

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:

- Integrated Master of Arts (MAi)
- Integrated Master of Science (MSci).

2. All Integrated Master's courses are required to have a related honours degree course to which students can transfer if they do not meet the progression requirements outlined in these regulations. 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 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 levels and qualification descriptors outlined in [Part A of the UK Quality Code for Higher Education](#) and the accompanying [Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies \(2014\)](#) (FHEQ). 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.

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 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.

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

Structure and timing of course delivery

5. For most Integrated Master's courses, the academic year (hereafter described as an academic session) will be divided into two semesters, normally with 12 weeks of teaching and the remainder of the semester used for assessment purposes. 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.

6. Courses are managed by Course Committees constituted within the terms of reference of the *Management of Courses Policy*, which also defines the role and responsibilities of Course Leaders.

Modules and credit

7. 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.

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

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

- (a) in the case of a Level 7 Dissertation or Research Project module, which is normally 60 credits;
- (b) in the case of a Level 6 Dissertation or Research Project module, which is normally 40 credits;
- (c) where, exceptionally, the coherence of the curriculum necessitates the incorporation of one or more 10, 40 or 60 credit modules (for example in relation to practice or work-related learning modules or part-time research project modules).

Levels of study

10. 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;
 - (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.
11. 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 10 above, including 120 credits at Level 7.

Mode of study

12. As approved through validation, courses will normally provide opportunities for study by part-time, full-time or a combination of these modes. 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 Head of Department or Head of Higher Education. Any implications in terms of module transfer or withdrawal should be dealt with in accordance with paragraph 22. 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.

13. Except where specified by PSRBs, the normal study load for a student studying full-time will be modules to the value of 120 credits (subject to a maximum of 80 credits in any one semester) in one academic session.

14. A student studying part-time will normally be permitted to study between 20 and 80 credits in one academic session, subject to a maximum of 40 credits in any one semester.

Maximum registration periods

15. The expectation is that a student will complete his/her 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 86 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

16. For students who are following a mixed mode programme, the maximum period of registration shall be calculated as if he/she 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.

17. 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*.

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

Module types

19. 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 at Level 4 cannot be condoned (there is no condonement at any other level).

- (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). Requisite modules at Level 4 can be condoned (there is no condonement at any other level).
- (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). Optional modules at Level 4 can be condoned (there is no condonement at any other level).

20. 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.

21. 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.

22. 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 second week of the commencement of delivery of the module, 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, by the end of week two of delivery 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 this timescale will remain registered on the module. In this case, failure to submit coursework assessments or to sit examinations will normally constitute failure in the module, unless extenuating circumstances are approved in accordance with the *Extenuating Circumstances Policy*.

Pre- and co-requisite modules and excluded combinations

23. 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.

24. 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 Level 4 (see paragraph 51) can fulfil the pre-requisite requirements, except in cases where the pre-requisite module is mandatory.

25. 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.

26. 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

27. 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 through the Erasmus+ programme, 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).

28. 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.

29. 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-related experience, as well as procedures for approval of the work placement or work-related experience as suitable, should be outlined in the Course Handbook.

Requirements for Integrated Master's awards

30. All Integrated Master's courses should include, as mandatory modules, a 20 credit (or higher) research methods module at Level 5 and a 60 credit dissertation or research project module at Level 7. A distinct 40 credit dissertation or research 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 research 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 research project module will not be eligible for an honours degree exit award).

Credit requirements for achievement of awards

31. The amount and level of credit (including credit for condoned modules at Level 4) 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 (RP(E)L), advanced standing or direct entry, in accordance with the requirements of the *Recognition of Prior Learning Policy*. The maximum credits via RP(E)L may differ for some courses to meet PSRB requirements, and will be defined in the course validation documents. RP(E)L cannot be granted in relation to dissertation or research project modules at Level 6 or Level 7.

Award	Credit requirement	Maximum credits via RP(E)L
Integrated Master's	480 credits at Level 4 or above, including: <ul style="list-style-type: none"> <li data-bbox="480 293 938 376">– at least 360 credits at Level 5 or above; and <li data-bbox="480 394 938 477">– at least 240 credits at Level 6 or above; and <li data-bbox="480 495 903 524">– at least 120 credits at Level 7 	240 credits (including not more than 60 credits at Level 6 or above)

32. 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.

33. 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

34. 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.

35. 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
- (c) by project or by dissertation or by research activity
- (d) by combinations of the above.

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

Marking of modules

37. 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 7. Where there is more than one component of assessment within a module, each will contribute a pre-determined percentage to the overall module mark (rounded to the nearest integer). 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.

38. 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 39 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.

39. 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). 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.

40. 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 degree classifications.

Late submission

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

42. Work submitted up to three working 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 *Extenuating Circumstances Policy*).

43. Work submitted more than three working 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 47.

44. 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.

45. 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.

46. Late submission is not permitted for work that is already subject to capping at the pass mark (for example reassessments in accordance with paragraphs 49, 50 and 51).

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

47. Failure to submit work by the deadline (or within three working days of the deadline where late submission is permissible) without valid reason (i.e. without having requested and been granted an extension to the deadline or having presented acceptable extenuating circumstances 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.

48. Where students, in the opinion of the Assessment Board, fail to attend an examination without demonstrating a valid reason in accordance with the terms of the *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.

49. In both cases (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).

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

50. Where a student submits work but fails to achieve an overall pass mark for the module (as per the requirements outlined in paragraph 38 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). The overall module outcome will be determined in the normal way (see 'marking of modules' above). Where students have passed a component of assessment, they cannot re-take it in an attempt to achieve a higher mark.

Failure in a module (after a reassessment opportunity)

51. If, after the reassessment opportunity, the overall module mark is still not of pass standard (as per the requirements outlined in paragraph 38 above), the student will be deemed to have failed the module. In such circumstances, the relevant Assessment Board would normally either:

- a) for up to 40 credits of non-mandatory modules at Level 4 only, and where all other Level 4 modules (i.e. at least 80 credits) have been passed; the overall average Level 4 mark is at least 40%; all Level 4 modules 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, condone the module and award the relevant credit for the condoned module (the fact that the module has been condoned will be recorded on the student's transcript)
or
- b) permit the student a third attempt at the component(s) not already passed, where the component mark is within 10% of the pass mark and the overall credit value does not normally exceed 40 credits. 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' above);
or
- c) permit the student to retake the module with attendance, subject to the student having demonstrated sufficient engagement with their studies. The student will be permitted two attempts at the component(s) of assessment that they have not already successfully completed, subject to the restrictions noted in paragraph 53 below. Marks from successfully completed components will carry forward except in the circumstances highlighted in paragraph 53 below, and these components cannot be re-taken in an attempt to achieve a higher mark. The overall module outcome will be determined in the normal way (see 'marking of modules' above). The maximum mark attainable for the module overall will be 40% (for Levels 4, 5 and 6) or 50% (for Level 7).

52. If after a third attempt the overall module mark is still not of pass standard, the relevant Assessment Board may, with consideration of the student's academic profile and engagement

with their studies, permit the student to retake the module with attendance, under the terms outlined in paragraph 51(c) above.

53. 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.

54. 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 repeat the original module), they will be required to complete all components of assessment. Students will be permitted the standard reassessment opportunities, as set out in paragraphs 50, 51 and 52 above. For replacement mandatory modules, the maximum mark attainable for the module overall will be 40% (for Levels 4, 5 and 6) or 50% (for Level 7); for replacement non-mandatory modules, there will be no cap on the overall module mark.

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

Deferral in a module

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

57. 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.

58. 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 or module level in accordance with paragraphs 49, 50, 51 and 54 above).

59. 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.

60. If the relevant Assessment Board approves a deferral and 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 or module level in accordance with paragraphs 49, 50, 51 and 54 above).

61. 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 module mark at the pass mark (in accordance with paragraph 51 above).

Intercalation

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

63. 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 47 and 48 above). If an application for extenuating circumstances has been approved, the result will be recorded as a deferral (in accordance with paragraph 57 above).

64. 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.

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

- a) Where there are no previous referrals or deferrals for the outstanding component(s) of assessment, the student will have the opportunity to take the component(s) with the full range of marks available. The overall module outcome will be determined in the normal way (see 'marking of modules' above).
- b) Where there are previous deferrals for the outstanding component(s) of assessment, if the deferral relates to a first attempt at the component(s), the student will have the opportunity to be re-assessed in the component(s) with the full range of marks available. The overall module outcome will be determined in the normal way (see 'marking of modules' above). If the deferral relates to a previously referred piece of work, the student will be given a further opportunity to re-submit the assessment under the terms of the original referral (i.e. with marks capped at the pass mark at either component or module level in accordance with paragraphs 49, 50, 51 and 54 above).
- c) Where there are previous referrals for the outstanding component(s) of assessment, the student will have the opportunity to retake the component(s) and re-submit work under the terms of the original referral (i.e. with marks capped at the pass mark at either component or module level in accordance with paragraphs 49, 50 and 51 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. 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 module mark at the pass mark (in accordance with paragraph 51 above).

67. 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 mandatory module previously failed after a reassessment opportunity which would be subject to capping of the module mark at the pass mark (in accordance with paragraph 51 above).

Notification of results

68. An Assessment Board will be constituted in accordance with the *Assessment Board Procedure* for each course (or cognate set of courses as agreed with the Academic Registrar). The purpose of such Boards will be to consider and determine the assessment marks of all candidates and determine eligibility for progression and the final award. Schedules for Assessment Boards will be published to students along with dates for results publication.

69. 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.

70. 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

71. 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

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

(i) obtain 120 credits at Level 4 (including credit for condoned modules in accordance with paragraph 51), including all mandatory modules and any compulsory placement or work-based learning elements as specified in the course validation documentation (this may include credit recognised and approved under the *Recognition of Prior Learning Policy*);

or

(ii) be permitted by the Assessment Board to progress on the basis that they make good any referred or deferred assessment (to the maximum value of 40 credits) by means of reassessment, deferred assessment or, where available, by taking additional credit during

the next level of study (unless the referred or deferred module is a pre-requisite for a module at the next level of study).

Progression from Level 5 to Level 6

73. 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 (allowing for re-assessment attempts as outlined in paragraphs 49-51 above). 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 recognised and approved under the *Recognition of Prior Learning Policy*);

and

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

74. Where students fail to meet the progression requirements outlined in paragraph 73 above, they will not be permitted to proceed on the Integrated Master's course. However, they will be eligible for transfer to an associated honours degree course if they have met the requirements for progression as outlined in the *Framework and Regulations for Undergraduate Awards*.

Progression from Level 6 to Level 7

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

- (i) obtain 360 credits at Level 4 or above, including 120 credits at Level 5 and 120 credits at Level 6 (allowing for re-assessment attempts as outlined in paragraphs 49-51 above). 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 recognised and approved under the *Recognition of Prior Learning Policy*);

and

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

76. Where students fail to meet the progression requirements outlined in paragraph 75 above, they will not be permitted to proceed on the Integrated Master's course. However, they will be eligible for a Bachelor's Degree with Honours exit award if they have met the requirements for the award as outlined in the *Framework and Regulations for Undergraduate Awards*. 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.

Degree classifications

77. In order to achieve the intended award, a student must meet the credit requirements outlined in paragraph 31 above and successfully pass all mandatory modules set out for the award.

78. For the Integrated Master's degree, the Assessment Board may recommend the award of the degree with Merit or with Distinction, where all Level 7 modules have been passed at first attempt without any referrals, and in accordance with the classification methodology outlined below.

79. Degree classification will normally be based upon student achievement in the following, using an arithmetic average of marks weighted according to the credit value of the modules to determine an overall mark for each level of study:

- (i) the best 100 credits at Level 7 (which must include the Level 7 dissertation or research project module); and
- (ii) the best 100 credits at Level 6 or above (which may include remaining credit at Level 7 not used in the Level 7 calculation)
- (iii) the best 100 credits at Level 5 or above (which may include remaining credit at Level 6 not used in the Level 6 calculation).

80. Where the credit size of a module which is counted towards the 100 credits of best marks at each level would give a credit total greater than 100, only the relevant portion of credit needed to complete the 100 credit total is counted. Pass / fail modules (i.e. with no marks awarded) and modules achieved by Recognition of Prior Learning will not be used in the calculations.

81. Overall marks for Level 7, Level 6 and above and Level 5 and above, as determined in accordance with paragraph 79, are weighted 50%, 30% and 20% respectively and combined to give an overall degree mark. If a student has fewer than 100 credits' worth of modules with marks attached for any level of study, the overall mark for that level will be determined using the marks from the available modules (which must constitute at least 60 credits) and this will contribute to the overall degree mark in the normal way. Where a student has fewer than 60 credits at Level 5 because of Recognition of Prior Learning, the overall degree mark will be calculated on the basis of performance at Level 7 and Level 6 and above only, weighted 60% and 40% respectively.

82. For the Integrated Master's degree with Merit, the student must have achieved an overall degree mark of 60% or above (when rounded to the nearest integer), in accordance with the methodology outlined in paragraphs 79-81 above, including at least 60% in the Level 7 dissertation or research project module.

83. For the Integrated Master's degree with Distinction, the student must have achieved an overall degree mark of 70% or above (when rounded to the nearest integer), in accordance with the methodology outlined in paragraphs 79-81 above, including at least 70% in the Level 7 dissertation or research project module.

84. A student's transcript for an Integrated Master's award will also show the indicative undergraduate degree classification obtained at the end of Level 6. This will be calculated in accordance with the *Framework and Regulations for Undergraduate Awards*, based on the student's performance at Level 5 and Level 6.

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

Exit awards

86. 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 at Level 4 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 at Level 4) 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 at Level 4), 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.

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

88. 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.

89. Where a student is required by the Assessment Board to withdraw from the course, the Board will automatically recommend the highest award for which she/he is eligible. Exit awards can be awarded by the Assessment Board without reference to the student if all opportunities for progression have been exhausted.

90. 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 his or her mind, the request for an exit award must be made within one calendar year of the date of withdrawal.

91. 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.

92. A student who has withdrawn from a course with a Certificate of Higher Education or Diploma of Higher Education exit award may re-apply to the same course for admission at the appropriate point in order to complete the full Integrated Master's 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. Re-entry is not possible for students who have withdrawn from the course with a Bachelor's Degree with Honours as 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*.

Aegrotat award

93. An Aegrotat award at Bachelor's degree level may be recommended when the Assessment Board does not have enough evidence of the student's performance to recommend the award for which the student was a candidate or a lower award specified in these regulations, but where the Assessment Board is satisfied that but for illness or other valid cause the student would have reached the standard required.

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

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

Posthumous award

96. In the event of a candidate's death, the awarding Assessment Board may award a degree or certificate *post obitum* provided that it is satisfied that there is sufficient evidence that the candidate would have successfully completed the intended award and that the candidate had successfully completed at least two-thirds of the programme of study.

Recognition of credit without an award

97. 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 will be issued identifying credit gained and the level of achievement in the module(s) completed.

Academic appeals

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

99. 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

100. 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.

101. 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

102. Conferral occurs at a formal award ceremony and a student may not receive an award parchment or official transcript or use his/her 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), a letter confirming completion of studies may be obtained from Registry Services.