

FRAMEWORK AND REGULATIONS FOR UNDERGRADUATE AWARDS

Introduction

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

- Certificate of Higher Education (CertHE)
- Diploma of Higher Education (DipHE)
- Foundation Degree (FdA / FdEng / FdSc)
- Bachelor's Degree (hereafter described as Ordinary Degree) (BA / BEng / BSc) ¹
- Bachelor's Degree with Honours (BA (Hons) / BEng (Hons) / BSc (Hons) / LLB (Hons)).

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

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

4. The academic standards of all University of Suffolk awards should be aligned with the 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). Additional external reference points for characteristics of certain types of qualifications should be considered, including the [QAA Foundation Degree Characteristics Statement \(2015\)](#). Relevant QAA subject benchmark statements should also be taken into consideration in the design and ongoing development of courses. Alignment with these external reference points is considered as part of course validation and re-approval processes, and through quality monitoring mechanisms. At least one appropriately qualified and experienced external

¹ The validation of Ordinary Degrees as standalone awards is only permitted in exceptional circumstances where there is a compelling rationale. Ordinary Degrees are not available as exit awards.

examiner will be appointed to each course, in accordance with the *External Examiners Policy* and with any additional appointment criteria as determined at the point of course validation.²

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

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

7. Courses are managed 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 and Module Leaders.

Structure and timing of course delivery

8. For most undergraduate 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

² For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography and BSc (Hons) Radiotherapy and Oncology; Annex 2 for BSc (Hons)/DipHE Operating Department Practice; Annex 3 for BSc (Hons) Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 5 for BSc (Hons) Acute Healthcare Practice (speciality) routes Annex 6 for BSc (Hons) Midwifery; Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing, BSc (Hons) Mental Health Nursing; and Annex 8 for BSc (Hons) Specialist Community Public Health Nursing routes, BSc (Hons) District/Home Nursing and BSc (Hons) Primary Care Nursing (District Nursing)

of the semester used for assessment purposes.³ Except where placements, field study, bridging and/or access modules are provided, all teaching and assessment will be carried out within the designated academic session. Some courses, for example accelerated two-year degrees and higher and degree apprenticeships, may adopt an alternative model that incorporates delivery over a whole calendar year, broken down into three periods of study. The structure and timing of the delivery of teaching and assessment will be approved at the point of validation for individual courses and laid out in the Student Handbook for the course.

Modules and credit

9. Academic and professional study will be organised into modules, with modules valued in terms of credits. Credit is a means of quantifying and recognising learning: one credit represents 10 notional hours of learning (including formal classes, preparation time, independent study, revision and the completion of assessment), and credit is awarded when the specified learning outcomes for the module have been successfully demonstrated.

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

- (a) in the case of a final year Dissertation or Research Project module, which is normally 40 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 learning, work-related learning, or part-time research project modules).

11. One academic session of full-time undergraduate study is equivalent to 120 credits, typically achieved through the satisfactory completion of 6 x 20 credit modules (with each module representing 200 notional hours of learning). Modules 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. For accelerated degree programmes, one academic session is equivalent to 180 credits, typically achieved through the satisfactory completion of 9 x 20 credit modules delivered over three blocks of study of 60 credits each. Modules typically run the length of one block of study, but for reasons of facilitating student learning and achievement, delivery over two blocks is permitted where approved through validation and provided study in each block is at the same level.

³ For approved variations, see Annex 6 for BSc (Hons) Midwifery; Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and BSc (Hons) Mental Health Nursing; Annex 8 for BSc (Hons) Specialist Community Public Health Nursing routes, BSc (Hons) District/Home Nursing and BSc (Hons) Primary Care Nursing (District Nursing); and Annex 9 for FdA Health Care Practice routes

Levels of study

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

- (a) Level 4 modules are typical of the learning expected of the first year of a full-time Foundation or Honours degree programme, or the first two blocks of an accelerated degree programme, normally counting towards a Certificate of Higher Education;
- (b) Level 5 modules are typical of the learning expected of the second year of a full-time Foundation or Honours degree programme, or the second two blocks of an accelerated degree programme, normally counting towards either a Foundation Degree or Diploma of Higher Education;
- (c) Level 6 modules are typical of the learning expected of the final year of a full-time Honours degree programme, or the final two blocks of an accelerated degree programme, normally counting towards an Honours Degree or, exceptionally, an Ordinary Degree.

13. Where a course incorporates a foundation programme designed to prepare students for entry to Level 4, modules in the foundation programme shall be designated at Level 3 and aligned with Level 3 of the National Qualifications Framework.

Mode of study

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

15. Except where specified by PSRBs, the normal study load for a student studying full-time will be modules to the value of 120 credits (subject to a maximum of 80 credits in any one semester) in one academic session. For accelerated degree programmes, the study load for one academic session is 180 credits.

16. 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.

17. Students may be permitted to transfer from full-time to part-time registration and vice-versa with the approval of the Course Leader and the relevant Dean of School or Head of Higher Education. Any implications in terms of module transfer or withdrawal should be dealt with in accordance with paragraph 24. Where students are transferred from full-time to part-time study to

enable them to redeem failed modules as a full-time on reduced hours student, this is confirmed as a progression decision via the relevant Assessment Board.

Maximum registration periods

18. The expectation is that a student will complete 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 paragraphs 96 and 97 below). A student's period of registration may be extended beyond the maximum by the relevant Assessment Board, in liaison with the Academic Registrar, only in exceptional circumstances and where the currency of learning undertaken up until that point can be adequately assured.

Award	Full-time study (maximum period of registration in years)				Part-time study (maximum period of registration in years)			
	L 3	L 4	L 5	L 6	L 3	L 4	L 5	L 6
Level of entry								
CertHE	4	3			6	5		
DipHE	6	5	3		9	6	4	
Foundation Degree		5	3			6	4	
Ordinary Degree	7	6	4	2	12	9	6	3
Honours Degree ⁴	7	6	4	3	12	9	6	4
• Accelerated Honours Degree		4	3	2				
• Honours Degree with Sandwich Year	8	7	5					

19. 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.

⁴ For approved variations, see Annex 4 for BA (Hons) Social Work; and Annex 5 for BSc (Hons) Acute Healthcare Practice routes

20. 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

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

- (a) Mandatory modules: these are modules which are central to the programme of study, and therefore students must take **and pass** them in order to meet the requirements of the award (i.e. if they fail the module, they cannot take an alternative module to make up the credit deficit, and they therefore are unable to successfully complete their studies on that course). In accordance with paragraph 65, mandatory modules cannot be condoned.
- (b) Requisite modules: these are modules that students must take as part of their programme of study (for example because there is no optionality built into the programme at that level), but it is not compulsory that they pass the module (i.e. if they fail the module, they may be able to take an alternative module within the validated programme to make up the credit deficit). In accordance with paragraph 65, requisite modules at Level 4 can be condoned.
- (c) Optional modules: these are modules which students can select to complete as part of their overall programme of study. Where optional modules are an integral part of a course, students will be required to select a specified number of optional modules from a prescribed list. Choice will be subject to availability and academic guidance from the Course Leader(s) concerned. It is not compulsory that students pass the module (i.e. if they fail the module, they may be able to take an alternative module within the validated programme to make up the credit deficit). In accordance with paragraph 65, optional modules at Level 4 can be condoned.

22. 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.

23. 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.

24. 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

25. 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.

26. 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 65) can fulfil the pre-requisite requirements, except in cases where the pre-requisite module is mandatory.

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

28. 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

29. 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).

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

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

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

Requirements for undergraduate awards

Foundation Degrees

33. All Foundation Degree courses should include a personal development skills module at Level 4 (as a requisite module) and a research skills module at Level 5 (as a mandatory module). They should also include a minimum of 40 credits of work-related learning across Levels 4 and 5 (ideally 20 credits per level) as mandatory modules. For students already in employment, work-related learning may be permitted to be carried out at the candidate's usual place of work. Candidates who are not employed, or whose employment does not facilitate the required learning

experience, will be supported in gaining appropriate opportunities for work-related learning. This may be accommodated through placements, through simulated work situations, or through other means as outlined within course approval documentation.

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

Diplomas of Higher Education and Ordinary Degrees

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

Bachelor's Degrees with Honours

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

Joint and major/minor degrees

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

	Joint Degree	Major / Minor Degree
Format of course title	[Subject A] and [Subject B]	[Subject A] with [Subject B]
Credits at each level (Levels 5 and 6)	60 [Subject A] + 60 [Subject B]	80 [Subject A] + 40 [Subject B]

38. Greater flexibility may be built into Level 4 in terms of the balance of credit for joint and major/minor degrees, in order to facilitate preparation for study at higher levels and to support informed student choice about degree route. However, for major/minor degrees there should be sufficient subject-specific content at Level 4 to enable the minor subject to make up at least 90 credits of the overall course, in accordance with the expectation of the FHEQ that minor subjects should comprise at least a quarter of the overall programme of study. Credit for condoned modules at Level 4 (see paragraph 65) can be used to fulfil these requirements. As part of the course approval process, course teams are expected to demonstrate that module structures ensure that

students undertake an appropriate balance of subject-specific content in accordance with degree type and course title designation.

39. Where a joint or major/minor student fails a module at Level 5 and takes a replacement module at Level 6, the balance between subjects at each of Levels 5 and 6 may exceptionally be varied, as long as the overall balance between subjects at Level 5 and Level 6 combined is 120 credits for each subject (for joint degrees) or 160 credits for Subject A and 80 credits for Subject B (for major/minor degrees).

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

41. For major/minor courses, the Level 6 dissertation or research project must either (a) be lodged entirely in the major route, or (b) draw on subject-specific content from both the major and the minor route, subject to the normal overall credit requirements for each subject outlined in paragraph 37 above. It must not be lodged entirely in the minor route. Choice will be subject to academic guidance from the Course Leader(s) concerned.

42. For joint courses, the Level 6 dissertation or research project must either (a) be lodged entirely within one route, or (b) draw on subject-specific content from both routes, subject to the normal overall credit requirements for each subject outlined in paragraph 37 above. Choice will be subject to academic guidance from the Course Leader(s) concerned. Where the dissertation or research project must be lodged in a particular route, for example to meet any PSRB requirements, this will be specified at the point of validation.

Credit requirements for achievement of awards

43. The amount and level of credit (including credit for condoned modules at Level 4) that must be successfully achieved for an award to be granted is outlined below, based on the FHEQ. The table also outlines the maximum credits that can be obtained via recognition of prior certificated or experiential learning (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 the dissertation or research project module.

Award	Credit requirement	Maximum credits via RP(E)L
Certificate of Higher Education (CertHE)	120 credits at Level 4 or above	60 credits
Diploma of Higher Education (DipHE)	240 credits at Level 4 or above (including at least 120 credits at Level 5 or above)	120 credits (including not more than 60 credits at Level 5)
Foundation Degree (FdA / FdEng / FdSc)	240 credits at Level 4 or above (including at least 120 credits at Level 5 or above)	120 credits (including not more than 60 credits at Level 5)
Ordinary Degree (BA / BEng / BSc)	300 credits at Level 4 or above (including at least 180 credits at Level 5 or above and at least 60 credits at Level 6)	150 credits (or 240 credits where students are direct entrants at Level 6 following successful completion of a Level 5 programme at the University of Suffolk)
Bachelor's Degree with Honours (BA (Hons) / BEng (Hons) / BSc (Hons) / LLB (Hons))	360 credits at Level 4 or above (including at least 240 credits at Level 5 or above and at least 120 credits at Level 6) Note: four-year programmes with an integrated foundation year also require students to attempt 120 credits, and achieve at least 100 credits, at Level 3	240 credits (including not more than 60 credits at Level 6) ⁵
Bachelor's Degree with Honours (BA (Hons) / BEng (Hons) / BSc (Hons) / LLB)	480 credits including: <ul style="list-style-type: none"> • 120 placement credits • 360 credits at Level 4 or above, including at least 240 credits at 	240 credits (including not more than 60 credits at Level 6)

⁵ For approved variations, see Annex 4 for BA (Hons) Social Work, Annex 5 for BSc (Hons) Acute Healthcare Practice (speciality) routes; Annex 6 for BSc (Hons) Midwifery; Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and BSc (Hons) Mental Health Nursing; and Annex 8 for BSc (Hons) Specialist Community Public Health Nursing routes and BSc (Hons) District/Home Nursing

(Hons)) with Professional Placement	Level 5 or above and at least 120 credits at Level 6 (excluding placement credits)	
Bachelor's Degree with Honours (BA (Hons) / BEng (Hons) / BSc (Hons) / LLB (Hons)) with Study Abroad	480 credits including: <ul style="list-style-type: none"> • 120 study abroad credits • 360 credits at Level 4 or above, including at least 240 credits at Level 5 or above and at least 120 credits at Level 6 (excluding study abroad credits) 	240 credits (including not more than 60 credits at Level 6)
Bachelor's Degree with Honours (BA (Hons) / BEng (Hons) / BSc (Hons) / LLB (Hons)) with Professional Placement and Study Abroad	480 credits including: <ul style="list-style-type: none"> • 60 study abroad credits • 60 placement credits • 360 credits at Level 4 or above, including at least 240 credits at Level 5 or above and at least 120 credits at Level 6 (excluding study abroad and placement credits) 	240 credits (including not more than 60 credits at Level 6)

44. In addition to meeting these credit requirements, students are required to successfully pass all mandatory modules set out for an award in order to be eligible for the award.⁶

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

⁶ For approved variations, see Annex 2 for DipHE Operating Department Practice; Annex 3 for BSc (Hons) Paramedic Science; Annex 5 for BSc (Hons) Acute Healthcare Practice (speciality) routes; Annex 6 for BSc (Hons) Midwifery; Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and BSc (Hons) Mental Health Nursing; and Annex 8 for BSc (Hons) Specialist Community Public Health Nursing routes, BSc (Hons) District/Home Nursing and BSc (Hons) Primary Care Nursing (District Nursing)

where the requirements for that award have been met, but will not receive the apprenticeship certificate.

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

Assessment of individual modules

47. Assessment shall be undertaken in accordance with the *Learning, Teaching and Assessment Framework* and related policies and procedures (including *Academic Appeals, Academic Misconduct, Assessment Board, Assessment Moderation, Extenuating Circumstances* and *Preparation and Conduct of Examinations*) which shall be amended from time to time.

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

- (a) wholly by coursework
- (b) wholly by examination
- (c) by project or by dissertation or by research activity
- (d) by combinations of the above.

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

Marking of modules

50. Each component of summative assessment (i.e. assessment used to indicate the extent of a student's success in achieving the intended learning outcomes of the module) will be marked on a percentage scale, with 40% representing the pass mark. 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).

51. An overall module mark of 40% or above is required to pass a module and be awarded the relevant credit. Unless core components have been identified in accordance with paragraph 52

⁷ For approved variations, see Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and BSc (Hons) Mental Health Nursing

⁸ For approved variations, see Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and BSc (Hons) Mental Health Nursing

below, the module can be passed with a mark of at least 35% for all individual components of assessment providing the overall module mark is 40% or above. This is known as in-module compensation.⁹ However, in accordance with the *Academic Misconduct Policy*, should a student receive a penalty resulting in the recording of a component mark as refer infringement or fail infringement at any attempt, in-module compensation no longer applies to that module and therefore a mark of at least 40% for all individual components of assessment will be required in order to pass the module.

52. Exceptionally, individual components of assessment may be designated as core components, indicating that students must achieve at least 40% for the component in order to pass the module (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.

53. Where approved at validation, individual components of assessment or whole modules may be marked on a pass / fail basis, with no percentage mark awarded. All such components of assessment will be deemed core and do not contribute to overall degree classifications.

54. Where students have passed a module, they cannot re-take it or any of the individual components of assessment in an attempt to achieve a higher mark.

Late submission

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

56. 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%) 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*).

57. 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 61.

⁹ For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography and BSc (Hons) Radiotherapy and Oncology; Annex 2 for BSc (Hons)/DipHE Operating Department Practice; Annex 3 for BSc (Hons) Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 5 for BSc(Hons) Acute Healthcare Practice (speciality) routes; Annex 6 for BSc (Hons) Midwifery; Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and BSc (Hons) Mental Health Nursing; Annex 8 for BSc (Hons) Specialist Community Public Health Nursing routes, BSc (Hons) District/Home Nursing and BSc (Hons) Primary Care Nursing (District Nursing); and Annex 9 for FdA Health and Wellbeing and FdA Health Care Practice routes

58. 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.

59. 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.

60. Late submission is not permitted for work that is already subject to capping at the pass mark (for example reassessments in accordance with paragraphs 63, 64 and 65).

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

61. 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.

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

63. 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%. 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)

64. Where a student submits work but fails to achieve an overall pass mark for the module (40% or above, with at least 35% for all non-core components and at least 40% for all core components), the overall module outcome will be recorded as a referral and the student will have the opportunity to be reassessed once only in those components of assessment not passed. In such cases of reassessment, the maximum mark attainable for the reassessed component will be 40%. Where the mark achieved for the reassessed component is below pass standard (i.e. less than 40%), the highest mark achieved for the component (i.e. the best fail) will be used to

determine the overall module outcome. The overall module outcome will be determined in the normal way (see 'marking of modules' above). Where students have passed a component of assessment, they cannot re-take it in an attempt to achieve a higher mark.¹⁰

Failure in a module (after a reassessment opportunity)

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

- a) 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);

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or

- b) permit the student a third attempt at the component(s) not already passed, where the component mark is 30% or above and the overall credit value does not normally exceed 40 credits. The maximum mark attainable for the reassessed component will be 40%. 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 (i.e. those components with a mark below 40%), subject to the restrictions noted in paragraph 67 below. Marks from successfully completed components will carry forward, except in the circumstances highlighted in paragraph 67 below, and these components cannot be re-taken in an attempt to achieve a higher mark. The overall module outcome

¹⁰ For approved variations, see Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and BSc (Hons) Mental Health Nursing

¹¹ For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography and BSc (Hons) Radiotherapy and Oncology; Annex 2 for BSc (Hons)/DipHE Operating Department Practice; Annex 3 for BSc (Hons) Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 5 for BSc (Hons) Acute Healthcare Practice (speciality) routes; Annex 6 for BSc (Hons) Midwifery; Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing, BSc (Hons) Mental Health Nursing; Annex 8 for BSc (Hons) Specialist Community Public Health Nursing routes, BSc (Hons) District/Home Nursing and BSc (Hons) Primary Care Nursing (District Nursing); and Annex 9 for FdA Health and Wellbeing and FdA Health Care Practice routes

will be determined in the normal way (see 'marking of modules' above). The maximum mark attainable for the module overall will be 40%.¹²

66. 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 65 (c) above.

67. 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.¹³

68. 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 64, 65 and 66 above. For replacement mandatory modules, the maximum mark attainable for the module overall will be 40%; for replacement non-mandatory modules, there will be no cap on the overall module mark.

69. 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

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

71. If the Extenuating Circumstances Panel deems that a student has presented acceptable evidence of extenuating circumstances in relation to one or more components of assessment,

¹² For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography and BSc (Hons) Radiotherapy and Oncology; Annex 2 for BSc (Hons)/DipHE Operating Department Practice; Annex 3 for BSc (Hons) Paramedic Science; Annex 6 for BSc (Hons) Midwifery; Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and BSc (Hons) Mental Health Nursing; Annex 8 for BSc (Hons) Specialist Community Public Health Nursing routes, BSc (Hons) District/Home Nursing and BSc (Hons) Primary Care Nursing (District Nursing); and Annex 9 for FdA Health and Wellbeing and FdA Health Care Practice routes

¹³ For approved variations, see Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and BSc (Hons) Mental Health Nursing; and Annex 8 for BSc (Hons) Specialist Community Public Health Nursing routes, BSc (Hons) District/Home Nursing and BSc (Hons) Primary Care Nursing (District Nursing)

those components of assessment will be deemed “deferred” and the student will be given the opportunity to submit (or re-submit) those components of assessment. The relevant Assessment Board will determine the timescale for submission/re-submission of the component(s) in question.

72. If deferral relates to a first attempt at component(s) of assessment, the full range of marks will be available. If deferral relates to a previously referred piece of work, the student will be given a further opportunity to re-submit the assessment under the terms of the original referral (i.e. with marks capped at 40% at either component or module level in accordance with paragraphs 63, 64, 65 and 68 above).

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

74. 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 40% at either component or module level in accordance with paragraphs 63, 64, 65 and 67 above).

75. Where assessment methods for a module have changed since the deferral; where components of assessment build upon each other in some way; or where the module is no longer offered, students repeating the module (or replacement module) will be expected to complete all components of assessment regardless of previous results. In such cases, students will be eligible for the full range of marks, unless they have previously failed the module after a reassessment opportunity and are subject to capping of the module mark at the pass mark (in accordance with paragraph 65 above).

Intercalation

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

77. Where an application to intercalate is approved, any work submitted prior to the date of intercalation will be presented to the Assessment Board for the result to be ratified. If no work was submitted for a component by the notified deadline where that deadline was prior to the date of intercalation, or where the student failed to attend an examination scheduled prior to the date of the intercalation, the result will be recorded as a referral (in accordance with paragraphs 61, 62 and 63 above). If an application for extenuating circumstances has been approved, the result will be recorded as a deferral (in accordance with paragraphs 71 and 72 above).

78. On the student's return to the module following a period of intercalation, previous marks for components (including deferrals and referrals for academic failure or non-submission) will normally be carried forward provided the assessment methods for the module remain unchanged, components of assessment are not co-dependent, and the module continues to be offered, unless the Assessment Board determines that there are exceptional circumstances that warrant the student completing all components of assessment for the module as if for the first time.

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

- a. Where there are no previous referrals or deferrals for the outstanding component(s) of assessment, the student will have the opportunity to take the component(s) with the full range of marks available. The overall module outcome will be determined in the normal way (see 'marking of modules' above).
- b. Where there are previous deferrals for the outstanding component(s) of assessment, if the deferral relates to a first attempt at the component(s), the student will have the opportunity to be re-assessed in the component(s) with the full range of marks available. The overall module outcome will be determined in the normal way (see 'marking of modules' above). If the deferral relates to a previously referred piece of work, the student will be given a further opportunity to re-submit the assessment under the terms of the original referral (i.e. with marks capped at the pass mark at either component or module level in accordance with paragraphs 63, 64, 65 and 67 above).
- c. Where there are previous referrals for the outstanding component(s) of assessment, the student will have the opportunity to 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 63, 64, 65 and 68 above).

80. 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.¹⁴ 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 65 above).

81. Where students undertake a replacement module (for example through choice; because a module is no longer offered; or because their timetable does not allow them to take the original module), they will be required to complete all components of assessment. In such cases, students will be eligible for the full range of marks, unless the replacement is for a 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 65 above).

Notification of results

82. 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.

83. 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.

84. 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

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

¹⁴ For approved variations, see Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and .BSc (Hons) Mental Health Nursing; and Annex 8 for BSc (Hons) Specialist Community Public Health Nursing routes, BSc (Hons) District/Home Nursing and BSc (Hons) Primary Care Nursing (District Nursing)

- (i) obtain the required number of credits (normally 100 credits at Level 3 for Bachelor's degree programmes with an integrated foundation year and 120 credits at Levels 4 and 5 for other programmes, including credit for condoned modules at Level 4 in accordance with paragraph 65), 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 credits¹⁵) 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). Foundation year students cannot proceed to Level 4 until they have successfully completed all referred and deferred assessment necessary to attain at least 100 credits at Level 3. Sandwich degree students who are required to undertake reassessment or deferred assessment cannot proceed to their sandwich year (professional practice and/or study abroad) until they have successfully completed all referred or deferred assessment and have attained the full 120 credits for each level of study undertaken prior to the sandwich year. Accelerated degree students cannot proceed to Level 6 until they have successfully completed all referred and deferred assessment necessary to attain 120 credits at Level 4 and at least 80 credits at Level 5, including all pre-requisite modules.¹⁶

86. Regulation 85 does not apply to part-time students. As noted in paragraph 16 above, part-time students 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. Part-time students are permitted to study modules at the next highest level concurrently, subject to their having met any pre-requisites for the study of modules at the higher level (following appropriate academic guidance) and the availability of such modules.

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

¹⁵ For approved variations, see Annex 1 BSc (Hons) Radiotherapy and Oncology

¹⁶ For approved variations, see Annex 3 for BSc (Hons) Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 6 for BSc (Hons) Midwifery; and Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and BSc (Hons) Mental Health Nursing

Honours Degree classifications

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

Degree mark	70% and above	60-69%	50-59%	40-49%	Under 40%
Classification	First Class	Second Class Upper Division	Second class Lower Division	Third Class	Fail

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

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

Credits with marks attached at Level 5 (and value of "N" in Level 5 calculation)	% contribution to overall classification	
	Best "N" available credits at Level 5 or above	Best 100 credits at Level 6
0	0%	100%
10	4%	96%
20	8%	92%

30	12%	88%
40	16%	84%
50	20%	80%
60	24%	76%
70	28%	72%
80	32%	68%
90	36%	64%
100	40%	60%

91. Where a student is enrolled on a Level 6 honours level progression route following successful completion of a Foundation Degree programme or equivalent credit achieved by RP(E)L, the overall degree classification will be determined using the best 100 credits at Level 6 (which must include the dissertation or research project module).

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

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

Foundation Degree classifications

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

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

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

95. The final outcomes of the above awards will be defined only in terms of Pass or Fail. However, student transcripts for these awards will indicate the level of a student's performance in the individual modules completed.

Exit awards

96. Students who enrol on a Foundation Degree but who subsequently withdraw before completion of the full award will be awarded a Certificate of Higher Education as an exit award if they have successfully achieved at least 120 credits at Level 4 or above (including credit for condoned modules at Level 4). If there is a named Certificate of Higher Education exit award for the course and the student meets the requirements for the award, it will be made; otherwise an unnamed Certificate of Higher Education will be awarded.

97. Students who enrol on a Bachelor's Degree with Honours but who subsequently withdraw before completion of the full award will be awarded:¹⁷

- (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 (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 (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).

98. Ordinary Degrees may not be awarded as exit awards. Students must enrol on (or transfer to) the validated Ordinary Degree route at the commencement of their Level 6 studies in order to be eligible for the award of an Ordinary Degree.

99. 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.

¹⁷ For approved variations, see Annex 8 for BSc (Hons) Specialist Community Public Health Nursing routes, BSc (Hons) District/Home Nursing and BSc (Hons) Primary Care Nursing (District Nursing)

100. 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.

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

102. 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.

103. 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.

104. 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.

Aegrotat award

105. 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.¹⁸

¹⁸ For approved variations, see Annex 1 for BSc (Hons) Diagnostic Radiography and BSc (Hons) Radiotherapy and Oncology; Annex 2 for BSc (Hons)/DipHE Operating Department Practice; Annex 3 for Paramedic Science; Annex 4 for BA (Hons) Social Work; Annex 5 for BSc (Hons) Acute Healthcare Practice routes; Annex 6 for BSc (Hons) Midwifery; Annex 7 for BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing and BSc (Hons) Mental Health Nursing; Annex 8 for BSc (Hons) Specialist Community Public Health Nursing routes, BSc (Hons) District/Home Nursing and BSc (Hons) Primary Care Nursing (District Nursing); and Annex 9 for FdA Health and Wellbeing and FdA Health Care Practice routes

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

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

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

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

Posthumous award

110. 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

111. Where a student achieves credit by passing modules but is not eligible for an award within the Undergraduate Framework (for example when a module is taken as Continuing Professional Development), a student transcript will be issued identifying credit gained and the level of achievement in the module(s) completed.

Withdrawal prior to completion

112. A student who has withdrawn from a course prior to completion, with or without an exit award, may re-apply to the same course for admission at the appropriate point in order to complete the full award, provided that they were not originally required by the Assessment Board to withdraw from the course for academic reasons including academic failure and misconduct, for reasons related to fitness to practise, or where the maximum period of registration is exceeded. If the student was awarded an exit award, a period of at least one academic year must have elapsed since the exit award was conferred before re-commencing the course. Re-entry will be determined in accordance with current admissions requirements and the *Recognition of Prior Learning Policy*.

Academic appeals

113. 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.

114. 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

115. 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.

116. 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

117. 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.

FRAMEWORK AND REGULATIONS FOR SANDWICH DEGREE COURSES

Sandwich degree courses with professional placement

1. Where approved at validation, Honours Degrees may be offered as 480 credit sandwich degree courses (reflected in the course title with the bracketed suffix 'with Professional Placement'), with a full academic year (normally between Levels 5 and 6) spent in a placement setting relevant to the course.
2. Students must confirm their wish to include a sandwich year with professional placement in their programme of study by the beginning of Semester 2 prior to the intended sandwich year. Where there are specific eligibility criteria for engaging in a sandwich year with professional placement in addition to the standard progression requirements outlined in paragraph 85 above, these will be approved at the point of validation and must be made explicit to students and potential applicants. Eligibility to proceed to the sandwich year will be confirmed by the Assessment Board.
3. Students are responsible for securing their own professional placement, but the placement setting is subject to approval by the course leader or delegated nominee (for example placement coordinator) in accordance with the requirements of the *Work-Based and Placement Learning Policy*.
4. Students must spend at least 30 weeks in supervised work experience during their sandwich year (equivalent to 1200 hours), and must be given opportunities to reflect on their experiences within their work setting as part of a formal assessment process (with one reassessment opportunity in the event of non-completion or failure of assessment in accordance with paragraphs 61-64, but no re-take opportunities).
5. The sandwich year will be assessed on a pass / fail basis, with a pass resulting in the award of 120 placement credits. Placement credits cannot be substituted for academic credits or used as the basis for an application for RP(E)L in terms of meeting the overall credit requirements for the award. The outcomes of the sandwich year do not contribute to the overall degree classification, but students must pass the sandwich year in order for this to be reflected in their award title. Any student who fails the sandwich year will be transferred to the associated 360 credit honours degree course.

Sandwich degree courses with study abroad

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

7. Students must confirm their wish to include a sandwich year with study abroad in their programme of study by the beginning of Semester 2 prior to the intended year abroad. To be eligible to engage in a sandwich year involving study abroad at the end of Level 5, students are normally expected to achieve an overall average Level 4 mark of 50% or above and to meet the standard progression requirements outlined in paragraph 85 above. Where there are additional eligibility criteria for engaging in a sandwich year with study abroad, these will be approved at the point of validation and must be made explicit to students and potential applicants. Eligibility to proceed to the sandwich year will be confirmed by the Assessment Board.

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

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

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

Sandwich degree courses with professional placement and study abroad

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

12. Students must confirm their wish to include a sandwich year with professional placement and study abroad in their programme of study by the beginning of Semester 2 prior to the intended sandwich year. Where there are specific eligibility criteria for engaging in a sandwich year with professional placement and study abroad in addition to the standard progression requirements outlined in paragraph 85 above, these will be approved at the point of validation and must be made explicit to students and potential applicants. To be eligible to engage in a sandwich year involving study abroad, students are normally expected to achieve an overall average Level 4 mark of 50% or above. Eligibility to proceed to the sandwich year will be confirmed by the Assessment Board

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

- a. spend at least 15 weeks in supervised work experience (equivalent to 600 hours) either in the UK or overseas. This will be assessed on a pass / fail basis in accordance with paragraph 5 of this Appendix above, with a pass resulting in the award of 60 placement credits; and
- b. complete at least 40 credits (or equivalent) of study abroad at an appropriate level for their stage of study and produce a reflective account of their period of study abroad which is worth 20 credits. This period of study abroad will be assessed on a pass/fail basis (i.e. with no marks conversion) in accordance with paragraph 9 of this appendix above, with successful completion of 60 credits or equivalent of study (including the reflective account) constituting a pass.

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

ANNEXES – APPROVED VARIATIONS

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

1. BSc (Hons) Diagnostic Radiography
BSc (Hons) Radiotherapy and Oncology
2. BSc (Hons) Operating Department Practice
DipHE Operating Department Practice
3. BSc (Hons) Paramedic Science
4. BA (Hons) Social Work
5. BSc (Hons) Acute Healthcare Practice (Accident and Emergency)
BSc (Hons) Acute Healthcare Practice (Cardiology)
BSc (Hons) Acute Healthcare Practice (Critical Care)
BSc (Hons) Acute Healthcare Practice (Renal)
6. BSc (Hons) Midwifery
BSc (Hons) Midwifery [shortened]
7. BSc (Hons) Adult Nursing
BSc (Hons) Child Health Nursing
BSc (Hons) Mental Health Nursing
BSc (Hons) Adult Nursing [work-based learning]
BSc (Hons) Mental Health Nursing [work-based learning]
BSc (Hons) Adult Nursing [degree apprenticeship]
BSc (Hons) Mental Health Nursing [degree apprenticeship]
8. BSc (Hons) Specialist Community Public Health Nursing (Health Visiting)
BSc (Hons) Specialist Community Public Health Nursing (School Nursing)
BSc (Hons) District/Home Nursing
BSc (Hons) Primary Care Nursing (District Nursing)
9. FdA Health Care Practice (Acute Care)
FdA Health Care Practice (Dementia Care)
FdA Health Care Practice (End of Life)
FdA Health Care Practice (Long Term Care)
FdA Health Care Practice (Mental Health)
FdA Health and Wellbeing
FdA Health and Wellbeing [higher apprenticeship]

Approved Variations for:**BSc (Hons) Diagnostic Radiography****BSc (Hons) Radiotherapy and Oncology**

- The External Examiner must be registered on the Health and Care Professions Council (HCPC) Register as a Radiographer. (reference paragraph 4)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 65 (a))
- If, after the reassessment opportunity, the component mark is still not of pass standard (i.e. 40% or above), the student will be deemed to have failed the module. With consideration of the student's academic profile and engagement with their studies, the Assessment Board may either:
 - (a) permit the student an exceptional third attempt at the component(s) of assessment that they have not already successfully completed. The maximum mark attainable for the module overall will be 40%. Failure at the exceptional third attempt will result in termination of the student's studies on the course.
 - or
 - (b) permit the student to retake the module with attendance. The student will be permitted one attempt only at the component(s) of assessment that they have not already successfully completed, subject to the restrictions noted in paragraph 67. Marks from successfully completed components will carry forward, except in the circumstances highlighted in paragraph 67, 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'). The maximum mark attainable for the module overall will be 40%. (reference paragraph 65 (a) (b), and (c))
- Students may be permitted to progress from one level to the next on the basis that they make good any referred or deferred assessment (to the maximum value of 40 credits, with no more than 20 credits from a clinical practice module for students on the BSc (Hons) Radiotherapy and Oncology programme) by means of reassessment or deferred assessment during the next level of study. (reference paragraph 85 (ii))

- There will be no Aegrotat awards. (reference paragraph 105)

Approved Variations for:**BSc (Hons) Operating Department Practice****DipHE Operating Department Practice**

- The External Examiner must be registered on the Health and Care Professions Council (HCPC) Register as an Operating Department Practitioner. (reference paragraph 4)
- In order to qualify for the award of DipHE Operating Department Practice, students must also complete at least 3000 learning hours of which a minimum of 1800 hours must be in clinical practice. (reference paragraph 44)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 65 (a))
- If, after the reassessment opportunity, the component mark is still not of pass standard (i.e. 40% or above), the student will be deemed to have failed the module. With consideration of the student's academic profile and engagement with their studies, the Assessment Board may either:
 - (a) permit the student an exceptional third attempt at the component(s) of assessment that they have not already successfully completed. The maximum mark attainable for the module overall will be 40%. Failure at the exceptional third attempt will result in termination of the student's studies on the course.
or
 - (b) permit the student to retake the module with attendance. The student will be permitted one attempt only at the component(s) of assessment that they have not already successfully completed, subject to the restrictions noted in paragraph 67. Marks from successfully completed components will carry forward, except in the circumstances highlighted in paragraph 67, 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'). The maximum mark attainable for the module overall will be 40%. (reference paragraph 65 (a), (b) and (c))
- There will be no Aegrotat awards. (reference paragraph 105)

Approved Variations for:**BSc (Hons) Paramedic Science**

- The External Examiner must be registered on the Health and Care Professions Council (HCPC) Register as a Paramedic. (reference paragraph 4)
- In order to qualify for the award of BSc (Hons) Paramedic Science, students must also successfully complete a minimum of 2250 practice hours and satisfy the HCPC standards of conduct, performance and ethics. (reference paragraph 44)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 65 (a))
- If, after the reassessment opportunity, the component mark is still not of pass standard (i.e. 40% or above), the student will be deemed to have failed the module. With consideration of the student's academic profile and engagement with their studies, the Assessment Board may either:
 - (a) permit the student an exceptional third attempt at the component(s) of assessment that they have not already successfully completed. The maximum mark attainable for the module overall will be 40%. Failure at the exceptional third attempt will result in termination of the student's studies on the course.
 - or
 - (b) permit the student to retake the module with attendance. The student will be permitted one attempt only at the component(s) of assessment that they have not already successfully completed, subject to the restrictions noted in paragraph 67. Marks from successfully completed components will carry forward, except in the circumstances highlighted in paragraph 67, 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'). The maximum mark attainable for the module overall will be 40%. (reference paragraph 65 (a), (b) and (c))
- In addition, students must also complete a minimum of 750 practice hours each year in order to progress from one level to the next. (reference paragraphs 85 (i) and (ii))
- There will be no Aegrotat awards. (reference paragraph 105)

Approved Variations for:**BA (Hons) Social Work**

- The External Examiner must be registered on the Health and Care Professions Council (HCPC) Register as a Social Worker in England. (reference paragraph 4)
 - To ensure currency, the maximum period of registration will be five years for full-time study and seven years for part-time study. (reference paragraph 18)
 - Recognition of Prior Learning (RP(E)L) may not be used for any part of the 170 days of practice learning and assessment within the degree. (reference paragraph 43)
 - There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
 - There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 65 (a))
 - For full-time undergraduate students, in order to progress from one level to the next, students must either:
 - (i) obtain the required number of credits (normally 120 credits at Levels 4 and 5), including all mandatory modules and any compulsory placement or work-based learning elements as specified in the course validation documentation;
 - 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 or deferred assessment (unless the referred or deferred module is a pre-requisite for a module at the next level of study).
- Full time students cannot retake modules from the previous level alongside modules from the next level. Therefore, students who have been given the opportunity to retake one or more modules will not be permitted to progress to the next level until any modules being retaken from the previous level have been passed. (reference paragraph 85 (i) and (ii))
- There will be no Aegrotat awards. (reference paragraph 105)

Approved Variations for:**BSc (Hons) Acute Health Care Practice (Accident and Emergency)****BSc (Hons) Acute Health Care Practice (Cardiology)****BSc (Hons) Acute Health Care Practice (Critical Care)****BSc (Hons) Acute Health Care Practice (Renal)**

- The External Examiner must be a registrant on the relevant part of the Nursing and Midwifery Council (NMC) Register. (reference paragraph 4)
- The maximum period of registration will be five years. (reference paragraph 18)
- A maximum of 40 credits at Level 6 can be obtained via RP(E)L at Level 6 in addition to the 240 credits of advanced standing. (reference paragraph 43)
- In order to qualify for the BSc (Hons) Acute Health Care Practice (Accident and Emergency), BSc (Hons) Acute Health Care Practice (Cardiology), BSc (Hons) Acute Health Care Practice (Critical Care) or BSc (Hons) Acute Health Care Practice (Renal) and be registered with the NMC, students must also be signed off as being fit to practise. (reference paragraph 44)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 65 (a))
- There will be no Aegrotat awards. (reference paragraph 105).

Approved Variations for:**BSc (Hons) Midwifery****BSc (Hons) Midwifery [shortened]**

- The External Examiner must be a registrant on the relevant part of the Nursing and Midwifery Council (NMC) Register. (reference paragraph 4).
- The academic session will be 45 weeks in duration, divided into two semesters. (reference paragraph 8)
- Students on the shortened programme enter with advanced standing of 180 credits by virtue of their registration with the NMC as a nurse level 1 (adult). No other recognition of prior learning (RP(E)L) is permitted on the BSc (Hons) Midwifery programmes. (reference paragraph 43)
- In order to qualify for the award of BSc (Hons) Midwifery and be registered with the NMC, students must also complete the required number of learning hours for both theory and practice, fulfil the EU requirements for practice, and satisfy the NMC requirements of good health and good character. (reference paragraph 44)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 65 (a))
- If, after the reassessment opportunity, the component mark is still not of pass standard (i.e. 40% or above), the student will be deemed to have failed the module. With consideration of the student's academic profile and engagement with their studies, the Assessment Board may either:
 - (a) permit the student an exceptional third attempt at the component(s) of assessment that they have not already successfully completed. The maximum mark attainable for the module overall will be 40%. Failure at the exceptional third attempt will result in termination of the student's studies on the course. Where a student permitted an exceptional third attempt would not be able to recover the failed component within 12 weeks of a progression point, for example due to extenuating circumstances, the Assessment Board will require the student to pass the third attempt at the earliest

available opportunity and then intercalate and resume the programme with a later cohort (known as back-setting);

or

(b) terminate the student's studies on the programme. (reference paragraph 65 (a), (b) and (c))

- Progression points are built into the programme at the end of each level of study. Students must achieve all requirements of the previous level within 12 weeks of entering the following level. Students will not be permitted to proceed until all requirements are complete. As such, in order to progress from one level to the next, students must either:

(a) successfully complete the required number of credits;

or

(b) be permitted by the Assessment Board to progress on the basis that they make good any referred or deferred assessment (to the maximum value of 40 credits of theory and/or 40 credits of practice) by means of reassessment or deferred assessment within 12 weeks of entering the next level of study. Students who fail to achieve the outstanding assessments within the 12 week period will either be back-set (provided they have not exhausted the permitted reassessment attempts) or have their studies on the programme terminated.

In certain circumstances where there are deferred assessments, the Assessment Board may decide not to progress the student and instead require the student to intercalate and resume the programme with a later cohort. (reference paragraph 85 (i) and (ii))

- There will be no Aegrotat awards. (reference paragraph 105)

Approved Variations for:**BSc (Hons) Adult Nursing****BSc (Hons) Child Health Nursing****BSc (Hons) Mental Health Nursing****BSc (Hons) Adult Nursing [work-based learning]****BSc (Hons) Mental Health Nursing [work-based learning]****BSc (Hons) Adult Nursing [degree apprenticeship]****BSc (Hons) Mental Health Nursing [degree apprenticeship]**

- The External Examiner must be a registrant on the relevant part of the Nursing and Midwifery Council (NMC) Register. (reference paragraph 4)
- The academic session will be 45 weeks in duration, divided into two semesters. (reference paragraph 8)
- Students will complete a period of at least four weeks of continuous practice learning towards the end of Levels 4 and 5 of the programme and a continuous 12 week placement towards the end of the Level 6 of the programme. (reference paragraph 8)
- The NMC Standards for Pre-Registration Nursing Education shall apply to all RPL applications. Applications for RPL will be mapped against module/programme learning outcomes and be subject to moderation and review of the evidence, by the appropriate external examiner. A maximum of 180 credits may be obtained via RPL (representing 50% of the total programme). For all pre-registration nursing courses, RPL claims for progression into year two of the programme will need to demonstrate how the applicant has, or will, achieve the mandatory aspects of European Directives (2005/36/EC) and sufficient practice hours. (reference paragraph 43)
- In order to qualify for the BSc (Hons) Adult Nursing, BSc (Hons) Child Health Nursing or BSc (Hons) Mental Health Nursing and be registered with the NMC, students must also satisfy the NMC requirements of good health and good character and have satisfactorily completed both practice and theoretical elements of the programme. There will be equal priority given to the assessment of practice and theory in the contribution to the final award and no compensation can be offered between theoretical or practice assessment. The total hours of learning will be no less than 4600 and the practice element will include undertaking at least 2300 hours of mandatory practice learning. (reference paragraph 44)
- Practice will be summatively assessed at each progression point and at the end of the final year of study. The assessment of practice will include the following elements:

- (a) University-based assessment (such as written work, objective structured clinical examination (OSCE) or portfolio)
 - (b) Completion of practice-based assessment (including completion of the requisite number of practice hours)
 - (c) Compliance with the NMC Guidance on Professional Conduct
 - (d) Self-declaration of good health and good character. (reference paragraph 48)
- Exceptionally, the Assessment Board has discretion to order an alternative means of assessing the outcomes of a module where the original assessment is not considered an appropriate means of achieving a fair and equitable assessment for the individual student because of their specific circumstances. The approval of the External Examiner will be required for such arrangements. The Assessment Board must ensure that there remains at least one unseen invigilated examination during the period of study. (reference paragraph 49)
 - There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
 - Students must achieve all four elements of the practice assessment. If any one element is not achieved at the first attempt, this will be deemed a referral in practice. If, in consideration of their professional responsibilities, it is the opinion of the Assessment Board that it is not appropriate for a student to be reassessed, the Assessment Board will initiate action under the Fitness to Practise Procedure. (reference paragraph 64)
 - There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 65 (a))
 - If, after the reassessment opportunity, the component mark is still not of pass standard (i.e. 40% or above), the student will be deemed to have failed the module. With consideration of the student's academic profile and engagement with their studies, the Assessment Board may either:
 - (a) permit the student an exceptional third attempt at the component(s) of assessment that they have not already successfully completed. The maximum mark attainable for the module overall will be 40%. Failure at the exceptional third attempt will result in termination of the student's studies on the programme. Where a student permitted an exceptional third attempt would not be able to recover the failed component within 12 weeks of a progression point, for example due to extenuating circumstances, the

Assessment Board will require the student to return to the previous part of the programme (known as back-setting);

or

(b) terminate the student's studies on the programme. (reference paragraph 65 (a), (b) and (c))

- In addition, the Assessment Board will require students to retake all components of a module where the learning from any previously completed components is no longer deemed to be contemporary. (reference paragraphs 66 and 80)
- Progression points are built into the programme at the end of Level 4 and the end of Level 5. Students must achieve all requirements of each level (i.e. all academic assessments and all practice elements, including the requisite number of practice hours) within 12 weeks of entering the following level. Students will not be permitted to proceed until all requirements are complete. In order to progress from one level to the next, students must either:
 - (a) successfully complete the required number of credits (normally 120 credits);or
 - (b) be permitted by the Assessment Board to progress on the basis that they make good any referred or deferred assessment (to the maximum value of 40 credits of theory and/or 40 credits of practice) by means of reassessment or deferred assessment within 12 weeks of entering the next level of study. Students who fail to achieve the outstanding assessments within the 12 week period will either be back-set (provided they have not exhausted the permitted reassessment attempts) or have their studies on the programme terminated.

In exceptional circumstances, the Assessment Board may require the student to intercalate and resume the programme with a later cohort. (reference paragraph 85 (i) and (ii))

- There will be no Aegrotat awards. (reference paragraph 105)

Approved Variations for:**BSc (Hons) Specialist Community Public Health Nursing (Health Visiting)****BSc (Hons) Specialist Community Public Health Nursing (School Nursing)****BSc (Hons) District/Home Nursing****BSc (Hons) Primary Care Nursing (District Nursing)**

- The External Examiner must be a registrant on the relevant part of the Nursing and Midwifery Council (NMC) Register. (reference paragraph 4)
- The academic session will consist of three terms of 15 weeks. (reference paragraph 8)
- A maximum of 40 credits at Level 6 can be obtained via RP(E)L at Level 6 in addition to the 240 credits of advanced standing. (reference paragraph 43)
- In order to qualify for the BSc (Hons) Specialist Community Public Health Nursing (Health Visiting), BSc (Hons) Specialist Community Public Health Nursing (School Visiting), BSc (Hons) District/Home Nursing or BSc (Hons) Primary Care Nursing (District Nursing) and be registered/recorded with the NMC, students must also pass all practice assessments and be signed off as being fit to practise. (reference paragraph 44)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 65 (a))
- If, after the reassessment opportunity, the component mark is still not of pass standard (i.e. 40% or above), the student will be deemed to have failed the module. With consideration of the student's academic profile and engagement with their studies, the Assessment Board may either:
 - (a) permit the student an exceptional third attempt at the component(s) of assessment that they have not already successfully completed. The maximum mark attainable for the module overall will be 40%. Failure at the exceptional third attempt will result in termination of the student's studies on the course.
 - or
 - (b) permit the student to retake the module with attendance. The student will be permitted one attempt only at the component(s) of assessment that they have not already successfully completed, subject to the restrictions noted in paragraph 67. Marks from

successfully completed components will carry forward, except in the circumstances highlighted in paragraph 67, 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'). The maximum mark attainable for the module overall will be 40%. (reference paragraph 65 (a), (b) and (c))

- In addition, the Assessment Board will require students to retake all components of a module where the learning from any previously completed components is no longer deemed to be contemporary. (reference paragraphs 67 and 80)
- Students on the BSc (Hons) Specialist Community Public Health Nursing routes who successfully complete 120 credits but fail the practice element will be awarded an exit award of BSc (Hons) Public Health Nursing Studies. Students on BSc (Hons) District/Home Nursing who successfully complete 120 credits but fail the practice element will be awarded an exit award of BSc (Hons) Community Nursing Studies. The Community Practitioner Nurse Prescribing (V100) will not be awarded or recorded for students who receive an exit award. Students on BSc (Hons) Primary Care Nursing (District Nursing) who successfully complete 120 credits but fail the practice element will be awarded an exit award of BSc (Hons) 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 97)
- There will be no Aegrotat awards. (reference paragraph 105)

Approved Variations for:**FdA Health Care Practice (Acute Care)****FdA Health Care Practice (Dementia Care)****FdA Health Care Practice (End of Life)****FdA Health Care Practice (Long Term Care)****FdA Health Care Practice (Mental Health)****FdA Health and Wellbeing****FdA Health and Wellbeing [higher apprenticeship]**

- For the FdA Health Care Practice routes, the academic session will consist of three terms of 15 weeks. (reference paragraph 8)
- There will be no in-module compensation. All components of assessment will be treated as core meaning students must achieve at least 40% for each component in order to pass the module. (reference paragraph 51)
- There will be no condonement. All modules will be treated as mandatory meaning an overall module mark of at least 40% is required in order to be awarded the relevant credit. (reference paragraph 65 (a))
- If, after the reassessment opportunity, the component mark is still not of pass standard (i.e. 40% or above), the student will be deemed to have failed the module. With consideration of the student's academic profile and engagement with their studies, the Assessment Board may either:
 - (b) permit the student an exceptional third attempt at the component(s) of assessment that they have not already successfully completed. The maximum mark attainable for the module overall will be 40%. Failure at the exceptional third attempt will result in termination of the student's studies on the course.
 - or
 - (b) permit the student to retake the module with attendance. The student will be permitted one attempt only at the component(s) of assessment that they have not already successfully completed, subject to the restrictions noted in paragraph 67. Marks from successfully completed components will carry forward, except in the circumstances highlighted in paragraph 67, 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'). The maximum mark attainable for the module overall will be 40%. (reference paragraph 65 (a), (b) and (c))
- There will be no Aegrotat awards. (reference paragraph 105)