

FRAMEWORK AND REGULATIONS FOR UNDERGRADUATE AWARDS DELIVERED IN PARTNERSHIP WITH UNICAF

Introduction

1. The following paragraphs provide the framework and regulations for undergraduate programmes delivered by Unicaf that lead to the following awards of the University of Suffolk:

- Certificate of Higher Education (CertHE)
- Diploma of Higher Education (DipHE)
- Bachelor's Degree with Honours (BA (Hons) / BEng (Hons) / BSc (Hons) / LLB (Hons)).

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 Degree of Arts, Engineering or Sciences will normally be determined at validation.

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

4. 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.

Course structure and credit requirements

5. Undergraduate courses are delivered by Unicaf on a part-time basis via distance learning, with multiple intake points for new students throughout the year as agreed between the University and Unicaf.

6. Academic and professional study will be organised into modules, with modules valued in terms of credits. Credit is a means of quantifying and recognising learning: one credit represents 10 notional hours of learning (including prescribed online learning, preparation time, independent study and the completion of assessment), and credit is awarded when the specified learning outcomes for the module have been successfully demonstrated.
7. Modules should be assigned credit in multiples of 20. A standard module is normally valued at 20 credits except in the case of a final year Dissertation or Extended Project module, which is normally 40 credits.
8. 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 Honours 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 Honours degree programme, normally counting towards a 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, normally counting towards an Honours Degree.
9. For 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.
10. All Diploma of Higher Education programmes should include, as a mandatory module, a 20 credit subject-specific research methods module at Level 5.
11. All Honours Degree programmes should normally 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.
12. The 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. All modules within Unicaf undergraduate courses are mandatory, 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 therefore are unable to successfully complete their studies on the course).

13. 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.

14. Modules shall be offered by Unicaf on a rolling cycle throughout the year (as agreed with the University) to accommodate the multiple student intake points. Modules shall normally be completed on a sequential basis, with the order of modules determined at the point of validation and laid out in the Student Handbook for the course. Students cannot commence a new module with more than 20 credits outstanding from previous modules.

15. Students may take short breaks of up to 16 weeks between modules to suit their personal circumstances, subject to them remaining on target to complete their course within the maximum period of registration as outlined in paragraph 16 below. Longer breaks will require the student to apply for intercalation in accordance with paragraph 48 below. Unicaf shall monitor student progress on a regular basis, in liaison with the University, and put in place study plans for any students who are at risk of not completing the course within the maximum period of registration.

Maximum registration periods

16. 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 63 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	Part-time study (maximum period of registration in years)			
	L3	L4	L5	L6
CertHE	6	5		
DipHE	9	6	4	
Honours Degree	12	9	6	4

17. Where a student intercalates in accordance with the *Extenuating Circumstances Policy*, the period of intercalation counts as part of the maximum period of registration.

Credit requirements for achievement of awards

18. The amount and level of credit that must be successfully achieved for an award to be granted is outlined below, based on the FHEQ. The table also outlines the maximum credits that can be obtained via recognition of prior 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)
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)

19. 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.

20. Students must not accumulate in excess of 360 credits for a Bachelor's Degree with Honours (excluding programmes with an integrated foundation year) or in excess of 240 credits

for a Diploma of Higher Education, except where required as a consequence of a course change or similar circumstance approved by the Course Leader.

Assessment of individual modules

21. Assessment shall be undertaken in accordance with relevant University of Suffolk policies and procedures (including *Academic Appeals*, *Academic Misconduct*, *Assessment Board*, *Assessment Moderation Policy for Unicaf Programmes*, and *Extenuating Circumstances*) which shall be amended from time to time.

22. 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. by project or by dissertation or by research activity
- c. by combinations of the above.

Marking of modules

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

24. An overall module mark of 40% or above is required to pass a module and be awarded the relevant credit. Unless core components have been identified in accordance with paragraph 25 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 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 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.

25. 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. 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 course level learning outcomes (i.e. the relevant course 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.

26. 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.

27. 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

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

29. Work submitted up to three days after the deadline will be accepted and marked, but the mark will be capped at the pass mark (40%) unless there is a valid reason for the late submission (i.e. having been granted an extension to the deadline or a deferral under the terms of the *Extenuating Circumstances Policy*).

30. Work submitted more than three days after the deadline without valid reason will not be accepted and will be recorded as 0% RN (refer, no work submitted) in accordance with paragraph 33 below.

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

32. Late submission is not permitted for work that is already subject to capping at the pass mark (for example reassessments in accordance with paragraphs 35, 36 and 37).

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

33. 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.

34. In cases of non-completion of coursework, the student will have the opportunity to be reassessed once only in the component(s) not completed. The resubmission deadline set by the Assessment Board will normally be six working weeks from the date when students are formally notified of the module result. The maximum mark attainable for the component(s) upon reassessment will be 40%. The overall module outcome will be determined in the normal way (see 'marking of modules' above).

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

35. 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. The resubmission deadline set by the Assessment Board will normally be six working weeks from the date when students are formally notified of the module result.

36. 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). Where students have passed a component of assessment, they cannot re-take it in an attempt to achieve a higher mark (see also paragraph 26).

Failure in a module (after a reassessment opportunity)

37. 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 will permit the student to retake

the module online, subject to the student having demonstrated sufficient engagement with their studies.

Retake of a module

38. Where a student is required to retake a module online, 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 39 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%.

39. 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 38.

40. Where students undertake a replacement module (for example because the module to be retaken is no longer offered), 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 38.

41. Failure in a retaken module will result in termination of the student's studies on the course, noting that all modules are mandatory.

Capping of marks

42. 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

43. Consideration of deferral cases is undertaken in accordance with the *Extenuating Circumstances Policy*. If the Unicaf Extenuating Circumstances Panel deems that a student has presented acceptable evidence of extenuating circumstances in relation to one or more components of assessment, those component(s) of assessment will be deemed 'deferred'. The student will be given the opportunity to submit (or resubmit) the component(s) of assessment in accordance with timescales agreed by the Panel in liaison with the University.

44. 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 35, 36 and 37 above, as shown in the table in paragraph 42).

45. Continuation or repetition of deferral status will be considered only if the relevant Assessment Board is advised by the Unicaf 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 online in accordance with paragraph 46.

46. 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 online engagement (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 35, 36 and 37 above, as shown in the table in paragraph 42). 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.

47. 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 38 above).

Intercalation

48. Where students are experiencing extenuating circumstances or otherwise need to take an extended break of more than 16 weeks from their studies, they may apply to intercalate their studies. Consideration of intercalation cases is undertaken in accordance with the *Extenuating Circumstances Policy*.

49. Where an application to intercalate is approved by the Unicaf Extenuating Circumstances Panel, 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 paragraphs 35, 36 and 38 above). If an application for extenuating circumstances has been approved, the result will be recorded as a deferral (in accordance with paragraphs 43 and 44 above).

50. 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.

51. 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 35, 36 and 37 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 35, 36 and 37 above).

52. 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 37 above).

53. Where students undertake a replacement module (for example because a module is no longer offered), 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 37 above).

Notification of results

54. 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 by Unicaf 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.

55. 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

56. Part-time students are permitted to study modules at the next highest level before successfully completing all modules at the previous level, 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. In accordance with paragraph 14, students cannot commence a new module with more than 20 credits outstanding from previous modules.

Honours Degree classifications

57. 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) 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:

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	

58. Modules achieved by RPL will not be used in the calculations.

59. 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%

60. 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.

61. Where a student is enrolled on a Level 6 honours level progression route, 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), 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 57.

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

Exit awards

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

- i) a Certificate of Higher Education as an exit award if they have successfully achieved at least 120 credits at Level 4 or above (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 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).

64. Where a student has been requested, in writing, to confirm their status as a current student (for example because of non-engagement with their studies) 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.

65. 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.

66. 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 or Diploma of Higher Education can be awarded by the Assessment Board without reference to the student if all opportunities for progression have been exhausted.

67. 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.

Grading of Diplomas of Higher Education and Certificates of Higher Education

68. 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.

Posthumous and Aegrotat awards

69. In the event of a student's death, the relevant Assessment Board may award a Bachelor's 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.

70. 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 the course on which they were enrolled.

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

72. 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.

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

74. 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

75. Where a student achieves credit by passing modules but is not eligible for an award within these regulations, 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

76. A student who has withdrawn from the 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 or where the maximum period of registration is exceeded. 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

77. 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 of Suffolk website.

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

Academic misconduct

79. 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.

Conferral of awards

80. 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.