

Policy. Schedules for assessment boards will be published to students along with dates for results publication.

Structure and timing of course delivery

9. For most undergraduate courses, the academic year (hereafter described as an academic session) will be divided into either four blocks or two semesters, in accordance with the *Course Design Blueprint*. 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, higher and degree apprenticeships and

representing 300 notional hours of learning²). Modules will typically be delivered and assessed within one block or one semester, but for reasons of facilitating student learning and achievement, the delivery and/or completion of the assessment activity of a module over a longer period is permitted where approved through validation. Modules of more than 30 credits may be delivered in consecutive or non-consecutive blocks. For accelerated degree programmes, one academic session is equivalent to 180 credits, typically achieved through the satisfactory completion of 6 x 30 credit modules delivered over three periods of study of 60 credits each, normally divided into two blocks. Modules will typically be delivered and assessed within one block, but for reasons of facilitating student learning and achievement, delivery over two or more blocks is permitted where

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

17. A student studying part-time will normally be permitted to study between 30 and 90 credits in one academic session.

18. 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 25. 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

19. The expectation is that a student will complete their award within the following maximum periods of registration, with the student being required by the relevant Assessment Board to withdraw from their course if this maximum period of registration is exceeded (noting that an exit award will automatically be awarded if they have met the requirements for such an award as outlined in paragraphs 101 and 102 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
International Foundation Programme	2							
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

they may be able to take an alternative module within the validated programme to make up the credit deficit). In accordance with paragraph 67, optional modules can be condoned.

23. 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.

24. 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.

25. 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 first week of the commencement of delivery of the module (for block delivery) or the end of the second week of the commencement of delivery (for semester or double-block delivery), 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, within the specified timescale 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 the specified 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 *Additional Time due to Extenuating Circumstances Policy*.

Pre- and co-requisite modules and excluded combinations

26. 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.

27. 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

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

34. All Foundation Degree courses should include a personal development skills module at Level 4 (as a requisite module) and a minimum of 30 credits of work-based learning across Levels 4 and 5 (as one or more mandatory modules). For students already in employment, work-based 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-based learning. This may be accommodated through placements, through simulated work situations, or through other means as outlined within course approval documentation.

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

Bachelor's Degrees with Honours

36. All Honours Degree programmes should include taught content on research methods applicable to the subject area. How and where research methods are included will be defined within the course validation documentation. All Honours Degree programmes will include, as a mandatory module, a 30 credit dissertation or extended project module at Level 6. wr derodated 3rch odaerie

assessment, regardless of previous results. The

80. Where assessment methods for a module have changed since the deferral; where components of assessment build upon each other in some way; or where the module is no longer offered, students repeating the module (or replacement module) will be expected to complete all components of assessment regardless of previous results. In such cases, students will be eligible for the full range of marks, unless they have previously failed the module after a reassessment opportunity and are subject to capping of the component and/or module mark at the pass mark (in accordance with paragraph 69 above).

Intercalation

81. Consideration of intercalation cases is undertaken in accordance with the *Additional Time due to*

relates to a previously referred piece of work, the student will be given a further opportunity to re-submit the assessment under the terms of the original referral (i.e. with marks capped at the pass mark at either component and/or module level in accordance with paragraphs 63, 64 and 69 above).

- c. Where there are previous referrals for the outstanding component(s) of assessment, the student will have the opportunity to re-submit work under the terms of the original referral (i.e. with marks capped at the pass mark at either component and/or module level in accordance with paragraphs 63, 64 and 69 above).

85. Where the assessment methods for the module have changed since the student took the module, or where components of assessment build upon each other in some way, Assessment Boards may require students to complete all components of assessment, regardless of previous results. In such cases, students will be eligible for the full range of marks, unless they have previously failed the module after a reassessment opportunity and are subject to capping of the component and/or module mark at the pass mark (in accordance with paragraph 69 above).

86. 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 module previously failed after a reassessment opportunity which would be subject to capping of the component and/or module mark at the pass mark (in accordance with paragraph 69 above).

Notification of results

87. 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 am(t)-4(po)14(t)went008871 0 595.32

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) 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); or
- (iii) an Ordinary Degree as an exit award if they have successfully achieved at least 300 credits at Level 4 or above (including credit for condoned modules) with at least 180 credits at Level 5 or above and at least 60 credits at Level 6, where an Ordinary Degree has been validated and the student meets the requirements for the award. If there is no validated Ordinary Degree, then the appropriate Diploma of Higher Education will be awarded in accordance with paragraph 102 (ii) above.

Academic appeals

120. Students have a right to appeal against decisions of the Assessment Board in accordance with the *Academic Appeals Procedure* which is available, together with appeal forms, on the University's website and the Student Hub/Partner Student Hub.

121. 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

122. 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.

123. 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

124. 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.

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 middle of the year 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 89 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.

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 middle of the year 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 89 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.

ANNEXES – APPROVED VARIATIONS

There are currently no approved variations.