

FRAMEWORK AND REGULATIONS FOR INTEGRATED MASTER'S AWARDS

Introduction

1. The following paragraphs provide the framework and regulations for Integrated Master's courses at the University of Suffolk that lead to the following awards:

- Master of Arts (MAi)
- Master of Engineering (MEngi)
- Master of Pharmacy (MPharm)
- Master of Science (MSci).

2. Named awards (including named exit awards¹) 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 Master of Arts, Master of Engineering, Master of Pharmacy or Master of Science will normally be determined at validation.

3. 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 \(2021\)](#) (FHEQ). Additional external reference points for characteristics of certain types of qualifications should be considered, including the [QAA Master's Degree Characteristics Statement \(2020\)](#) and the [QAA Characteristics Statement for Higher Education in Apprenticeships \(2022\)](#). 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 will be considered as part of course validation and re-approval processes, and through quality monitoring mechanisms. At least one appropriately qualified and experienced external examiner will be appointed to each course, in accordance with the *External Examiners Policy* and with any additional appointment criteria as determined at the point of course validation or by the Professional, Statutory or Regulatory Bodies (PSRBs).

4. These regulations apply to all Integrated Master's courses offered at the University of Suffolk. Any exceptional exemptions or variations to these regulations for individual courses (for example to meet the requirements of 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

¹ Exit awards that can be used are Certificate of Higher Education, Diploma of Higher Education and Bachelor's Degree with Honours.

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.

5. 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 4 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*.

6. 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.

7. 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 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

8. For most Integrated Master's courses, the academic year (hereafter described as an academic session) will be divided into either four 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. 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

9. 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.

10. Modules should be assigned credit in multiples of 30. A standard module is valued at 30 credits, except:

- (a) in the case of a Level 7 Dissertation or Research Project module, which is normally 60 credits;
- (b) where the coherence of the curriculum necessitates the incorporation of one or more 60 credit modules (for example in relation to practice or work-based learning modules or project modules);
- (c) where, in exceptional circumstances, the coherence of the curriculum necessitates the incorporation of one pair of 15 credit modules per level;
- (d) where the requirements of a PSRB necessitate the incorporation of one or more 20 or 40 credit modules, which must then be paired with one or more 10 credit modules. In such cases, the credit requirement and associated variations to the regulations will be specified in the annex to these regulations;
- (e) in the case of standalone modules validated for the purposes of short courses or CPD, where a standard credit-bearing module may be 15 or 30 credits.

11. One academic session of full-time study is equivalent to 120 credits, typically achieved through the satisfactory completion of 4 x 30 credit modules (with each module representing 300 notional hours of learning²). 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 30 credits may be delivered in consecutive or non-consecutive blocks.

Levels of study

12. Modules within Integrated Master's courses are offered at four levels of the FHEQ:

- (a) Level 4 modules reflect the learning expected on the first year of a full-time Honours degree programme, normally counting towards a Certificate of Higher Education;
- (b) Level 5 modules reflect the learning expected on the second year of a full-time Honours degree programme, normally counting towards a Diploma of Higher Education;

² For apprenticeships, the notional hours of learning may vary in order to meet the relevant rules for off-the-job learning and practice hours.

- (c) Level 6 modules reflect the learning expected on the final year of a full-time Honours degree programme, normally counting towards an Honours Degree;
- (d) Level 7 modules reflect the learning expected for a Master's degree programme, normally counting towards a Master's Degree.

13. In accordance with the FHEQ, all Integrated Master's programmes should include 120 credits at each of the four levels of study listed in paragraph 12 above, including 120 credits at Level 7.

Mode of study

14. As approved through validation, courses will normally provide opportunities for study by part-time, full-time or a combination of these modes.

15. 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.

16. A student studying part-time will normally be permitted to study between 30 and 90 credits in one academic session.

17. 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

18. 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 paragraph 95 below, regardless of maximum periods of registration for the relevant award). 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		Part-time study	
	Normal period of registration (years)	Maximum period of registration (years)	Normal period of registration (years)	Maximum period of registration (years)
Integrated Master's Degree	4	7	6	10

19. 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.

20. Where a student transfers from an Integrated Master's Degree to an Honours Degree, the maximum period of registration shall be in accordance with requirements of the *Framework and Regulations for Undergraduate Awards*.

21. Where a student intercalates in accordance with the *Additional Time due to 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 Integrated Master's 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). 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 68, requisite modules at Levels 4, 5 and 6 can be condoned (there is no condonement at Level 7).

- (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 68, optional modules at Levels 4, 5 and 6 can be condoned (there is no condonement at Level 7).

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 commencement of delivery of the module (for block delivery) or the end of the second week of the commencement of delivery (for semesterised 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 *Additional Time due to 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 at Levels 4, 5 and 6 (see paragraph 68) 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 recognition of prior learning in accordance with the *Recognition of Prior Learning Policy*, 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 4 above.

32. 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 Policy*. Any support provided to students in identifying and securing an appropriate work placement or work-based experience, as well as procedures for approval of the work placement or work-based experience as suitable, should be outlined in the Course Handbook.

Requirements for Integrated Master's awards

33. All Integrated Master's courses should include taught content on research methods applicable to the subject area. How and where research methods are included will be defined within the course validation documentation. All Integrated Master's courses will also include, as a mandatory module, a dissertation or research project module at Level 7 normally weighted at 60 credits. A distinct 30 credit dissertation or extended project module should normally also be included at Level 6, to allow students who are unable to progress to Level 7 or who do not successfully complete their full intended award to potentially be eligible for an honours degree exit award (successful completion of a Level 6 dissertation or extended project module is a mandatory requirement for such an award, in accordance with the *Framework and Regulations for Undergraduate Awards*, and therefore students who do not successfully complete a Level 6 dissertation or extended project module will not be eligible for an honours degree exit award).³

Credit requirements for achievement of awards

34. The amount and level of credit (including credit for condoned modules at Levels 4, 5 and 6) that must be successfully achieved for an Integrated Master's 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 dissertation or extended/research project modules at Level 6 or Level 7.⁴

Award	Credit requirement	Maximum credits via RPL
Integrated Master's	480 credits at Level 4 or above, including:	240 credits (including not more than 60 credits at Level 6 or above)

³ For approved variations, see Annex 1 for Master of Pharmacy (MPharm)

⁴ For approved variations, see Annex 1 for Master of Pharmacy (MPharm)

	<ul style="list-style-type: none"> – at least 360 credits at Level 5 or above; and – at least 240 credits at Level 6 or above; and – at least 120 credits at Level 7 	
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35. 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.

36. For 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.

37. Students must not accumulate in excess of 480 credits for an Integrated Master's Degree, except where required as a consequence of a course change or similar circumstance approved by the Course Leader.

Assessment of individual modules

38. 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.

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

- (a) wholly by coursework
- (b) wholly by examination (written, practical or viva voce)
- (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).

40. Where appropriate, and subject to approval at validation or through the normal approval processes, a module may include more than one option for the method of assessment to allow students a choice of assessment method. The options must ensure that whichever option is chosen, successful completion demonstrates achievement of the same learning outcomes.

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

Marking of modules

42. 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 at Levels 4, 5 and 6 and 50% representing the pass mark at Level 7⁵. 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 45).

43. An overall module mark of 40% or above (for Levels 4, 5 and 6) or 50% or above (for Level 7) is required to pass a module and be awarded the relevant credit. Unless core components have been identified in accordance with paragraph 44 below, the module can be passed with a mark of at least 35% (for Levels 4, 5 and 6) or 45% (for Level 7) for all individual components of assessment providing the overall module mark is 40% or above (for Levels 4, 5 or 6) or 50% or above (for Level 7). This is known as in-module compensation. 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 for that module and therefore a mark of at least 40% (for Levels 4, 5 or 6) or 50% (for Level 7) for all individual components of assessment will be required in order to pass the module.

⁵ The pass mark for modules (or components thereof) which are approved by a PSRB for recordable purposes will be determined by the PSRB and will be detailed in the module specification.

44. Exceptionally, individual components of assessment may be designated as core components, indicating that students must achieve at least 40% (for Levels 4, 5 and 6) or 50% (for Level 7) for the component in order to pass the module (for example to meet PSRB requirements). 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/research 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.

45. 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 30 credits at Level 5, Level 6 or Level 7 within any validated programme of study.

46. In some cases the marking of individual components of assessment will be subject to the use of approved standard setting techniques. These practices will apply where it is necessary to determine the minimum requirements for a 'minimally competent' student to pass an assessment. Pass marks will be empirically justified using evidence informed methods that detailed the mark required to differentiate between competency and work not of a pass standard,

47. Standard setting will typically utilise the Angoff (or modified Angoff) method of standard setting. Components subject to standard setting will be identified in course validation documentation, course handbooks and module specifications.

48. 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.

49. 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

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

51. 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% for Levels 4, 5 and 6 and 50% for Level 7) unless there is valid reason for the late submission (i.e. having been granted an extension to the deadline or a deferral under the terms of the *Additional Time due to Extenuating Circumstances Policy*).

52. 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 56.

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

54. 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.

55. Late submission is not permitted for work that is already subject to capping at the pass mark (for example reassessments in accordance with paragraphs 58, 59 and 62).

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

56. 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 *Additional Time due to 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.

57. 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 *Additional Time due to Extenuating 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)

58. 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. The maximum mark attainable for the component(s) upon reassessment will be 40% (for Levels 4, 5 and 6) or 50% (for Level 7). The overall module outcome will be determined in the normal way (see 'marking of modules' above).

59. Where a student submits work but fails to achieve an overall pass mark for the module (as per the requirements outlined in paragraph 43 above), the overall module outcome will be recorded as a referral and the student will have the opportunity to be reassessed once only in those components of assessment not passed. In such cases of reassessment, the maximum mark attainable for the reassessed component will be 40% (for Levels 4, 5 and 6) or 50% (for Level 7). 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). Where students have passed a component of assessment, they cannot re-take it in an attempt to achieve a higher mark.

60. Where there is more than one option for the method of assessment, students may choose whether to be reassessed using the same method of assessment or (one of) the other option(s). Whichever option is chosen for the reassessment, the maximum mark attainable for the reassessed component will be 40% (for Levels 4, 5 and 6) or 50% (for Level 7). The overall module outcome will be determined in the normal way (see marking of modules).

61. For courses including an assessed practice placement where the intended award leads to professional registration with a PSRB, students must achieve all elements of the practice placement assessment, and 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.

Failure in a module (after a reassessment opportunity)

62. If, after the reassessment opportunity, the overall module mark is still not of pass standard (as per the requirements outlined in paragraph 43 above), the student will be deemed to have failed the module. In such circumstances, the relevant Assessment Board would normally either:

- (a) permit the student to retake the module with attendance, subject to the student having demonstrated sufficient engagement with their studies;
- or
- (b) where the student has not demonstrated engagement, terminate their studies.

63. For courses including an assessed practice placement where the intended award leads to professional registration with a PSRB, it is not possible for students to retake the practice placement module(s) unless a previous attempt has been disregarded as the result of an appeal under the Academic Appeals Procedure.

Retake of a module

64. 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 not already successfully completed (i.e. where individual component marks remain below 35% (for Levels 4, 5 and 6) or 45% (for Level 7) for non-core components or below 40% (for Levels 4, 5 and 6) or 50% (for Level 7) for core components), subject to the restrictions noted in paragraph 66 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% (for Levels 4, 5, and 6) or 50% (for Level 7). 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% (for Levels 4, 5 and 6) or 50% (for Level 7). Where the mark achieved for the reassessed component is still below pass standard (i.e. less than 40% for Levels 4, 5 and 6 or 50% for Level 7), 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% (for Levels 4, 5 and 6) or 50% (for Level 7).

65. Where there is more than one option for the method of assessment on the retake module, students may choose whether to be assessed (or reassessed if the first submission results in another referral) using the same method of assessment previously chosen or (one of) the other option(s). Whichever option is chosen, the marks available for the first submission (and resubmission if required) will be as set out in paragraph 64 above.

66. 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 64.⁶

67. 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 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 64.

68. In the case of failure in a retaken module, the Assessment Board may either:

- (a) condone the module and award the relevant credit for the condoned module for up to 30 credits of non-mandatory modules at Levels 4, 5 and 6 only, where all other modules at that level (i.e. at least 90 credits) have been passed; the overall average mark for the level is 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);

or

- (b) advise the student 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

69. 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

⁶ For approved variations, see Annex 1 for Master of Pharmacy (MPharm)

4	Retake resubmission / final reassessment opportunity	Yes	Yes
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Deferral in a module

70. Consideration of deferral cases is undertaken in accordance with the *Additional Time due to Extenuating Circumstances Policy*.

71. 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.

72. 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 the pass mark at either component and/or module level in accordance with paragraphs 58, 59 and 67 above, as shown in the table in paragraph 69).

73. 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 in accordance with paragraph 74.

74. 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 the pass mark at either component and/or or module level in accordance with paragraphs, 58, 59 and 67 above, as shown in the table in paragraph 69). 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.

75. 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 64 above).

Intercalation

76. Consideration of intercalation cases is undertaken in accordance with the *Additional Time due to Extenuating Circumstances Policy*.

77. 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, the result will be recorded as a referral (in accordance with paragraph 56 and 57 above). If an application for extenuating circumstances has been approved, the result will be recorded as a deferral (in accordance with paragraph 71 above).

78. 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.

79. 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 58, 59 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 58, 59 and 64 above).

80. 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. 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 64 above).

81. 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 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 64 above).

Notification of results

82. 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.

83. 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

84. In order to progress to the next level of study within an Integrated Master's course, the following requirements apply.

Progression from Level 4 to Level 5

85. In order to progress from Level 4 to Level 5, students must either:

- (i) obtain 120 credits at Level 4, including all mandatory modules and any compulsory placement or work-based learning elements as specified in the course validation documentation (this may include credit for condoned modules in accordance with paragraph 68 and credit recognised and approved under the *Recognition of Prior Learning Policy*);

or

- (ii) normally following a reassessment opportunity (in accordance with paragraphs 58-62 above) 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 30 credits) by means of reassessment or deferred assessment during the next level of study (unless the referred, deferred, retake or replacement module is a pre-requisite for a module at the next level of study).

Progression from Level 5 to Level 6

86. In order to progress from Level 5 to Level 6, students must:

- (i) obtain 240 credits at Level 4 or above, including 120 credits at Level 5. This should include all mandatory modules and any compulsory placement or work-based learning elements as specified in the course validation documentation (this may include credit for condoned modules in accordance with paragraph 68 and credit recognised and approved under the *Recognition of Prior Learning Policy*);

and

- (ii) obtain an overall average Level 5 mark of 50% or above.⁷

Progression from Level 6 to Level 7

87. In order to progress from Level 6 to Level 7, Integrated Master's students must:

- (a) obtain 360 credits at Level 4 or above, including 120 credits at Level 5 and 120 credits at Level 6. This should include all mandatory modules and any compulsory placement or work-based learning elements as specified in the course validation documentation (this may include credit for condoned modules in accordance with paragraph 68 and credit recognised and approved under the *Recognition of Prior Learning Policy*);

and

- (b) obtain an overall average Level 6 mark of 50% or above.⁸

⁷ For approved variations, see Annex 1 for Master of Pharmacy (MPharm)

⁸ For approved variations, see Annex 1 for Master of Pharmacy (MPharm)

88. Where students fail to meet the progression requirements outlined in paragraphs 86 and 87 above, they will not be permitted to proceed on the Integrated Master's course. In such cases, students will be withdrawn from their studies and awarded the relevant exit award in accordance with paragraph 95.

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.

Degree classifications

90. In order to achieve the intended award, a student must meet the credit requirements outlined in paragraph 34 above and successfully pass all mandatory modules set out for the award.

91. The classification of the degree will be based upon student achievement in all modules at Levels 5, 6 and 7, 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 of study. Overall marks for Level 7, Level 6 and Level 5 are then weighted 50%, 30% and 20% 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:

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	

92. Pass / fail modules (i.e. with no marks awarded) and modules achieved by Recognition of Prior Learning will not be used in the calculations.

93. Where a student has fewer than 60 credits with marks attached at Level 5, the overall degree mark will be calculated on the basis of performance at Level 7 and Level 6 only, weighted 60% and 40% respectively.

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

Exit awards

95. Where a student is deemed to have withdrawn from an Integrated Master's course or has failed to accrue sufficient credits for the award within the requisite timescale, the Assessment Board may consider the student's eligibility for the following exit awards:

- (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 and (for a named award) successful completion of any mandatory Level 4 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, including (for a named award) successful completion of any mandatory modules at Levels 4 and 5 (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) a Bachelor's Degree with Honours as an exit award, if it has been approved as a named exit award at validation; and if they have successfully achieved at least 360 credits at Level 4 or above (including credit for condoned modules), including at least 120 credits at Level 5 or above and at least 120 credits at Level 6 or above; and if they have successfully completed all mandatory modules at Levels 4, 5 and 6 and a dissertation or research project module at Level 6. The degree classification will be determined in accordance with the *Framework and Regulations for Undergraduate Awards*, based on the student's performance at Level 5 and Level 6.

96. Ordinary Degrees, Postgraduate Certificates and Postgraduate Diplomas may not be awarded as exit awards.

97. 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.

98. 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. Exit awards can be awarded by the Assessment Board without reference to the student if all opportunities for progression have been exhausted.

99. 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.

100. 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.

101. Where a Bachelor's Degree is awarded as an exit award, it is considered to be a final award. Students may not subsequently return to an Integrated Master's programme.

102. 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 subsequently return to the same course,

103. 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

104. In the event of a student's death, the relevant Assessment Board may award a Certificate of Higher Education, Diploma of Higher Education, Bachelor's degree or Integrated Master's degree 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.

105. In exceptional circumstances where a student is unable to complete their programme of study through illness or other valid cause, an Aegrotat award at Bachelor's degree level or below 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, up to and including level 6. Where an Aegrotat award is made posthumously, the relevant Assessment Board may recommend that the student be awarded the intended Integrated Master's award for the programme on which they were enrolled.

106. Aegrotat awards do not carry any classification or distinction. At Bachelor's and Master's degree level, therefore, the Aegrotat award is an unclassified degree.

107. 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.

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

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

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

111. 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 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

112. Where a student achieves credit by passing modules but is not eligible for an award within the Framework and Regulations for Integrated Master's Awards (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.

Withdrawal prior to completion

113. 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, where the maximum period of registration is exceeded, or where the exit award is considered to be a final award (see paragraphs 101 and 108 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, and students must complete at least 60 credits in order to be eligible for a higher level award. Only the credit achieved on re-joining the course, or joining an alternative course with academic credit, will be used to determine the final degree classification. Re-entry will be determined in accordance with current admissions requirements and the *Recognition of Prior Learning Policy*.

Academic appeals

114. 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 the University's website and the Student Hub/Partner Student Hub.

115. 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

116. 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.

117. 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

118. 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.

ANNEXES – APPROVED VARIATIONS

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

1. Master of Pharmacy (MPharm)

Approved variations for:**Master of Pharmacy (MPharm)**

- All students will commence the MPharm from the start of Level 4. No Recognition of Prior Learning (including Certificated and Experiential Learning) shall be permitted. (reference paragraph 34)
- In the case of retake modules, students will typically be required to retake all components of assessment, regardless of previous results. The maximum marks attainable for the components of assessment and module overall will be set out as in paragraph 64. (reference paragraph 66)
- In order to progress from Level 5 to Level 6, students must
 - (a) obtain 240 credits at Level 4 or above, including 120 credits at Level 5. This should include all mandatory modules and any compulsory placement or work-based learning elements as specified in the course validation documentation;
 - and
 - (b) obtain an overall average Level 5 mark of 40% or above. (reference paragraph 86)
- In order to progress from Level 6 to Level 7, students must
 - (a) obtain 360 credits at Level 4 or above, including 120 credits at Level 5 and 120 credits at Level 6. This should include all mandatory modules and any compulsory placement or work-based learning elements as specified in the course validation documentation;
 - and
 - (b) obtain an overall average Level 6 mark of 40% or above. (reference paragraph 87)
- The MPharm programme does not contain a Dissertation at Level 7. (reference paragraph 33)
- Exit awards will be awarded as follows:
 - (a) Students who successfully complete 480 credits but fail the practice element will be awarded the MSci in Clinical Pharmaceutical Sciences;
 - (b) those who successfully complete 360 credits including all credit-bearing mandatory modules at Levels 4-6 will be awarded the BSc (Hons) in Clinical Pharmaceutical Sciences.

- (c) those who successfully complete 240 credits including all credit-bearing mandatory modules at Levels 4-5 will be awarded the DipHE in in Clinical Pharmaceutical Sciences;
 - (d) those who successfully complete 120 credits including all credit-bearing mandatory modules at Level 4 will be awarded the CertHE in in Clinical Pharmaceutical Sciences.
- Students who receive an exit award will not be eligible for professional registration with the General Pharmaceutical Council (GPhC).