits at each level

39. Greater flexibility may be built into Level 4 in terms of the balance of credit for joint and major/minor degrees, in order to facilitate preparation for study at higher levels and to support informed student choice about degree route. However, for major/minor degrees there should be sufficient subject-specific content at Level 4 to enable the minor subject to make up at least 90 credits of the overall course, in accordance with the expectation of the FHEQ that minor subjects

should comprise at least a quarter of the overall programme of study. Credit for condoned modules at Level 4 (see paragraph 66) can be used to fulfil these requirements. As part of the course approval process, course teams are expected to demonstrate that module structures ensure that students undertake an appropriate balance of subject-specific content in accordance with degree type and course title designation.

40. Students on joint and major/minor courses normally take only one research methods module at Level 5, unless the combination of subjects necessitates more extensive coverage (as determined as part of the course validation or re-approval process). Choice will be subject to academic guidance from the Course Leader(s) concerned. The research methods module should normally be undertaken as part of the major route in a major/minor course, and may be undertaken as part of either route in a joint course unless otherwise specified at the point of validation and subject to any PSRB requirements.

41. For major/minor courses, the Level 6 dissertation or extended project must either (a) be lodged entirely in the major route, or (b) draw on subject-specific content from both the major and the minor route, subject to the normal overall credit requirements for each subject outlined in paragraph 38 above. It must not be lodged entirely in the minor route. Choice will be subject to academic guidance from the Course Leader(s) concerned.

42. For joint courses, the Level 6 dissertation or extended project must either (a) be lodged entirely within one route, or (b) draw on subject-specific content from both routes, subject to the normal overall credit requirements for each subject outlined in paragraph 38 above. Choice will be subject to academic guidance from the Course Leader(s) concerned. Where the dissertation or extended project must be lodged in a particular route, for example to meet any PSRB requirements, this will be specified at the point of validation.

Credit requirements for achievement of awards

43. The amount and level of credit (including credit for condoned modules) 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 certificated or experiential learning (RPL), advanced standing or direct entry, in accordance with the requirements of the *Recognition of Prior Learning Policy*. The amount of credit that can be obtained via recognition of prior experiential learning should not normally exceed 50% of the maximum credits via RPL. The maximum credits via RPL may differ for some courses to meet PSRB requirements, and will be defined in the course validation documents. RPL cannot be granted in relation to the dissertation or extended project module.

Award	Credit requirement	Maximum credits via RPL
Certificate of Higher Education (CertHE)	120 credits at Level 4 or above	60 credits
Diploma of Higher Education (DipHE)	240 credits at Level 4 or above (including at least 120 credits at Level 5 or above)	120 credits (including not more than 60 credits at Level 5)
Foundation Degree (FdA / FdEng / FdSc)	240 credits at Level 4 or above (including at least 120 credits at Level 5 or above)	120 credits (including not more than 60 credits at Level 5)
Ordinary Degree (BA / BEng / BSc)	300 credits at Level 4 or above (including at least 180 credits at Level 5 or above and at least 60 credits at Level 6)	150 credits (or 240 credits where students are direct entrants at Level 6 following successful completion of a Level 5 programme at the University of Suffolk)
Bachelor's Degree with Honours (BA (Hons) / BEng (Hons) / BSc (Hons) / LLB (Hons))	360 credits at Level 4 or above (including at least 240 credits at Level 5 or above and at least 120 credits at Level 6) Note: four-year programmes with an integrated foundation year also require students to achieve 120 credits at Level 3	240 credits (including not more than 60 credits at Level 6)[5]
Bachelor's Degree with Honours (BA (Hons) / BEng (Hons) / BSc (Hons) / LLB (Hons)) with Professional Placement	480 credits including: • 120 placement credits • 360 credits at Level 4 or above, including at least 240 credits at Level 5 or above and at least 120 credits at Level 6 (excluding placement credits)	240 credits (including not more than 60 credits at Level 6)
Bachelor's Degree with Honours (BA (Hons) / BEng (Hons) /	480 credits including: • 120 study abroad credits	240 credits (including not more than 60 credits at Level 6)

[5] For approved variations, see Annex 5 for BSc (Hons) Midwifery; Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, and BSc (Hons) Mental Health Nursing; and Annex 7 for BSc (Hons) Specialist Practitioner – District Nursing

BSc (Hons) / LLB (Hons)) with Study Abroad	• 360 credits at Level 4 or above, including at least 240 credits at Level 5 or above and at least 120 credits at Level 6 (excluding study abroad credits)	
Bachelor's Degree with Honours (BA (Hons) / BEng (Hons) / BSc (Hons) / LLB (Hons)) with Professional Placement and Study Abroad	480 credits including: • 60 study abroad credits • 60 placement credits • 360 credits at Level 4 or above, including at least 240 credits at Level 5 or above and at least 120 credits at Level 6 (excluding study abroad and placement credits)	240 credits (including not more than 60 credits at Level 6)

44. 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.[6]

45. For higher and degree apprenticeships, students will also be expected to successfully complete an End Point Assessment (EPA) in accordance with the requirements of the relevant apprenticeship standard. This may either be integrated into the programme of study or it may represent an additional stage beyond meeting the requirements for the relevant University award. The approach to the EPA (i.e. whether it is integrated into the programme or a separate assessment) will be outlined in the assessment plan for the relevant apprenticeship standard and confirmed at the point of course validation. Where the EPA is not integrated into the programme, students who fail to successfully complete the EPA may still receive the relevant University award where the requirements for that award have been met, but will not receive the apprenticeship certificate.

46. Students must not accumulate in excess of 360 credits for a Bachelor's Degree with Honours (excluding four year programmes with a foundation year or sandwich year) or in excess of 240 credits for a Foundation Degree or Diploma of Higher Education, except where required as a consequence of a course change or similar circumstance approved by the Course Leader.

[6] For approved variations, see Annex 3 for BSc (Hons) Paramedic Science; Annex 5 for BSc (Hons) Midwifery; Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, and BSc (Hons) Mental Health Nursing; Annex 7 for BSc (Hons) Specialist Practitioner – District Nursing; and Annex 9 for BSc (Hons) Physiotherapy

Assessment of individual modules

47. Assessment shall be undertaken in accordance with the *Learning, Teaching and Assessment Framework* and related policies and procedures (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.

48. The methods of assessment will be in accordance with demonstrating the achievement of all intended learning outcomes for a module. [7] Each module shall normally be assessed by one of the following methods:

(a) wholly by coursework
(b) wholly by examination
(c) by project or by dissertation or by research activity
(d) by combinations of the above
(e) exceptionally, by synoptic assessment (i.e. a single assessment that measures some or all of the learning outcomes of two or more distinct modules rather than one individual module).

49. In addition to the specified module assessment, exceptionally, viva voce examinations may be undertaken to determine the module outcome.[8]

Marking of modules

50. 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.[9] Where there is more than one component of assessment within a module, each will contribute a pre-determined percentage to the overall module mark. Where a synoptic assessment is being used, the contribution of that assessment to the overall module mark for each module covered by the synoptic assessment will be determined at validation. This may include individual components or a whole module being assessed on a pass/fail basis (see also paragraph 53).

51. An overall module mark of 40% or above is required to pass a module and be awarded the relevant credit.[10] Unless core components have been identified in accordance with paragraph 52 below, the module can be passed with a mark of at least 35% for all individual components of assessment providing the overall module mark is 40% or above. This is known as in-module

[7] For approved variations, see Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, and BSc (Hons) Mental Health Nursing
[8] For approved variations, see Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, and BSc (Hons) Mental Health Nursing
[9] For approved variations, see Annex 10 for BSc (Hons) Digital and Technology Solutions [degree apprenticeships]; and Annex 11 for FdSc Nautical Science
[10] For approved variations, see Annex 10 for BSc (Hons) Digital and Technology Solutions [degree apprenticeships]; and Annex 11 for FdSc Nautical Science

compensation.[11] However, in accordance with the *Academic Misconduct Policy*, should a student receive a penalty resulting in the recording of a component mark as refer infringement or fail infringement at any attempt, in-module compensation no longer applies to that module and therefore a mark of at least 40% for all individual components of assessment will be required in order to pass the module.

52. Exceptionally, individual components of assessment may be designated as core components, indicating that students must achieve at least 40% for the component in order to pass the module.[12] Exceptional circumstances that warrant having core components are (i) where it is necessary to meet PSRB requirements or (ii) where the component of assessment is crucial to the achievement of programme level learning outcomes (i.e. the relevant programme learning outcome is not adequately assessed elsewhere). Where there is only one component of assessment within a module, the component will automatically be designated as core. Dissertations or final extended projects are also expected to be core. Core components should be identified at validation, and any changes to the designation of components are subject to approval through the changes to existing courses process.

53. Where approved at validation, individual components of assessment or whole modules may be marked on a pass/fail basis, with no percentage mark awarded. All such components of assessment will be deemed core and do not contribute to overall module marks. Any whole modules marked on a pass/fail basis do not contribute to the degree classification calculations. The number of whole modules marked on a pass/fail basis should not exceed a total of 40 credits at Level 5 or Level 6 within any validated programme of study.

54. Where students have passed a module, they cannot re-take it or any of the individual components of assessment in an attempt to achieve a higher mark. A further attempt may only be granted in exceptional circumstances following a successful appeal in accordance with the *Academic Appeals Procedure*. In such cases, the original pass mark will be disregarded and the mark for the resubmitted attempt will be the mark awarded. This mark may be higher, lower or the same as the original mark. The overall module result will be calculated in the normal way.

[11] For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography, BSc (Hons) Radiotherapy and Oncology and BSc (Hons) Therapeutic Radiography; Annex 2 for BSc (Hons) Operating Department Practice; Annex 3 for BSc (Hons) Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 5 for BSc (Hons) Midwifery; Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, and BSc (Hons) Mental Health Nursing; Annex 7 for BSc (Hons) Specialist Practitioner – District Nursing; Annex 8 for FdA Health and Wellbeing routes; Annex 9 for BSc (Hons) Physiotherapy; and Annex 11 for FdSc Nautical Science

[12] For approved variations, see Annex 11 for FdSc Nautical Science

55. The overall module mark displayed in the student's module results will be rounded to the nearest integer. The overall module mark before rounding will be used in the final award classification calculations.

Late submission

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

57. 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%)[13] unless there is a valid reason for the late submission (i.e. having been granted an extension to the deadline or a deferral under the terms of the *Extenuating Circumstances Policy*).

58. 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 62.

59. 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.

60. 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.

61. Late submission is not permitted for work that is already subject to capping at the pass mark (for example reassessments in accordance with paragraphs 64, 65 and 66).

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

62. 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 or deferral under the terms of the *Extenuating Circumstances Policy*) will result in a mark of 0% RN (refer, no work submitted) being recorded for the relevant component of assessment and will result in referral in the module overall.

63. Where students, in the opinion of the Extenuating Circumstances Panel, fail to attend an examination without demonstrating a valid reason in accordance with the terms of the *Extenuating*

[13] For approved variations, see Annex 11 for FdSc Nautical Science

Circumstances Policy, a mark of 0% RN (refer, 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)

64. In cases of non-completion of coursework or non-attendance at examinations, the student will have the opportunity to be reassessed once only in the component(s) not completed.[14] The maximum mark attainable for the component(s) upon reassessment will be 40%.[15] The overall module outcome will be determined in the normal way (see 'marking of modules' above).[16]

65. Where a student submits work but fails to achieve an overall pass mark for the module (40% or above, with at least 35% for all non-core components and at least 40% for all core components), 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. [17] In such cases of reassessment, the maximum mark attainable for the reassessed component will be 40%. Where the mark achieved for the reassessed component is below pass standard (i.e. less than 40%), the highest mark achieved for the component (i.e. the best fail) will be used to determine the overall module outcome. The overall module outcome will be determined in the normal way (see 'marking of modules' above).[18] Where students have passed a component of assessment, they cannot re-take it in an attempt to achieve a higher mark (see also paragraph 54).

Failure in a module (after a reassessment opportunity)

66. If, after the reassessment opportunity, the overall module mark is still not of pass standard (i.e. 40% or above) and/or individual component marks remain below 35% (for non-core components) or below 40% (for core components), the student will be deemed to have failed the module. In such circumstances, the relevant Assessment Board would normally either:

a) condone the module and award the relevant credit for the condoned module for up to 20 credits of non-mandatory modules at Levels 3, 4, 5 and 6, where all other modules at that level (i.e. at least 100 credits) have been passed; the overall average mark for the level is

[14] For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography, BSc (Hons) Radiotherapy and Oncology, and BSc (Hons) Therapeutic Radiography; Annex 2 for BSc (Hons) Operating Department Practice; Annex 3 for BSc (Hons) Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 5 for BSc (Hons) Midwifery; Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, and BSc (Hons) Mental Health Nursing; Annex 7 for BSc (Hons) Specialist Practitioner – District Nursing; Annex 8 for BSc (Hons) Health and Wellbeing routes; and Annex 9 for BSc (Hons) Physiotherapy

[15] For approved variations, see Annex 11 for FdSc Nautical Science

[16] For approved variations, see Annex 10 for BSc (Hons) Digital and Technology Solutions [degree apprenticeships]

[17] For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography, BSc (Hons) Radiotherapy and Oncology, and BSc (Hons) Therapeutic Radiography; Annex 2 for BSc (Hons) Operating Department Practice; Annex 3 for BSc (Hons) Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 5 for BSc (Hons) Midwifery; Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, and BSc (Hons) Mental Health Nursing; Annex 7 for BSc (Hons) Specialist Practitioner – District Nursing; Annex 8 for FdA Health and Wellbeing routes; Annex 9 for BSc (Hons) Physiotherapy; and Annex 11 for FdSc Nautical Science

[18] For approved variations, see Annex 10 for BSc (Hons) Digital and Technology Solutions [degree apprenticeships]

at least 40%; all modules at that level have an overall module mark of at least 35%; and the failed module and/or its components have no marks of refer infringement or fail infringement at any attempt (the fact that the module has been condoned will be recorded on the student's transcript); [19]

or

b) permit the student to retake the module with attendance, subject to the student having demonstrated sufficient engagement with their studies.[20]

Retake of a module

67. Where a student is required to retake a module with attendance, the student will be permitted up to two attempts at the component(s) of assessment that they have not already successfully completed (i.e. where individual component marks remain below 35% for non-core components or below 40% for core components), subject to the restrictions noted in paragraph 68 below. At the first submission on a retake, the full range of marks will be available for the component(s) being assessed, but the maximum mark attainable for the module overall will be 40%. If the first submission results in another referral, the student will be granted a final reassessment opportunity. In such cases of reassessment, the maximum mark attainable for the reassessed component will be 40%. Where the mark achieved for the reassessed component is still below pass standard (i.e. less than 40%), the highest mark achieved for the component (i.e. the best fail) will be used to determine the overall module outcome. 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%.[21]

68. Where the assessment methods for the module being retaken have changed since the student took the module, or where components of assessment build upon each other in some way, Assessment Boards may require students retaking the module to complete all components of assessment, regardless of previous results. The maximum marks attainable for the components of assessment and module overall will be as set out in paragraph 67.[22]

69. Where students undertake a replacement module (for example through choice; because the module to be retaken is no longer offered; or because their timetable does not allow them to

[19] For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography, BSc (Hons) Radiotherapy and Oncology and BSc (Hons) Therapeutic Radiography; Annex 2 for BSc (Hons) Operating Department Practice; Annex 3 for BSc (Hons) Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 5 for BSc (Hons) Midwifery; Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, BSc (Hons) Mental Health Nursing; Annex 7 for BSc (Hons) Specialist Practitioner – District Nursing; Annex 8 for FdA Health and Wellbeing routes; Annex 9 for BSc (Hons) Physiotherapy; Annex 10 for BSc (Hons) Digital and Technology Solutions [degree apprenticeships]; and Annex 11 for FdSc Nautical Science

[20] For approved variations, see Annex 11 for FdSc Nautical Science

[21] For approved variations, see Annex 10 for BSc (Hons) Digital and Technology Solutions [degree apprenticeships]

[22] For approved variations, see Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, and BSc (Hons) Mental Health Nursing; and Annex 7 for BSc (Hons) Specialist Practitioner – District Nursing

retake the original module), they will be required to complete all components of assessment. The reassessment opportunities and maximum marks attainable for the components of assessment and module overall will be as set out in paragraph 67.

70. In the case of failure in a retaken module, a student may be advised to take an alternative module, to transfer to an alternative course, or to terminate their studies. If the module being retaken is a mandatory module, failure will result in termination of the student's studies on that course.

Capping of marks

71. For ease of reference, the following table summarises the capping of marks applied to each submission:

Attempt number	Description	Component mark capped?	Module mark capped?
1	First submission	No	No
2	Resubmission / reassessment opportunity	Yes	No
3	Retake first submission	No	Yes
4	Retake resubmission / final reassessment opportunity	Yes	Yes

Deferral in a module

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

73. 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.

74. 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 40% at either component and/or module level in accordance with paragraphs 64, 65, and 67 above, as shown in the table in paragraph 71).

75. 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 76.

76. 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 40% at either component and/or module level in accordance with paragraphs 64, 65, and 67 above, as shown in the table in paragraph 71). For the avoidance of doubt, repeating a module is not the same as retaking a module: a repeat is as a result of extenuating circumstances, whereas a retake is the result of academic failure.

77. 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 module is no longer offered, 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 after a reassessment opportunity and are subject to capping of the component and/or module mark at the pass mark (in accordance with paragraph 67 above).

Intercalation

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

79. 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 (in accordance with paragraphs 64, 65 and 67 above). If an application for extenuating circumstances has been approved, the result will be recorded as a deferral (in accordance with paragraphs 73 and 74 above).

80. 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.

81. 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 and/or module level in accordance with paragraphs 64, 65 and 67 above).
c. Where there are previous referrals for the outstanding component(s) of assessment, the student will have the opportunity to re-submit work under the terms of the original referral (i.e. with marks capped at the pass mark at either component and/or module level in accordance with paragraphs 64, 65 and 67 above).

82. Where the assessment methods for the module have changed since the student took the module, or where components of assessment build upon each other in some way, Assessment Boards may require students to complete all components of assessment, regardless of previous results.[23] In such cases, students will be eligible for the full range of marks, unless they have previously failed the module after a reassessment opportunity and are subject to capping of the component and/or module mark at the pass mark (in accordance with paragraph 67 above).

83. Where students undertake a replacement module (for example through choice; because a module is no longer offered; or because their timetable does not allow them to take the original

[23] For approved variations, see Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, and .BSc (Hons) Mental Health Nursing; and Annex 7 for BSc (Hons) Specialist Practitioner – District Nursing

module), they will be required to complete all components of assessment. In such cases, students will be eligible for the full range of marks, unless the replacement is for a module previously failed after a reassessment opportunity which would be subject to capping of the component and/or module mark at the pass mark (in accordance with paragraph 67 above).

Notification of results

84. 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.

85. 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.

Progression

86. For full-time undergraduate students, in order to progress from one level to the next, students must either:

(i) obtain the required number of credits (normally 120 credits at Levels 3, 4 and 5, including credit for condoned modules in accordance with paragraph 66), including all mandatory modules and any compulsory placement or work-based learning elements as specified in the course validation documentation (this may include credit recognised and approved under the *Recognition of Prior Learning Policy*);

or

(ii) normally following a reassessment opportunity (in accordance with paragraphs 64 to 65), be permitted by the Assessment Board to progress on the basis that they make good any referred or deferred assessment for one module (to the maximum value of 40 credits[24]) by means of reassessment, deferred assessment or, where available, by taking additional credit during the next level of study (unless the referred, deferred, repeat, retake or replacement module is a pre-requisite for a module at the next level of study). Sandwich degree students cannot proceed to their sandwich year (professional practice and/or study abroad) until they have successfully completed all referred or deferred assessment and have attained the full 120 credits for each level of study undertaken prior to the sandwich year. Honours degree students cannot proceed to Level 6 until they have successfully completed all mandatory Level 4 modules. Accelerated degree students cannot proceed to Level 6 until they have successfully

[24] For approved variations, see Annex 1 for BSc (Hons) Radiotherapy and Oncology and BSc (Hons) Therapeutic Radiography

completed all referred and deferred assessment necessary to attain 120 credits at Level 4 and at least 100 credits at Level 5, including all pre-requisite modules.[25]

87. Regulation 86 does not apply to part-time students. Part-time students are permitted to study modules at the next highest level concurrently, subject to their having met any pre-requisites for the study of modules at the higher level (following appropriate academic guidance) and the availability of such modules[26].

88. For students on sandwich degree courses (with a professional placement and/or study abroad), progression from the sandwich year to the next level of study is dependent upon achieving 120 placement and/or study abroad credits. Students who do not successfully complete the sandwich year and/or do not achieve the required placement and/or study abroad credit will be transferred to the associated standard honours degree course.

89. For degree apprenticeships with an integrated EPA, there will be an additional progression point (gateway) to determine whether the student can progress to the EPA. If the student does not meet the gateway requirements (which includes successful completion of the necessary academic credit along with achievement of Level 2 functional skills in English and Mathematics), they will not be permitted to take the EPA until those requirements are met. In circumstances where the student cannot meet the gateway requirements (for example because they have exhausted all assessment opportunities), the student will be withdrawn from the programme and awarded the appropriate exit award.

Honours Degree classifications

90. The classification of the degree will be based upon student achievement in (i) the best 100 credits at Level 6 (which must include the dissertation or extended project module[27]) and (ii) the best 100 credits at Level 5 or above (which may include remaining credit at Level 6 not used in the Level 6 calculation), using an arithmetic average of marks (before rounding) weighted according to the credit value of the modules to determine an overall mark for each level. Where the credit size of a module which is counted towards the 100 credits of best marks would give a credit total greater than 100, only the relevant portion of credit needed to complete the 100 credit total is counted. Marks from Level 6 and from Level 5 and above are weighted 60% and 40% respectively and combined to give an overall degree mark. This overall degree mark (when rounded to the nearest integer) is used to calculate the degree classification as follows:

[25] For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography; Annex 3 for BSc (Hons) Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 5 for BSc (Hons) Midwifery; Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing and BSc (Hons) Mental Health Nursing; Annex 8 for FdA Health and Wellbeing routes; Annex 9 for BSc (Hons) Physiotherapy; and Annex 11 for FdSc Nautical Science
[26] For approved variations, see Annex 4 BA (Hons) Social Work
[27] For approved variations, see Annex 10 for BSc (Hons) Digital and Technology Solutions [degree apprenticeships]

Degree mark	70% and above	60-69%	50-59%	40-49%	Under 40%
Classification	First Class	Second Class Upper Division	Second class Lower Division	Third Class	Fail
	Class I	Class II (Division 1)	Class II (Division 2)	Class III	

91. Pass/fail modules (i.e. with no marks awarded) and modules achieved by RPL, placement credit and study abroad credit will not be used in the calculations.

92. If a student has fewer than 100 credits' worth of modules with marks attached at Level 5, the degree classification will be based upon student achievement in the best 100 credits at Level 6 (which must include the dissertation or research project module) and the best available credits at Level 5 or above (which may include remaining credit at Level 6 not used in the Level 6 calculation) up to a maximum of 100 credits and not exceeding the total credit with marks at Level 5. The contribution to the overall degree classification will be weighted as follows:

Credits with marks attached at Level 5 (and value of "N" in Level 5 calculation)	**% contribution to overall classification**	
	Best "N" available credits at Level 5 or above	**Best 100 credits at Level 6**
0	0%	100%
10	4%	96%
20	8%	92%
30	12%	88%
40	16%	84%
50	20%	80%
60	24%	76%
70	28%	72%
80	32%	68%
90	36%	64%
100	40%	60%

93. If a student has fewer than 100 credits' worth of modules with marks attached at Level 6, the overall mark for the level will be determined using the marks from the available modules (which must constitute at least 60 credits and include the dissertation or research project module) and this will contribute 60% to the overall degree mark in the normal way.

94. Where a student is enrolled on a Level 6 honours level progression route following successful completion of a Foundation Degree programme or equivalent credit achieved by RPL, the degree classification will be determined using the best 100 credits at Level 6 only (which must constitute at least 60 credits with marks attached and include the dissertation or extended project module), using an arithmetic average of marks (before rounding) weighted according to the credit value of the modules to determine the overall degree mark. This overall degree mark (when rounded to the nearest integer) is used to calculate the degree classification as shown in the table in paragraph 90.

95. Degree classifications, once awarded, cannot be amended following further study.

Foundation Degree classifications

96. A Foundation Degree can be classified as Pass, Merit or Distinction. This will be determined on the basis of Level 5 modules only, using an arithmetic average of all Level 5 marks (before rounding) weighted according to the credit value of the modules to give an overall mark. Pass / fail modules (i.e. with no marks awarded) and modules achieved by RPL will not be used in the calculations. The overall mark (when rounded to the nearest integer) is used to calculate the Foundation Degree classification as follows:

Foundation Degree mark	70% and above	60-69%	40-59%	Under 40%
Classification	Distinction	Merit	Pass	Fail

Grading of Ordinary Degrees, Diplomas of Higher Education and Certificates of Higher Education

97. The final outcomes of the above awards 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.

Exit awards

98. Students who enrol on a Foundation Degree but who subsequently withdraw before completion of the full award will be awarded a Certificate of Higher Education as an exit award if they have successfully achieved at least 120 credits at Level 4 or above (including credit for condoned modules at Level 4). If there is a named Certificate of Higher Education exit award for

the course and the student meets the requirements for the award, it will be made; otherwise an unnamed Certificate of Higher Education will be awarded.

99. Students who enrol on a Bachelor's Degree with Honours but who subsequently withdraw before completion of the full award will be awarded:[28]

(i) a Certificate of Higher Education as an exit award if they have successfully achieved at least 120 credits at Level 4 or above, including credit for condoned modules (if there is a named Certificate of Higher Education exit award for the course and the student meets the requirements for the award, it will be made; otherwise an unnamed Certificate of Higher Education will be awarded); or

(ii) a Diploma of Higher Education as an exit award if they have successfully achieved at least 240 credits at Level 4 or above (including credit for condoned modules) and at least 120 credits at Level 5 or above (if there is a named Diploma of Higher Education exit award for the course and the student meets the requirements for the award, it will be made; otherwise an unnamed Diploma of Higher Education will be awarded); or

(iii) an Ordinary Degree as an exit award if they have successfully achieved at least 300 credits at Level 4 or above (including credit for condoned modules) with at least 180 credits at Level 5 or above and at least 60 credits at Level 6, where an Ordinary Degree has been validated and the student meets the requirements for the award. If there is no validated Ordinary Degree, then the appropriate Diploma of Higher Education will be awarded in accordance with paragraph 99 (ii) above.

100. Where an Ordinary Degree is awarded as an exit award, it is considered to be a final award. Students may not subsequently return to a Bachelor's Degree with Honours programme.

101. Where a student has been requested, in writing, to confirm their status as a current student but no reply has been received by the date specified in that correspondence, they will be 'deemed to have withdrawn' and be considered for an exit award as outlined above.

102. Where students are eligible for an exit award in any of the circumstances noted above, this will automatically be awarded unless the student notifies the Chair of the Assessment Board in writing that they do not wish to receive the award. If a student initially declines an exit award but subsequently changes their mind, the request for an exit award must be made within one calendar year of the date of withdrawal.

[28] For approved variations, see Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing and BSc (Hons) Mental Health Nursing; and Annex 7 for BSc (Hons) Specialist Practitioner – District Nursing

103. Where a student is required by the Assessment Board to withdraw from the course, the Board will automatically recommend the highest award for which they are eligible. The exit award of Certificate of Higher Education, Diploma of Higher Education or Ordinary Degree can be awarded by the Assessment Board without reference to the student if all opportunities for progression have been exhausted.

104. The award parchments for exit awards of Certificate of Higher Education or Diploma of Higher Education will be untitled; that is, they will show no subject title **unless** there is a specific validated title for that award and the student has met all the requirements for the award.

105. Exit awards from courses where the intended award leads to professional registration with a PSRB are considered to be final awards. Students accepting exit awards from such courses may not re-apply to the same course.

106. Exit awards from courses where the intended award leads to professional registration with a PSRB do not confer eligibility for registration with that PSRB, unless the named exit award has been specified as leading to professional registration in the validation documentation.

Posthumous and Aegrotat awards

107. In the event of a student's death, the relevant Assessment Board may award a Bachelor's Degree, Foundation Degree, Diploma of Higher Education or Certificate of Higher Education posthumously. The normal requirements for the award and any classification (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.

108. 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. 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.[29]

[29] For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography, BSc (Hons) Radiotherapy and Oncology and BSc (Hons) Therapeutic Radiography; Annex 2 for BSc (Hons) Operating Department Practice; Annex 3 for Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 5 for BSc (Hons) Midwifery; Annex 6 for BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, and BSc (Hons) Mental Health Nursing; Annex 7 for BSc (Hons) Specialist Practitioner – District Nursing; Annex 8 for FdA Health and Wellbeing routes; Annex 9 for BSc (Hons) Physiotherapy; and Annex 11 for FdSc Nautical Science

109. Aegrotat awards do not carry any classification or distinction. At Degree level, therefore, the Aegrotat award is an unclassified degree.

110. 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.

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

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

113. Aegrotat awards from courses where the intended award contributes to the completion of a higher or degree apprenticeship do not confer eligibility for receipt of the apprenticeship certificate.

114. 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

115. Where a student achieves credit by passing modules but is not eligible for an award within the Undergraduate Framework (for example when a module is taken as Continuing Professional Development), a student transcript/record of achievement will be issued identifying credit gained and the level of achievement in the module(s) completed. Students on an international foundation programme will be issued with a record of achievement on completion of their studies.

Withdrawal prior to completion

116. A student who has withdrawn from a course prior to completion, with or without an exit award, may re-apply to the same course for admission at the appropriate point in order to complete the full award, provided that they were not originally required by the Assessment Board to withdraw from the course for academic reasons including academic failure and misconduct, for reasons related to fitness to practise, where the maximum period of registration is exceeded, or where the exit award is considered to be a final award (see paragraphs 100, 105 and 111 above). If the

student was awarded an exit award, a period of at least one academic year must have elapsed since the exit award was conferred before re-commencing the course. Re-entry will be determined in accordance with current admissions requirements and the *Recognition of Prior Learning Policy*.

Academic appeals

117. 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.

118. 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

119. 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.

120. For courses involving professional practice, allegations of professional misconduct or professional unsuitability will be dealt with as outlined in the *Fitness to Practise Procedure*.

Conferral of awards

121. 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.

Appendix A

FRAMEWORK AND REGULATIONS FOR SANDWICH DEGREE COURSES

Sandwich degree courses with professional placement

1. Where approved at validation, Honours Degrees may be offered as 480 credit sandwich degree courses (reflected in the course title with the bracketed suffix 'with Professional Placement'), with a full academic year (normally between Levels 5 and 6) spent in a placement setting relevant to the course.

2. Students must confirm their wish to include a sandwich year with professional placement in their programme of study by the middle of the year prior to the intended sandwich year. Where there are specific eligibility criteria for engaging in a sandwich year with professional placement in addition to the standard progression requirements outlined in paragraph 86 above, these will be approved at the point of validation and must be made explicit to students and potential applicants. Eligibility to proceed to the sandwich year will be confirmed by the Assessment Board.

3. Students are responsible for securing their own professional placement, but the placement setting is subject to approval by the course leader or delegated nominee (for example placement coordinator) in accordance with the requirements of the *Work-Based and Placement Learning Policy*.

4. Students must spend at least 30 weeks in supervised work experience during their sandwich year (equivalent to 1200 hours), and must be given opportunities to reflect on their experiences within their work setting as part of a formal assessment process (with one reassessment opportunity in the event of non-completion or failure of assessment in accordance with paragraphs 62-65, but no re-take opportunities).

5. The sandwich year will be assessed on a pass / fail basis, with a pass resulting in the award of 120 placement credits. Placement credits cannot be substituted for academic credits or used as the basis for an application for RPL in terms of meeting the overall credit requirements for the award. The outcomes of the sandwich year do not contribute to the overall degree classification, but students must pass the sandwich year in order for this to be reflected in their award title. Any student who fails the sandwich year will be transferred to the associated 360 credit honours degree course.

Sandwich degree courses with study abroad

6. Where approved at validation, Honours Degrees may be offered as 480 credit sandwich degree courses with integrated study abroad (reflected in the course title with the bracketed suffix 'with Study Abroad'), with a full academic year (normally between Levels 5 and 6) spent studying in an overseas institution.

7. Students must confirm their wish to include a sandwich year with study abroad in their programme of study by the middle of the year prior to the intended year abroad. To be eligible to engage in a sandwich year involving study abroad at the end of Level 5, students are normally expected to achieve an overall average Level 4 mark of 50% or above and to meet the standard progression requirements outlined in paragraph 86 above. Where there are additional eligibility criteria for engaging in a sandwich year with study abroad, these will be approved at the point of validation and must be made explicit to students and potential applicants. Eligibility to proceed to the sandwich year will be confirmed by the Assessment Board.

8. During the year abroad, students must successfully complete at least 80 credits (or equivalent) of study at an appropriate level for their stage of study (avoiding overlap with modules already completed or to be completed at the University of Suffolk) and produce a reflective account of their year abroad which is worth 40 credits. Students should be advised on the level and choice of modules before their departure, with their programme of study for the year formally agreed and recorded in a Learning Agreement. Any changes in the Learning Agreement, for example as a result of timetabling clashes, should be agreed with the course leader.

9. The year of study abroad will be assessed on a pass / fail basis (i.e. with no marks conversion), with successful completion of 120 credits or equivalent of study (including the reflective account) constituting a pass. Credit from study abroad cannot be substituted for academic credits or used as the basis for an application for RPL in terms of meeting the overall credit requirements for the award. The year of study abroad cannot be repeated in the event of failure.

10. The outcomes of the year of study abroad do not contribute to the overall degree classification, but successfully completed modules at the host institution will be listed on the student's Higher Education Achievement Report (HEAR). Students must pass the year abroad in order for this to be reflected in their award title. Any student who fails their year of study abroad will be transferred to the associated 360 credit honours degree course.

Sandwich degree courses with professional placement and study abroad

11. Where approved at validation, Honours Degrees may be offered as 480 credit sandwich degree courses with an integrated professional placement and study abroad (reflected in the course title with the bracketed suffix 'with Professional Placement and Study Abroad').

12. Students must confirm their wish to include a sandwich year with professional placement and study abroad in their programme of study by the middle of the year prior to the intended sandwich year. Where there are specific eligibility criteria for engaging in a sandwich year with professional placement and study abroad in addition to the standard progression requirements outlined in paragraph 86 above, these will be approved at the point of validation and must be made explicit to students and potential applicants. To be eligible to engage in a sandwich year involving study abroad, students are normally expected to achieve an overall average Level 4 mark of 50% or above. Eligibility to proceed to the sandwich year will be confirmed by the Assessment Board

13. During their sandwich year (normally between Levels 5 and 6), students must:

a. spend at least 15 weeks in supervised work experience (equivalent to 600 hours) either in the UK or overseas. This will be assessed on a pass / fail basis in accordance with paragraph 5 of this Appendix above, with a pass resulting in the award of 60 placement credits; and

b. complete at least 40 credits (or equivalent) of study abroad at an appropriate level for their stage of study and produce a reflective account of their period of study abroad which is worth 20 credits. This period of study abroad will be assessed on a pass/fail basis (i.e. with no marks conversion) in accordance with paragraph 9 of this appendix above, with successful completion of 60 credits or equivalent of study (including the reflective account) constituting a pass.

14. Students must pass both the professional placement and the study abroad in order for this to be reflected in their award title. Any student who fails their year of professional placement and study abroad will be transferred to the associated 360 credit honours degree course.

ANNEXES – APPROVED VARIATIONS

Variations to the Framework and Regulations for Undergraduate Awards have been approved for the following courses, with details provided in the attached annexes:

1. BSc (Hons) Diagnostic Radiography
   BSc (Hons) Radiotherapy and Oncology
   BSc (Hons) Therapeutic Radiography

2. BSc (Hons) Operating Department Practice

3. BSc (Hons) Paramedic Science

4. BA (Hons) Social Work
   BA (Hons) Social Work [degree apprenticeship]

5. BSc (Hons) Midwifery
   BSc (Hons) Midwifery [shortened]

6. BSc (Hons) Adult Nursing
   BSc (Hons) Children's Nursing
   BSc (Hons) Mental Health Nursing
   BSc (Hons) Adult Nursing [degree apprenticeship]
   BSc (Hons) Mental Health Nursing [degree apprenticeship]

7. BSc (Hons) Specialist Practitioner – District Nursing

8. FdA Health and Wellbeing
   FdA Health and Wellbeing [higher apprenticeship]
   FdA Health and Wellbeing (Nursing Associate) [higher apprenticeship]
   FdA Health and Wellbeing (Assistant Practitioner) [higher apprenticeship]

9. BSc (Hons) Physiotherapy

10. BSc (Hons) Digital and Technology Solutions (Cyber Security Analyst) [degree apprenticeship]
    BSc (Hons) Digital and Technology Solutions (Network Engineering) [degree apprenticeship]
    BSc (Hons) Digital and Technology Solutions (Software Engineering) [degree apprenticeship]

11. FdSc Nautical Science

ANNEX 1

Approved Variations for:

BSc (Hons) Diagnostic Radiography

BSc (Hons) Radiotherapy and Oncology

BSc (Hons) Therapeutic Radiography

- The External Examiner must be registered on the Health and Care Professions Council (HCPC) Register as a Radiographer. (reference paragraph 4)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- Students must achieve all elements of the practice assessment. If any one element is not achieved at the first attempt, this will be deemed a referral in practice. If, in consideration of their professional responsibilities, it is the opinion of the Assessment Board that it is not appropriate for a student to be reassessed, the Assessment Board will initiate action under the Fitness to Practise Procedure. (reference paragraphs 64 and 65)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 66 (a))
- For BSc (Hons) Diagnostic Radiography – Students may be permitted to progress from one level to the next on the basis that they make good any referred or deferred assessment (to the maximum value of 40 credits) by means of reassessment or deferred assessment during the next level of study, provided they have passed the practice module. (reference paragraph 86 (ii))
- For BSc (Hons) Radiotherapy and Oncology and BSc (Hons) Therapeutic Radiography – Students may be permitted to progress from one level to the next on the basis that they make good any referred or deferred assessment (to the maximum value of 40 credits, with no more than 20 credits from a clinical practice module) by means of reassessment or deferred assessment during the next level of study. (reference paragraph 86 (ii))
- There will be no Aegrotat awards. (reference paragraph 108)

ANNEX 2

Approved Variations for:

BSc (Hons) Operating Department Practice

- The External Examiner must be registered on the Health and Care Professions Council (HCPC) Register as an Operating Department Practitioner. (reference paragraph 4)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- Students must achieve all elements of the practice assessment. If any one element is not achieved at the first attempt, this will be deemed a referral in practice. If, in consideration of their professional responsibilities, it is the opinion of the Assessment Board that it is not appropriate for a student to be reassessed, the Assessment Board will initiate action under the Fitness to Practise Procedure. (reference paragraphs 64 and 65)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 66 (a))
- There will be no Aegrotat awards. (reference paragraph 108)

ANNEX 3

Approved Variations for:

BSc (Hons) Paramedic Science

- The External Examiner must be registered on the Health and Care Professions Council (HCPC) Register as a Paramedic. (reference paragraph 4)
- In order to qualify for the award of BSc (Hons) Paramedic Science, students must also successfully complete a minimum of 2250 practice hours and satisfy the HCPC standards of conduct, performance and ethics. (reference paragraph 44)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- Students must achieve all elements of the practice assessment. If any one element is not achieved at the first attempt, this will be deemed a referral in practice. If, in consideration of their professional responsibilities, it is the opinion of the Assessment Board that it is not appropriate for a student to be reassessed, the Assessment Board will initiate action under the Fitness to Practise Procedure. (reference paragraphs 64 and 65)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 66 (a))
- In addition, students must also complete a minimum of 750 practice hours each year in order to progress from one level to the next. (reference paragraphs 86 (i) and (ii))
- There will be no Aegrotat awards. (reference paragraph 108)

ANNEX 4

Approved Variations for:

BA (Hons) Social Work

BA (Hons) Social Work [degree apprenticeship]

- The External Examiner must be registered on Social Work England's Register as a Social Worker in England. (reference paragraph 4)
- To ensure currency, the maximum period of registration will be five years for full-time study and seven years for part-time study. (reference paragraph 19)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- For assessed practice modules, if the placement is not successfully completed at the first attempt, this will be deemed a referral. The decision as to whether the student will be offered a second placement opportunity will be based on the recommendation of the Practice Assessment Panel. (reference paragraphs 64 and 65)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 66 (a))
- In order to progress from one level to the next, students must obtain the required number of credits (normally 120 credits at Levels 4 and 5), including all mandatory modules and any compulsory placement or work-based learning elements as specified in the course validation documentation. Full time students cannot retake modules from the previous level alongside modules from the next level. Therefore, students who have been given the opportunity to retake one or more modules will not be permitted to progress to the next level until any modules being retaken from the previous level have been passed. (reference paragraph 86 (i) and (ii))
- Part-time students are not permitted to study modules from two different levels concurrently. In order to commence study on modules at the next highest level, part-time students must have met the same progression requirements as full-time students, as outlined above. (reference paragraph 87)
- There will be no Aegrotat awards. (reference paragraph 108)

ANNEX 5

Approved Variations for:

BSc (Hons) Midwifery

BSc (Hons) Midwifery [shortened]

- The External Examiner must be a registrant on the relevant part of the Nursing and Midwifery Council (NMC) Register. (reference paragraph 4).
- Students on the shortened programme enter with advanced standing of 180 credits (pre-2020/21) or 120 credits (2020/21 onwards) by virtue of their registration with the NMC as a nurse level 1 (adult). Students on the three-year programme may RPL up to 120 credits at level 4 where that RPL is as a result of transferring from another NMC approved Midwifery programme at a recognised institution, and on the condition that the modules can be directly mapped to the University of Suffolk programme and the student was not required to leave the programme by the original institution. No other recognition of prior learning (RPL) is permitted on the BSc (Hons) Midwifery programmes. (reference paragraph 43)
- In order to qualify for the award of BSc (Hons) Midwifery and be registered with the NMC, students must also complete the required number of learning hours for both theory and practice, fulfil the EU requirements for practice, and satisfy the NMC requirements of good health and good character. (reference paragraph 44)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- Students must achieve all elements of the practice assessment. If any one element is not achieved at the first attempt, this will be deemed a referral in practice. If, in consideration of their professional responsibilities, it is the opinion of the Assessment Board that it is not appropriate for a student to be reassessed, the Assessment Board will initiate action under the Fitness to Practise Procedure. (reference paragraphs 64 and 65)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 66 (a))
- Progression points are built into the programme at the end of each level of study. In order to progress from one level to the next, students must either:
  (a) successfully complete the required number of credits;
  or

(b) be permitted by the Assessment Board to progress on the basis that they make good any referred or deferred assessment (to the maximum value of 40 credits and/or the practice module) by means of reassessment or deferred assessment. Students who have not completed the practice module must have completed at least 70% of their placement hours in order to progress.

In circumstances where there is a considerable volume of referred or deferred work, the Assessment Board may decide not to progress the student and instead require the student to intercalate and resume the programme with a later cohort. (reference paragraph 86 (i) and (ii))

- There will be no Aegrotat awards. (reference paragraph 108)

ANNEX 6

Approved Variations for:

BSc (Hons) Adult Nursing

BSc (Hons) Children's Nursing

BSc (Hons) Mental Health Nursing

BSc (Hons) Adult Nursing [degree apprenticeship]

BSc (Hons) Mental Health Nursing [degree apprenticeship]

- The External Examiner must be a registrant on the relevant part of the Nursing and Midwifery Council (NMC) Register. (reference paragraph 4)
- The NMC Standards for Pre-Registration Nursing Education shall apply to all RPL applications. Applications for RPL will be mapped against module/programme learning outcomes and be subject to moderation and review of the evidence, by the appropriate external examiner. A maximum of 180 credits may be obtained via RPL (representing 50% of the total programme) for students who are not already registered nurses. For registered nurses wishing to undertake the programme to achieve registration in a different field, a maximum of 240 credits may be obtained via RPL. For all pre-registration nursing courses, RPL claims for progression into year two of the programme will need to demonstrate how the applicant has, or will, achieve the mandatory aspects of European Directives (2005/36/EC) and sufficient practice hours. (reference paragraph 43)
- In order to qualify for the BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing, or BSc (Hons) Mental Health Nursing and be registered with the NMC, students must also satisfy the NMC requirements of good health and good character and have satisfactorily completed both practice and theoretical elements of the programme. There will be equal priority given to the assessment of practice and theory in the contribution to the final award and no compensation can be offered between theoretical or practice assessment. The total hours of learning will be no less than 4600 and the practice element will include undertaking at least 2300 hours of mandatory practice learning. (reference paragraph 44)
- Practice will be summatively assessed at each progression point and at the end of the final year of study. The assessment of practice will include the following elements:
  (a) University-based assessment (such as written work, objective structured clinical examination (OSCE) or portfolio)
  (b) Completion of practice-based assessment (including completion of the requisite number of practice hours)
  (c) Compliance with the NMC Guidance on Professional Conduct
  (d) Self-declaration of good health and good character. (reference paragraph 48)

- Exceptionally, the Assessment Board has discretion to order an alternative means of assessing the outcomes of a module where the original assessment is not considered an appropriate means of achieving a fair and equitable assessment for the individual student because of their specific circumstances. The approval of the External Examiner will be required for such arrangements. (reference paragraph 49)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- Students must achieve all elements of the practice assessment. If any one element is not achieved at the first attempt, this will be deemed a referral in practice. If, in consideration of their professional responsibilities, it is the opinion of the Assessment Board that it is not appropriate for a student to be reassessed, the Assessment Board will initiate action under the Fitness to Practise Procedure. (reference paragraphs 64 and 65)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 66 (a))
- In addition, the Assessment Board will require students to retake all components of a module where the learning from any previously completed components is no longer deemed to be contemporary. (reference paragraph 82)
- Progression points are built into the programme at the end of Level 4 and the end of Level 5. In order to progress from one level to the next, students must either:

  (a) successfully complete the required number of credits (normally 120 credits) and the practice module;

  or

  (b) be permitted by the Assessment Board to progress on the basis that they make good any referred or deferred assessment (to the maximum value of 40 credits and/or the practice module) by means of reassessment or deferred assessment. Students who have not successfully completed the practice module must have completed at least 70% of the placement hours in order to progress.

  In circumstances where there is a considerable volume of referred or deferred work, the Assessment Board may decide not to progress the student and instead require the student to intercalate and resume the programme with a later cohort. (reference paragraph 86 (i) and (ii))
- Students who successfully complete 360 credits but fail the practice element will be awarded an exit award of BSc (Hons) Health Studies. Students who receive an exit award will not be eligible for registration/recording with the NMC. (reference paragraph 99)

- There will be no Aegrotat awards. (reference paragraph 108)

ANNEX 7

Approved Variations for:

BSc (Hons) Specialist Practitioner – District Nursing

- The External Examiner must be a registrant on the relevant part of the Nursing and Midwifery Council (NMC) Register. (reference paragraph 4)
- A maximum of 40 credits at Level 6 can be obtained via RPL at Level 6 in addition to the 240 credits of advanced standing. (reference paragraph 43)
- In order to qualify for the BSc (Hons) Specialist Practitioner – District Nursing and be registered/recorded with the NMC, students must also pass all practice assessments and be signed off as being fit to practise. (reference paragraph 44)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- Students must achieve all elements of the practice assessment. If any one element is not achieved at the first attempt, this will be deemed a referral in practice. If, in consideration of their professional responsibilities, it is the opinion of the Assessment Board that it is not appropriate for a student to be reassessed, the Assessment Board will initiate action under the Fitness to Practise Procedure. (reference paragraphs 64 and 65)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 66 (a))
- In addition, the Assessment Board will require students to retake all components of a module where the learning from any previously completed components is no longer deemed to be contemporary. (reference paragraphs 68 and 82)
- Students on the BSc (Hons) Specialist Practitioner – District Nursing who successfully complete 120 credits but fail the practice element will be awarded an exit award of BSc (Hons) Community Nursing Studies. The Community Practitioner Nurse Prescribing (V100) will not be awarded or recorded for students who receive an exit award. Students who receive an exit award will not be eligible for registration/recording with the NMC. (reference paragraph 99)
- There will be no Aegrotat awards. (reference paragraph 108)

ANNEX 8

Approved Variations for:

FdA Health and Wellbeing

FdA Health and Wellbeing [higher apprenticeship]

FdA Health and Wellbeing (Nursing Associate) [higher apprenticeship]

FdA Health and Wellbeing (Assistant Practitioner) [higher apprenticeship]

- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- Students must achieve all elements of the practice assessment. If any one element is not achieved at the first attempt, this will be deemed a referral in practice. If, in consideration of their professional responsibilities, it is the opinion of the Assessment Board that it is not appropriate for a student to be reassessed, the Assessment Board will initiate action under the Fitness to Practise Procedure. (reference paragraphs 64 and 65)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 66 (a))
- In order to progress from one level to the next, students must either:
  (a) successfully complete the required number of credits (normally 120 credits) including the practice module;
  or
  (b) be permitted by the Assessment Board to progress on the basis that they make good any referred or deferred assessment (up to the maximum value of 40 credits and/or the practice module) by means of reassessment or deferred assessment. Students who have not successfully completed the practice module must have completed at least 70% of the placement hours in order to progress. (reference paragraph 86 (i) and (ii))
- There will be no Aegrotat awards. (reference paragraph 108)

ANNEX 9

Approved Variations for:

BSc (Hons) Physiotherapy

- External examiners must be registered with the Health and Care Professions Council (HCPC) and at least one must be a chartered physiotherapist. (reference paragraph 4)
- The BSc (Hons) Physiotherapy programme should normally be completed within a maximum registration period of six years. (reference paragraph 19)
- In order to qualify for the BSc (Hons) Physiotherapy, students must also have satisfactorily completed at least 1000 hours of practice learning and be declared as fit to practise by the Assessment Board. (reference paragraph 44)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- Students must achieve all elements of the practice assessment. If the placement is not successfully completed at the first attempt, this will be deemed a referral. The decision as to whether the student will be offered a second placement opportunity will be determined by the Assessment Board. If, in consideration of their professional responsibilities, it is the opinion of the Assessment Board that it is not appropriate for a student to be offered a second placement opportunity, the Assessment Board will initiate action under the Fitness to Practise Procedure. (reference paragraphs 64 and 65)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 66 (a))
- In order to progress from one level to the next, students must obtain the required number of credits (normally 120 credits at Levels 4 and 5), including all mandatory modules and any compulsory placement or work-based learning elements as specified in the course validation documentation. Students cannot retake modules from the previous level alongside modules from the next level. Therefore, students who have been given the opportunity to retake one or more modules will not be permitted to progress to the next level until any modules being retaken from the previous level have been passed. (reference paragraph 86 (i) and (ii))
- There will be no Aegrotat awards. (reference paragraph 108)

ANNEX 10

Approved Variations for:

BSc (Hons) Digital and Technology Solutions (Cyber Security Analyst) [degree apprenticeship]

BSc (Hons) Digital and Technology Solutions (Network Engineering) [degree apprenticeship]

BSc (Hons) Digital and Technology Solutions (Software Engineering) [degree apprenticeship]

- The grades available for each component of the end point assessment (EPA) are fail, pass and distinction. Both assessment components must be passed in order to pass the EPA. The grade for each assessment component will be combined to determine the overall grade for the EPA, as set out in the table below (reference paragraphs 50 and 51)

Component 1	**Component 2**	**Overall EPA grade**
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

- Where a student fails to achieve a pass mark in either component of the EPA at the first attempt, the overall EPA 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 grade attainable for the EPA overall will be capped at a Merit. Where students have passed a component of assessment, they cannot re-take it in an attempt to achieve a higher mark. (reference paragraphs 64 and 65)
- If, after the reassessment opportunity, the overall EPA mark is still not of pass standard, the student will be deemed to have failed the module. In such circumstances, the relevant Assessment Board, in consultation with the student's employer, may permit the student to retake the module with attendance, subject to the student having demonstrated sufficient engagement with their studies. (reference paragraph 66)
- Where a student is permitted to retake the EPA with attendance, the maximum grade attainable for the EPA overall will be a Merit. (reference paragraph 67)

- For both reassessment and retake opportunities, the timescale for completion must be agreed between the End Point Assessment Organisation (EPAO) and the student's employer. Typically a reassessment should take place within 3 months of the original EPA outcome notification, and a retake should take place within 6 months of the original EPA outcome notification. If the failed components of the EPA are not reassessed or retaken within 6 months of the original EPA outcome notification, the entire EPA will need to be reassessed or retaken in full, with the maximum grade attainable for the EPA overall capped at a Merit. (reference paragraphs 64, 65, 66 and 67)

- While the overall EPA result will be shown on the student's transcript in terms of Pass, Merit or Distinction, for the purposes of calculating the overall degree classification each of the two components of the module that constitutes the EPA will be marked and moderated internally and allocated a percentage mark on the following scale:

Grade	**Percentage range**
Fail	Below 40%
Pass	40% to 69.9%
Distinction	70% and above

The overall percentage mark for the EPA module will be the arithmetic average of the percentage mark awarded for each of the two components. Where a student has been granted a reassessment or retake, the overall percentage mark attainable for the component or module overall will be determined in accordance with paragraphs 64, 65 and 67, with capping as set out in paragraph 71. The overall percentage mark for the EPA module must be included in the overall degree classification calculations. (reference paragraphs 64, 65, 67 and 90)

ANNEX 11

Approved Variations for:

FdSc Nautical Science

- There will be no separate personal development skills module at level 4 or separate research methods module at level 5. (reference paragraph 34)
- 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 50% representing the standard pass mark. For specific safety critical components, a higher pass mark of 60% (for stability) and 65% (for navigation) will be required in order to pass the component. (reference paragraphs 50 and 51)
- An overall module mark of 50% or above is required to pass a module and be awarded the relevant credit. There will be no in-module compensation. All components of assessment are core meaning students must achieve the specified pass mark (50%, 60% or 65%) for each component in order to pass the module. (reference paragraphs 51 and 52)
- In cases of non-completion of coursework or non-attendance at examinations, the student will have the opportunity to be reassessed in the component(s) not completed. The maximum mark attainable for the component(s) upon reassessment will be the pass mark specified for that component (50%, 60% or 65%) The overall module outcome will be determined in the normal way (see 'marking of modules'). (reference paragraph 64)
- Where a student submits work but fails to achieve the pass mark required for the component (50%, 60% or 65%), the overall module outcome will be recorded as a referral and the student will have the opportunity to be reassessed in those components of assessment not passed. The maximum mark attainable for the reassessed component will be the pass mark specified for that component (50%, 60% or 65%). The overall module outcome will be determined in the normal way (see 'marking of modules'). Where students have passed a component of assessment, they cannot re-take it in an attempt to achieve a higher mark. (reference paragraph 65)
- There will be no condonement. All modules are mandatory meaning an overall module mark of at least 50% is required in order to be awarded the relevant credit. (reference paragraph 66 (a))
- If, after the reassessment opportunity, the component mark is still not of the specified pass standard (i.e. 50%, 60% or 65%), the student will be granted a third and final attempt at the component(s) of assessment not yet passed. The maximum mark attainable for the component will be the specified pass mark (50%, 60% or 65%). The overall module

outcome will be determined in the normal way (see ‘marking of modules’). Failure at the third attempt will result in the student’s withdrawal from course. (reference paragraph 66 (a) and (b))

- Students must pass all 120 credits at Level 4 in order to progress to Level 5. (reference paragraph 86 (a) and (b))
- There will be no Aegrotat awards. (reference paragraph 108)