

17. The requirements to take/pass one or more pre- or co-requisites may, with the approval of the Assessment Board, be satisfied by Recognition of Prior Learning, except in those circumstances defined by Professional, Statutory or Regulatory Bodies (PSRBs).

Credit requirements for achievement of awards

18. The amount and level of credit that must be successfully achieved for an award to be granted is outlined below, based on the FHEQ. The table also outlines the maximum credits that can be obtained via recognition of prior learning (RPL), including recognition of prior experiential learning (RPEL), in accordance with the requirements of the *Recognition of Prior Learning Policy*.

Award	Credit requirement	Maximum credits via RP(E)L
Certificate of Education (CertEd)	120 credits, including 40 c2 529.51 148	

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

- coursework
- observation
- project
- teaching practice
- portfolio
- presentation / seminar
- professional discussion
- micro-teach

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

Marking of modules

25. 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 component must be passed in order to pass the module, with each component contributing a pre-determined percentage to the overall module mark (rounded to the nearest integer).

26. Where approved at validation, individual components of assessment or whole modules may be marked on a pass / fail basis with no percentage mark awarded, and in some instances with no credit attached.

27. Where students have passed a module, they cannot re-take it in an attempt to achieve a higher mark.

Late submission

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

29. Work submitted up to three days after the deadline will be accepted and marked, but the mark will be capped at the pass mark (40%) unless there is a valid reason for late submission (i.e.

having been granted an extension to the deadline or a deferral under the terms of the

43. 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 either component or module level in accordance with paragraphs 36, 37 and 38 above).

44. Continuation or repetition of deferral status will be considered only if the relevant Assessment Board is advised by the Extenuating Circumstances Panel that it has received what it deems to be further acceptable evidence of extenuating circumstances. If a student has been granted three consecutive deferrals for the same module, the relevant Assessment Board will normally require the student to repeat the module with attendance in accordance with paragraph 45.

45. If a deferral has been granted and the relevant Assessment Board believes that it is in the student's best interests to repeat the module with attendance (for example if they have not had adequate opportunity to engage fully with the learning activities associated with the module), marks for components successfully completed at an earlier stage will normally be carried forward where the assessment methods for the module remain unchanged, components of assessment are not co-dependent, and the module continues to be offered, unless the Assessment Board 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 either component or module level in accordance with paragraphs 36, 37 and 38 above).

46. 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 original module has been replaced by a new module, 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 (or original module in cases where modules have been replaced) after a reassessment opportunity and are subject to capping of the module mark at the pass mark (in accordance with paragraph 38 above).

51. Where the assessment methods for the module have changed during the period of intercalation; where components of assessment build upon each other in some way; or where the original module has been replaced by a new module, 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 (or original module in cases where modules have been replaced) after a reassessment opportunity and are subject to capping of the module mark at the pass mark (in accordance with paragraph 38 above).

Notification of results

52. 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.

53. 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.

Award outcome and classifications

54. In ratamen8lt/F1 157ETe89.69ETettherefore subject to 00001y57(l)-4(n)-154(l)5(5(y)-25(co)13()-80

has not met the normal requirements for the award, consideration may be given to an Aegrotat award.

Academic appeals

63. 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 and the University of Suffolk website.

64. 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

65. 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.

66. Allegations of professional misconduct or professional unsuitability will be dealt with as outlined in the *Fitness to Practise Procedure*.

Conferral of awards

67. Conferral occurs at set points in the academic year and a student may not receive an award parchment or official transcript or use their award title until formal conferral has taken place. If proof of the award is required at an earlier date (for example to enable a student to gain employment), students can securely share their Higher Education Achievement Report (HEAR) issued by the University of Suffolk via Gradintelligence.