

## FRAMEWORK AND REGULATIONS FOR SCHOOL CENTRED INITIAL TEACHER TRAINING AWARDS

### Introduction

1. The following paragraphs provide the framework and regulations for School Centred Initial Teacher Training (SCITT) programmes validated by the University of Suffolk and delivered by partner SCITT providers. Successful completion of SCITT programmes leads to a Postgraduate Certificate in Education (PGCE) (awarded by the University of Suffolk) and Qualified Teacher Status (QTS) (awarded by the Teaching Regulation Agency (TRA) following a recommendation by the SCITT provider that the trainee has met current defined by the Department for Education).

2. The academic standards of all awards at the University of Suffolk should be aligned with the Expectation for Standards outlined in the [UK Quality Code for Higher Education](#) and the levels and qualification descriptors in the accompanying [Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies \(2014\)](#) (FHEQ). SCITT programmes should also current statutory requirements for teacher training . 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 examiner will be appointed to each course, in accordance with the *External Examiners Policy*











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

opportunity to attempt (or re-attempt) those components of assessment at a later date as determined by the relevant Assessment Board.

33. 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-attempt the assessment under the terms of the original referral (i.e. with marks capped at either component or module level in accordance with paragraphs 26, 27 and 29 above).

34. 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 35.

35. If a deferral has been granted and the relevant Assessment Board believes that it is in 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 26, 27 and 29 above).

36. Where assessment methods for a module have changed since the deferral or where components of assessment build upon each other in some way, students repeating the module following a deferral 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 29 above).

## **Intercalation**

37. Consideration of intercalation cases is undertaken in accordance with the *Extenuating*



original referral (i.e. with marks capped at the pass mark at either component or module level in accordance with paragraphs 26, 27 and 29 above).

41. Where the assessment methods for the module have changed during the period of intercalation or where components of assessment build upon each other in some way, students repeating the module following a period of intercalation 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 29 above).

### **Notification of results**

42. 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.

43. 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 outcomes and classifications**

44. In order to be eligible for the University of Suffolk Postgraduate Certificate in Education award and to be recommended by the SCITT provider to the Teaching Regulation Agency for accreditation as a qualified teacher in accordance with current statutory requirements for teacher training, students are required to successfully pass all mandatory modules; meet the credit requirements for the award as outlined in paragraph 15 above; and meet all other relevant statutory requirements for teacher training.

45. The final outcomes of the Postgraduate Certificate in Education will be defined only in terms of Pass or Fail. However, student transcripts for the award will indicate the level of a

### **Posthumous and Aegrotat awards**

46. In the event of a student

Postgraduate Certificate in Education posthumously. The normal requirements for the award (as specified in these regulations) must be met. Where the student has not met the normal requirements for the award, consideration may be given to an Aegrotat award.

47. In exceptional circumstances where a student is unable to complete their programme of study through illness or other valid cause, an Aegrotat award may be recommended where,

student's performance to recommend the award and is satisfied that the student would have reached the standard required for that award. Aegrotat awards will normally reflect the FHEQ level of study at which the student had achieved credit when their studies ceased, but as there are no exit awards available from the Postgraduate Certificate in Education, the student must have successfully completed at least two thirds of their programme of study to be eligible for an Aegrotat award. Where an Aegrotat award is made posthumously, the relevant Assessment Board may recommend that the student be awarded the intended award for programme on which they were enrolled where the two-thirds requirement has not been met.

48. In all cases, the recommendation for an Aegrotat award must be approved by the Academic Registrar prior to the award being agreed by the relevant Assessment Board.

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

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

51. Where an Aegrotat award is going to be offered to a student, the student must confirm, in writing, that they are willing to accept the award and understand the implications (as set out in these regulations) before it can be agreed by the relevant Assessment Board. If the student is severely incapacitated, consent may be provided by an appropriate third party authorised to act on the student's behalf. The award is awarded posthumously.

**Recognition of credit without an award**