

FRAMEWORK AND REGULATIONS FOR TAUGHT POSTGRADUATE AWARDS

Introduction

1. The following paragraphs provide the framework and regulations for taught postgraduate programmes at the University of Suffolk that lead to the following awards:

- Postgraduate Certificate (PgC)
- Postgraduate Diploma (PgD)
- Master of Arts (MA)
- Master of Business Administration (MBA)
- Master of Science (MSc).

Separate regulations are in place for Integrated Master's awards and for the Postgraduate Certificate in Education and the Professional Graduate Certificate in Education (PGCE).

2. Titles of named awards must be approved 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). The [QAA Master's Degree Characteristics Statement \(2015\)](#) and relevant QAA Master's degree 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 taught postgraduate courses offered at the University of Suffolk, with the exception of the Postgraduate Certificate in Education, the Professional Graduate Certificate in Education and Integrated Master's courses for which separate regulations exist. Any exceptional exemptions or variations to these regulations for individual courses (for example to meet the requirements of national apprenticeship standards and/or Professional, Statutory or Regulatory Bodies (PSRBs) in relation to assessment) are subject to approval by the Quality Committee via the submission of a variation request form. For new courses, approval for the variation should be sought prior to the course validation event. A central record of all approved variation request forms is maintained by Registry Services and details of all approved variations

are published as an annex to these regulations, with footnotes included in the relevant paragraphs to show where variations should be applied.

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 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*.

Structure and timing of course delivery

6. For most courses, the academic year will normally extend for one calendar year and be divided into three periods of study with breaks between sessions for the Christmas and Easter vacations. Normally teaching and assessment will be carried out within these sessions. The structure and timing of the delivery of teaching and assessment will be approved at the point of validation for individual programmes and laid out in the Student Handbook for the course.

7. 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.

Mode of study

8. 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 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 18.

Registration periods

9. 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 72 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. Registration periods on awards governed by the requirements of professional, statutory or regulatory bodies may be further circumscribed as defined in the relevant course validation document.

Award	Full-time study (maximum period of registration in years)	Part-time study (maximum period of registration in years)
Postgraduate Certificate	2	3
Postgraduate Diploma	2.5	4
Master's Degree	3	5
• progression route	2	3

10. 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.

Programme structure and credit requirements

11. Students shall be registered on an approved programme of study on a named course and leading to a named award. Taught postgraduate modules are offered at *Framework for Higher Education Qualifications (FHEQ) Level 7*.

12. 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.

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

- a. In the case of a Dissertation or Research Project module, which is normally 60 credits;
- b. 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),

14. Definitive course records and associated course documentation shall specify the modules, including mandatory, requisite and optional modules where appropriate, which must be taken and, where relevant, passed by the student in order to achieve the named award.

- a. Mandatory modules are those 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).
- b. Requisite modules are those modules that students must take as part of their programme of study (for example because there is no optionality built into the programme), 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).
- c. Optional modules are those 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).

Requirements for taught postgraduate awards

15. All Postgraduate Diploma and Masters programmes will contain a mandatory 20 credit Research Methods module specific to the subject area.¹ All Masters programmes will contain a mandatory 60 credit dissertation or research project module. Exceptionally, where the coherence of the curriculum necessitates, a mandatory 40 credit dissertation or research project may be permitted and approved at validation.

16. 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.

17. 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.

¹ For approved variations, see Annex 2 for PgD Human Resource Management

18. 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 that alternative module forms part of the validated course structure. 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

19. 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.

20. 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.

21. The requirements to take/pass one or more pre- or co-requisites may, with the approval of the Assessment Board, be satisfied by Recognised Prior Learning, except in those circumstances defined by PSRBs.

22. 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.

Dissertation or Research Project module

23. A dissertation or research project may not incorporate work previously submitted for a degree except where the dissertation or research project is a continuation of that work. Any elements that have been previously submitted for assessment (as part of the same course or for another award) should be acknowledged (the student may be required to produce the work previously submitted). In accordance with the *Academic Misconduct Policy*, reproducing without

acknowledgement of one's own previously submitted work is considered as plagiarism. A student must state generally in the preface to the dissertation or research project and specifically in references the sources from the which the material is derived and the extent to which the student has used the work of others including collaborators.

24. Apart from quotations, the dissertation or research project must be presented in English.

25. A student whose programme of study requires the submission of a dissertation shall submit two copies of such dissertation, securely bound, by the date prescribed by the Assessment Board in the prescribed format.

26. Where a student fails to submit work for the Dissertation or Research Project module or submits work but fails to achieve an overall pass mark for the module, the 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 with a mark below 50% (in accordance with paragraphs 49, 50 and 52 below). If, after the reassessment attempt, the overall module mark is still not of pass standard, there is no opportunity to retake the module unless there are substantiated extenuating circumstances accepted by the Assessment Board.

Credit requirements for achievement of awards

27. The amount and level of credit that must be successfully achieved for an award to be granted (including the amount of credit that must be passed at first attempt unless there are substantiated extenuating circumstances approved in accordance with paragraph 56) is outlined below, based on the FHEQ. The table also outlines the maximum credits that can normally be obtained via recognition of prior certificated or experiential learning (RP(E)L), 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 the dissertation or research project module.

Award	Credit requirement	Credits that must be passed at first attempt (excluding the Dissertation or Research Project module)	Maximum credits via RP(E)L
Postgraduate Certificate (PgC)	60 credits at Level 7	20 credits	30 credits
Postgraduate Diploma (PgD)	120 credits at Level 7	40 credits	60 credits
Master's Degree (MA / MBA / MSc)	180 credits at Level 7	60 credits	90 credits (or 120 credits for a validated progression route)

28. 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.

29. 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.

30. One calendar year of full-time postgraduate taught study is equivalent to 180 FHEQ Level 7 credits, normally achieved through the satisfactory completion of 6 x 20 credit modules (with each module representing 200 notional hours of learning) and one 60 credit Dissertation or Research Project module.

Periods of study outside the University of Suffolk

31. 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. Where the requirement for

satisfactory completion of a period of study outside the University 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. For study abroad arrangements with European institutions, credit recognition is facilitated by the European Credit Transfer System (ECTS). In such cases, students will be awarded the appropriate credit, but no mark will be attached to the module.

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

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, Recognition of Prior Learning, 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 and will be approved initially at validation. Each module shall 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. 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).

38. An overall module mark of 50% or above 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 45% for all individual components of assessment providing the overall module mark is 50% or above. This is known as in-module compensation.² 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 50% for all individual components 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 50% 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.

41. 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.

Late submission

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

43. 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 (50%) 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*).

² For approved variations, see Annex 1 for PgD Specialist Community Public Health Nursing (Health Visiting), PgD Specialist Community Public Health Nursing (School Nursing), PgD District/Home Nursing, PgD Primary Care Nursing (District Nursing) and PgD Primary Care Nursing (General Practice Nursing)

44. 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 48.

45. 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.

46. 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.

47. 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)

48. Failure to submit work by the deadline (or within three working days of the deadline where late submission is permissible) or to attend a scheduled examination without valid reason (that is, without having requested and been granted an extension to a 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 in respect of the relevant assessment component 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 components not completed. The maximum mark attainable for the components upon reassessment will be 50%. 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 (50% or above, with at least 45% for all non-core components and at least 50% for all core components), the 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 with a mark below 50%. In such cases of reassessment, the maximum mark attainable for the reassessed component will be 50%. The overall module outcome will be determined in the normal way (see marking of modules). Where students have passed a component of assessment, they cannot re-take it in an attempt to achieve a higher mark.

Failure in a module (after reassessment opportunity)

51. If, after the reassessment attempt, the overall module mark is still not of pass standard (i.e. 50% or above) and/or individual component marks remain below 45% (for non-core components) or below 50% (for core components), with consideration of the student's academic profile, the relevant Assessment Board may either:

- a) permit the student a third attempt at the component(s) of assessment not already passed, where the component mark is 40% or above;
- or
- b) permit the student to retake the module with attendance, subject to the student having demonstrated sufficient engagement with their studies.

In either case, the student will be permitted **one attempt only** at the component(s) of assessment that they have not already successfully completed (i.e. those components with a mark below 50%), 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 maximum mark attainable for the module overall will be 50%.

52. In accordance with paragraph 26 above, it is not possible for students to retake the Dissertation or Research Project module or be given a third attempt unless there are substantiated extenuating circumstances accepted by the Assessment Board.

53. Where the assessment methods for the module being retaken have changed since the student first 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.³

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, and will have one attempt only. For replacement mandatory modules, the maximum mark attainable for the module overall will be 50%; for non-mandatory modules, there will be no cap on the overall module mark.

³ For approved variations, see Annex 1 for PgD Specialist Community Public Health Nursing (Health Visiting), PgD Specialist Community Public Health Nursing (School Nursing), PgD District/Home Nursing, PgD Primary Care Nursing (District Nursing) and PgD Primary Care Nursing (General Practice Nursing)

55. In the case of failure in a retaken module or at third attempt, a student may be advised to take an alternative module, to transfer to an alternative course, or to terminate their studies. If the module 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*. If the Extenuating Circumstances Panel deems that a student has presented acceptable evidence of extenuating circumstances in relation to one or more components of assessments, those components of assessment will be deemed 'deferred'. The student will be given the opportunity to submit (or resubmit) the components of assessment. The relevant Assessment Board will determine the timescales for submission / re-submission of the component(s) in question.

57. 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 50% pass mark at either component or module level in accordance with paragraphs 49, 50 and 52 above).

58. Continuation or repetition of deferral status will be considered only if the Assessment Board is advised by the Extenuating Circumstances Panel that it has received what it deems to be further acceptable evidence of extenuating circumstances.

59. If the relevant Assessment Board approves a deferral and believes that it is in the student's best interests 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 determined 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 50% pass mark at either component or module level in accordance with paragraphs 49, 50 and 52 above).

60. 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 52 above).

Intercalation

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

62. Where an application to intercalate is approved, any work submitted prior to the date of intercalation will be presented to the Assessment Board for the result to be ratified. If no work was submitted for a component by the notified deadline where that deadline was prior to the date of intercalation, or where the student failed to attend an examination scheduled prior to the date of the intercalation, the result will be recorded as a referral (in accordance with paragraph 49 above). If an application for extenuating circumstances has been approved, the result will be recorded as a deferral (in accordance with paragraph 56 above).

63. 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.⁴

64. 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).

⁴ For approved variations, see Annex 1 for PgD Specialist Community Public Health Nursing (Health Visiting), PgD Specialist Community Public Health Nursing (School Nursing), PgD District/Home Nursing, PgD Primary Care Nursing (District Nursing) and PgD Primary Care Nursing (General Practice Nursing)

- 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 and 52 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 52 above).

65. 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 52 above).

66. 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 52 above).

Notification of results

67. 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.

68. In line with the good practice of providing timely feedback to students, the 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.

69. 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.

Achievement of awards

70. In order to achieve the intended award, a student must meet the credit requirements outlined in paragraph 27 above (including passing the requisite number of credits at first attempt) and successfully pass all mandatory modules set out for the award.⁵

71. For the Master's degree, the Assessment Board may recommend the award of the degree with Merit or with Distinction, where all modules have been passed at first attempt without any infringements or referrals (unless there are substantiated extenuating circumstances approved in accordance with paragraph 56). To be so recommended for a degree with Merit, the student must have achieved an average pass mark of 60% with all modules (excluding pass/fail modules with no marks awarded and modules for which credit has been granted as a result of RPL) being counted, including 60% in the dissertation. To be so recommended for a degree with Distinction, the student must have achieved an average pass mark of 70% with all modules (excluding pass/fail modules with no marks awarded and modules for which credit has been granted as a result of RPL) being counted, including 70% in the dissertation.

Exit awards

72. Where a student is deemed to have withdrawn from the course or where a student has failed to accrue the number of credits for the award on which they are registered within the requisite time-scale (including the requisite number of credits passed at first attempt), the Assessment Board may consider the student's eligibility for an exit award. A student shall be awarded the highest qualification to which they are entitled by their accumulated credit (see paragraph 27), the number of credits passed at first attempt, and their achievement of any mandatory modules. Such awards may be named (that is include a subject title) if this has been

⁵ For approved variations, see Annex 1 for PgD Specialist Community Public Health Nursing (Health Visiting), PgD Specialist Community Public Health Nursing (School Nursing), PgD District/Home Nursing, PgD Primary Care Nursing (District Nursing) and PgD Primary Care Nursing (General Practice Nursing)

approved in the validation documentation and the student has met the validated requirements; otherwise such awards will be unnamed.⁶

73. 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 will be considered for an exit award as outlined above.

74. 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. The exit award of Postgraduate Certificate or Postgraduate Diploma can be awarded by the Assessment Board without reference to the student if all opportunities for progression have been exhausted.

75. 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

76. A student who has withdrawn from a course with 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. A period of at least one calendar 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*.

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

78. 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.

⁶ For approved variations, see Annex 1 for PgD Specialist Community Public Health Nursing (Health Visiting), PgD Specialist Community Public Health Nursing (School Nursing), PgD District/Home Nursing, PgD Primary Care Nursing (District Nursing) and PgD Primary Care Nursing (General Practice Nursing)

Aegrotat award

79. An Aegrotat award 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. Aegrotat awards do not carry any classification or distinction.⁷

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

81. Aegrotat awards from courses where the intended award leads to professional registration (including recordable qualifications) with a PSRB do not confer eligibility for registration with that PSRB.

82. 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.

Posthumous award

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

Recognition of credit without an award

84. Where a student achieves credit by passing modules but is not eligible for an award within the Framework and Regulations for Taught Postgraduate 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

85. 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.

⁷ For approved variations, see Annex 1 for PgD Specialist Community Public Health Nursing (Health Visiting), PgD Specialist Community Public Health Nursing (School Nursing), PgD District/Home Nursing, PgD Primary Care Nursing (District Nursing) and PgD Primary Care Nursing (General Practice Nursing)

86. 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

87. 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.

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

Conferment of award

89. Conferral of an award occurs at a formal awards 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.

ANNEXES – APPROVED VARIATIONS

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

1. PgD Specialist Community Public Health Nursing (Health Visiting)
PgD Specialist Community Public Health Nursing (School Nursing)
PgD District/Home Nursing
PgD Primary Care Nursing (District Nursing)
PgD Primary Care Nursing (General Practice Nursing)

2. PgD Human Resource Management

Approved Variations for**PgD Specialist Community Public Health Nursing (Health Visiting)****PgD Specialist Community Public Health Nursing (School Nursing)****PgD District/Home Nursing****PgD Primary Care Nursing (District Nursing)****PgD Primary Care Nursing (General Practice Nursing)**

- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 50% for each component in order to pass the module. (reference paragraph 38)
- The Assessment Board will require students to retake all components of a module where the learning from any previously completed components is no longer deemed to be contemporary. (reference paragraph 63)
- In order to qualify for the PgD Specialist Community Public Health Nursing (Health Visiting), PgD Specialist Community Public Health Nursing (School Visiting), PgD District/Home Nursing, PgD Primary Care Nursing (District Nursing) or PgD Primary Care Nursing (General Practice Nursing) and be registered/recorded with the NMC, students must also pass all practice assessments and be signed off as being fit to practise. (reference paragraph 70)
- Students on the PgD Specialist Community Public Health Nursing (Health Visiting) or PgD Specialist Community Public Health Nursing (School Visiting) who successfully complete 120 credits (including at least 40 credits at first attempt) but fail the practice element will be awarded an exit award of PgD Public Health Nursing Studies. Students on the PgD District/Home Nursing who successfully complete 120 credits (including at least 40 credits at first attempt) but fail the practice element will be awarded an exit award of PgD Community Nursing Studies. The Community Practitioner Nurse Prescribing (V100) will not be awarded or recorded for students who receive an exit award. Students on the PgD Primary Care Nursing (District Nursing) or PgD Primary Care Nursing (General Practice Nursing) who successfully complete 120 credits (including at least 40 credits at first attempt) but fail the practice element will be awarded an exit award of PgD Primary Care Nursing Studies. In all cases, students who receive an exit award will not be eligible for registration/recording with the NMC. (reference paragraph 72)
- There will be no Aegrotat awards. (reference paragraph 79)

**Approved Variations for
PgD Human Resource Management**

- The PgD Human Resource Management programme will not contain a separate mandatory 20 credit research methods module. (reference paragraph 15)