



## Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

<b>GENERAL INFORMATION</b>	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution</i>	University of Bath
<i>Validated/Franchised (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)</i>	
<i>Programme approved by (including date &amp; minute number of Senate)</i>	<b>Initial Approval</b> School T&Q C November 2004 FBoS 1/12/04 Senate 15/12/05 <b>Full Approval</b> School T&Q C 05/1/05 FBoS 26/01/05 Programme Approval Panel 18 March 2005 Senate: 6 April 2005
<i>Final award</i>	Doctor of Health (DHealth)
<i>Programme title</i>	Professional Doctorate in Health (DHealth)
<i>UCAS code (if applicable)</i>	N/A
<i>Subject Benchmark Statement</i>	None available at present for this subject area.
<i>Intended level of completed programme (in line with FHEQ)</i>	D Level
<i>Duration of programme &amp; mode of study</i>	Part Time Minimum 3 years and maximum 8 Years.
<i>Date of Specification preparation/revision</i>	December 2004, revised February 2013
<i>Applicable to cohorts (eg. for students commencing in September 2007 or 2007/08 – 2008/09)</i>	For students commencing in September 2012 or later.

### **Synopsis and academic coherence of programme**

The Professional Doctorate in Health is a modular, postgraduate (D) level programme which has been designed to meet the professional needs of a range of health and social care practitioners who are interested in developing as expert practitioners and researchers in practice. The programme will develop participants' critical thinking about practice and health/social care service delivery in a holistic and integrated way.

The programme offers the flexibility to enable students to build their knowledge and skills in designing and conducting programmes of research. In parallel, participants will develop their individual research ideas, culminating in the completion of a piece of novel, independent research, which is peer reviewed and submitted for examination at the Doctoral level.

The programme has the following underpinning principles:

- Using and contributing to evidence at the forefront of practice
- Developing critical thinking and high level analytical skills
- Emphasis on personal development planning

The Programme consists of three phases

**Phase One** – seeks to develop the participants’ knowledge of a range of research techniques and approaches to research design. This phase is achieved through completion of M-level units in research-oriented subjects and D-level work on designing and planning for practice-based research, including a thorough assessment of the implications of their research, and specifically, ethical considerations.

**Phase Two-** seeks to develop the participants’ knowledge of current issues in comparative health policy, professionalism and service delivery in the health/social care context . This phase entails the completion of D-level units in aspects of health policy and professional practice. Participants will further develop their research question, research methodology and obtain necessary approvals to support their independent research in the next phase.

**Phase Three** – seeks to support participants as they work on their individual research projects, including support and supervision for data collection, analysis, reporting, presentation of findings, thesis preparation and publication of the final work as both a thesis for examination by the University, but also for publication in relevant and appropriate peer-reviewed journals where appropriate.

### Educational aims of the programme

The Professional Doctorate in Health Programme aims to enable health and social care practitioners drawn from a broad practice base to:

1. Engage in programmes of research on their practice
2. Develop as ‘expert practitioners’ in their practice areas
3. Have a far reaching view of policy and practice in the context of international healthcare systems and service

### Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

#### ➤ Knowledge & Understanding:

- A. Understand, evaluate, select and deploy a range of research methods, techniques and approaches that are appropriate for particular research questions and contexts, and understand issues relating to their validity and reliability. *(assessed by coursework as part of the research methods units) [PD]*
  
- B. Make informed judgements on complex issues in professional, health related and other specialist fields, often in the absence of complete data and to be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences. *(assessed by coursework as part of the professional practice units) [PD]*
  
- C. Understand the principles of ethical research practice and be able to apply these principles to the research

	<p>process, including the development and submission of a successful application for research ethics approval. <i>(assessed by coursework as part of the research design phase) [PD]</i></p>
<ul style="list-style-type: none"> <li>• Intellectual Skills:</li> </ul>	<p>D. Create and interpret new knowledge through original research, comparative health policy analysis, or other advanced scholarship of a quality to satisfy peer review, extend the forefront of their practice and merit publication <i>(assessed by coursework in the Comparative health policy unit and final thesis) [PD]</i></p> <p>E. Conceptualise, design and implement a project for the generation of new knowledge applications or understanding at the forefront of their practice and to adjust the project design in the light of unforeseen problems <i>(assessed by final thesis)[PD]</i></p> <p>F. Apply techniques for research and advanced professional and academic enquiry <i>(assessed by coursework as part of the research methods units and in final thesis)[ PD]</i></p>
<ul style="list-style-type: none"> <li>• Professional Practical Skills:</li> </ul>	<p>G. Use evidence available at the forefront of practice to inform practice activity and decisions and to be aware of the value, relevance and reliability of such evidence <i>(assessed by coursework as part of the research methods and professional practice units) [PD]</i></p> <p>H. Apply critical reflection as a tool for practice and professional enhancement <i>(assessed by coursework as part of the professional practice units) [PD]</i></p> <p>I. Continually develop and enhance own practice (and influence the practice of others) for the benefit of patients and service users, and to generate greater efficiency (drawing on published evidence and own findings, as above) <i>(assessed by coursework as part of the professional practice units) [PD]</i></p>
<ul style="list-style-type: none"> <li>• Transferable/Key Skills:</li> </ul>	<p>J. Present complex and novel ideas effectively, using different media and formats, to communicate practice developments to a range of different audiences, including conference presentations, lectures, policy documents, and professional peer reviewed publications. <i>(assessed by coursework as part of the research methods units, professional practice units and via the research seminars which take place regularly during the programme) [PD]</i></p>

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|  | <p>K. Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations in professional or equivalent environments. <i>(assessed by the final thesis) [PD]</i></p> <p>L. Use web based learning technologies to develop and fulfil a negotiated personal development plan <i>(assessed by contributions throughout the programme) [PD]</i></p> |
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**Teaching, learning and assessment used to enable outcomes to be achieved and demonstrated:**

The programme provides an innovative and integrated blend of knowledge-based, activity-based and experiential learning underpinned by self-reflection and peer review, encouraging participants to draw on their own practice-based experiences and data. The learning which takes place will be driven by a personal development plan (PDP) which helps participants to identify the direction they want to take in their learning and any gaps that need to be addressed in order to meet the learning outcomes of the programme.

Participants will be supported on the programme by a combination of practice-based and University-based research supervisors, a Personal Development Adviser and the input and contributions of peers. A virtual learning environment will form the focus for organising the learning, providing a platform for discussion and sharing of ideas (peer review); acting as a repository for learning objects that learners can use to address gaps identified in their PDPs (Including textual, video, digital and audio sources) a conduit for links to seminal works, live links to current news items, direct links to relevant and appropriate evidence based sites and a repository for storing participant-identified examples of good practice. It will also be used to support the Research Fora which run parallel to the programme to enable the students to peer review research designs, debate policy, practice, research governance and ethical issues and to review and refine ethical approval before formal submission to the appropriate external or internal ethics review body. The programme is highly interactive: the web-based resources are supported by on-line tutors; practice based development is facilitated by a practice-based research supervisor and the Research Fora and peer review will have both academic and personal adviser support.

Assessment varies depending on the phase of the programme and the nature of the inquiry that the participant is engaged in. Phase 1 is assessed by coursework at either the M or D level, depending on the Unit; Phase 2 is assessed by coursework at the D level; Phase 3 is assessed by a thesis and viva voce examination. Peer and self assessment will be used throughout the programme to enable participants to explore dimensions of their own, and other's, practice.

**Structure and content of the programme** (including potential stopping off points)

*(Append the relevant **programme description (PD) form(s)** and cross reference below)*

**Study pattern**

The normal pattern of study will be as listed within the Programme Description attached as Appendix A, although other sequences may be offered dependent upon demand. Each Unit may be run on more than one occasion each year dependent upon a minimum number of enrolments being achieved. Students will receive a clear and timely indication of their study pattern.

**Stopping off points**

Students who successfully complete phase 1, have the option of exiting the programme with the award of PG Cert or transferring to the M-level awards associated with this programme and use this credit in contribution toward one of these awards.

Students who fail Unit HL60083 Research project preparation and planning may resubmit their coursework to be assessed as suitable for submission for Unit HL50089 Research in practice: preparation and planning and exit the programme with the award of PG Cert or transfer to the M-level awards associated with this programme and use this credit in contribution toward one of

these awards

Students who successfully complete phase 2, have the option of exiting the programme with a PG Dip or or submit a dissertation, to be assessed for the award of MSc.

Students who successfully complete Unit HL60086 Research project design and development but fail to successfully pass the upgrading interview will have the option of exiting the programme with a PG Dip award or submit a dissertation, to be assessed for the award of MSc.

Students who fail Unit HL60086 Research project design and development may resubmit their coursework to be assessed as suitable for submission for Unit HL50090- Research in practice: design and development and have the option of exiting the programme with a PG Dip or submit a dissertation, to be assessed for the award of MSc.

Further information about exit points is available in the programme handbook.

### **Study duration**

Phases 1 and 2 normally each take one calendar year to complete. Units are normally studied serially, with the exception of Research Project Planning and Preparation (HL60083) and Research Project Design and Development (HL60086) which are studied concurrently with other Units. The normal minimum period for completion is 12 months for the PG Certificate, 24 months for the PG Diploma, 36 months for the MSc, and 36 months for the Doctorate (part-time). The maximum period normally allowable is three, four, five and 8 years respectively.

### **Details of work placements / work-based learning / industrial training / study abroad requirements**

A significant element of the research project undertaken by participants will be based in their work or practice base. This work will be supervised by a practice-based research supervisor who will be identified as an exemplar in practice and will be appointed as a visiting member of staff of the University of Bath.

### **Details of support available to students (e.g. induction programmes, programme information, resources)**

General support for each student will be given by a Professional Development Advisor (PDA) assigned to each student at the beginning of Phase One in-lieu of a supervisory panel which will be assigned in Phase Two. Students may contact these staff at the University of Bath via the online environment, email or telephone, during normal working hours. Personal contact is especially possible at Summer Schools. Students will also be supported on each unit by a tutor team, who are accessible via the online environment. Support will be mainly available during the scheduled asynchronous online discussions.

A Summer School/Induction event, comprising both a face-to-face and an online element, will be available at the commencement of the study programme and at the beginning of Phase Two.

Specific academic support will be provided through:

- Access to practice based and University supervisors on-line (via email, online discussion boards & Skype) and by telephone and in person where appropriate
- Access to Personal Development Adviser on-line (via email and online discussion boards & Skype) and by telephone and in person where appropriate
- Support from Unit convenor through individual feedback and moderation of

- discussion boards
- Peer support from other participants as part of the in-built programme activities and facilitated discussion
- Postgraduate Officer support via the VLE, email and phone;
- Introductory and Full Programme Handbook
- A variety of learning resources accessed via a bespoke programme Virtual Learning Environment, including
- Learning resources in text, digital, video and audio format
- Online reflective logs
- Online PDP system and support
- Web-based support individual support via VLE including 'chat-room' for academic and peer support

### **Admissions criteria** (including arrangements for APL/APEL)

Generally,  
Candidates must be able to satisfy the general admissions regulations of the University of Bath for a postgraduate award. Normally we would require an honours degree at 2:1 or its equivalent from a recognised overseas institution and 1 year post qualification, graduation or registration experience in an appropriate practice context.

Those applicants whose first language is not English must be able to demonstrate a satisfactory level of both spoken and written English. This will normally take the form of

IELTS overall score 7.0 with not less than 6.5 in each of the four components TOEFL (paper based test) 600 with not less than 60 in each of the three bands, and a score of not less than 4 in the TWE; TOEFL (computer-based test) 250, with not less than 25 in each of the three bands, and a score of not less than 4 in the TWE; TOEFL (internet test) 100 with not less than 24 in each of the 4 bands.

Specifically,

Candidates must normally have a post in practice within a health, social care, education or clinical/medical context. Candidates should normally have 1 years experience within their practice context.

All participants must have a practice base and access to data in order to gain maximum benefit from this programme. This will be a condition of entry on to the programme.

### **Accreditation of Prior Learning**

Students who have studied units from postgraduate programmes offered by other institutions, but who have not completed that programme and received an award, may be eligible to transfer credit for this prior learning. This is considered on a case by case basis but as a minimum the course or programme in question must be recognised by the providing institution as being at M level for the M-level component for Phase 1 and at the D level for the D level component of phase 1 and of phase 2. All requests must contain an element of assessed work.

An accreditation Sub Committee will be established within the Programme, chaired by the Director of Studies, to oversee this activity, and guidance on the preparation of Portfolios of Evidence (if relevant and appropriate) will be provided both to applicants and the external examiner. The university's standard guidelines on proportions of credit which can be recognised from other institutions will apply.

### **Accreditation of Prior Experiential Learning**

The programme team acknowledge that some health and social care practitioners may have acquired significant practice based experience of research, without studying for a formal postgraduate qualification. These candidates may submit a portfolio of evidence demonstrating that they can meet the learning outcomes of up to 3 M-level units on research methods and will, if successful, be able to claim up to 18 credits toward the Postgraduate Certificate award (in line with QA47). The nature of this evidence will be specified and will be assessed for a fee. On successful completion of such a portfolio, candidates must complete the remaining M and D level units from Phase 1 of the PD successfully to allow progression onto Phase 2 and Phase 3 of the full PD award. The suitability of applicants to submit such a portfolio will be determined by the Admissions Panel. If the panel have any doubts about an applicant's ability, they will then require the applicant to complete that unit and submit the assessment in the usual manner.

### **Summary of assessment and progression regulations**

Detailed schemes of assessments (including topic, word length or format and relevant deadlines) and deferral arrangements are articulated in the programme handbook, the Programme Regulations and in the assessment section in the on-line environment.

The Professional Doctorate programme (including PG Diploma Research in Health Practice and PG Certificate Research Methods in Health Practice exit awards) Assessment and Progression Regulations align with (although are not governed by) the New Framework for Assessment: Assessment Regulation (NFAAR), details of which can be found in Appendix B attached to this document.

### **Indicators of quality and standards (e.g. professional accreditation)**

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice , and associated regulations and policies.
2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement.
3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff.

Students are involved in many of these processes . The emphasis here is upon the informed student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

A more detailed overview of the University's Quality Management framework is set out in it Approach to Quality Management .

The Quality Assurance Agency (QAA) periodically reviews the quality of the University of Bath's Learning and Teaching performance. At the last review by the QAA in November 2008 , the University was given the highest grading available, that of 'Confidence', in the soundness of the University's current and likely future management of both the academic standards of its awards and the quality of learning opportunities available to students.

### **Sources of other information**

[www.bath.ac.uk/health](http://www.bath.ac.uk/health) ; University's postgraduate prospectus

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**Dean/Head LPO**

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**Date**

**The programme specification, and revised versions must be signed by the Dean of Faculty//School/Head of Learning Partnerships**

## NOTES

Programme Specifications are **definitive, formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University has committed to using programme specifications in the following ways:

### Approval, Amendment and Review of Programmes

The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further guidance on the content of programme specifications, including common content on University quality and student support structures, is available from the Learning and Teaching Enhancement Office or from the LTEO website in the form of Guidance Notes, at <http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf>.

- **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in QA3 Approval of New Programmes of Study Annex A. A draft programme specification setting out the title, level, learning outcomes, diet of core and key optional units, and any partnership arrangements or professional accreditation is submitted as part of the documentation for first stage strategic approval to Board of Studies and Academic Programmes Committee. The draft programme proposal and specification should also be forwarded to the Registry at this stage. It is good practice to submit the draft document to the Faculty/School Learning, Teaching and Quality Committee after first stage strategic approval and before second stage final approval is sought so that feedback may guide development of the final documentation. The completed programme specification including the programme description, which should be fully differentiated in respect of any exit awards, is submitted to the Faculty/School Learning Teaching and Quality Committee and to the Programmes Approval and Partnerships Committee as part of the documentation for second stage (full) approval. Once final approval has been granted by Senate the programme specification should be published on the University website
- **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted as part of the approval process (see QA4 Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed by the Dean of Faculty/School/. Once approved, the revised programme specification should be published on the University website.
- **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see QA13 Degree Scheme Reviews, para 4.10).

### Provision of Information to Students

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see QA44 Programme Handbooks and Programme Specifications, Section 5). Directors of Studies are responsible for ensuring that the programme specification is up to date and coherent with the detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.



**Programme descriptions** (PD Forms for NFAAR for UG, PG, and non-NFA are available) should be appended to programme specifications and are intended to provide precise information for students and others on the stages of the programme, as required for the 'Structure and content of the programme' section of the main document.

Appendix A

Programme Description

<b>Programme code</b>	RHHL-APD03
<b>Programme title</b>	DHealth Professional Doctorate in Health (Distance Learning)
<b>Award type</b>	Doctoral
<b>Award title</b>	Professional Doctorate in Health (DHealth) (comprising : TSCs & DPCs from Stages 1, 2, and 3) with the following intermediate qualifications:THHL-ADC01 PG Cert Research Methods in Health Practice (Stage 1) (Distance Learning) THHL-ADL15 PG Dip Research in Health Practice (Stage 1 & Stage 2) (Distance Learning) THHL-ADT01 CPD Research Methods in Health Practice (Distance Learning)
<b>Mode of Attendance</b>	DISTANCE LEARNING
<b>Length</b>	3 to 8 years
<b>State any designated alternative programme(s)</b>	PG Certificate in Research Methods in Health Practice (comprising TSCs from Stage 1) PG Diploma in Research in Health Practice (comprising TSCs from Stage 1 and 2)
<b>Approving body and date of approval</b>	

<b>Year 1 (for implementation with effect from 2012/13)</b>											
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes	
4	1	12 months	<b>YEAR 1</b>								
			HL50079	Introduction to practice-based research	C	6	DEU	SRU	TSC		
			HL50105	Research design and methods	C	12	DEU	SRU	TSC		
			HL50082	Evidence into practice	C	6	DEU	SRU	TSC		
	HL60083	Research project preparation and planning	C	12	DEU	SRU	TSC				
	2	12 – 24 months	<b>YEAR 2</b>								
			HL60084	Professional issues in health 1 – comparative health policy	C	12	DEU	SRU	TSC		
			HL60185	Professional issues in health 2 – Practice	C	12	DEU	SRU	TSC		
	HL60086	Research project design and development	C	12	DEU	SRU	TSC				
	3	12 - 72months	Progression from Phase Two to Phase Three of the programme requires successful completion on a Phase Two/Three Transfer Interview. Any conditions stipulated by the Examiners at the interview must have been met prior to the student being progressed to Phase Three of the programme.								
<b>YEAR 3</b>											
			HL60087	Thesis for professional doctorate	C	198	DEU	SRU	DPC		

where:

- C Compulsory
- O Optional

Students will be sent notification of their results and details of any supplementary assessment requirements in writing. However, in cases where this written notification is not received, for whatever reason,, **it is the student's responsibility to ensure that s/he is aware of details for supplementary assessment requirements.** It is strongly advised that a soon as students are aware of having failed a unit (e.g. when marks are released on SAMIS) that they contact their Unit Convenor or their Director of Studies to determine any retrieval requirements.

***Other resources***

The following Annexes have been added to provide guidance on specific aspects of your studies.

Annex 1	Coursework guidelines
Annex 2	Thesis Guidelines
Annex 3	Marking Guidelines, Moderation and Penalties

## Appendix B

### *Assessment and Progression Regulations*

The Professional Doctorate programme (including PG Diploma Research in Health Practice and PG Certificate Research Methods in Health Practice exit awards) Assessment and Progression Regulations align with (although are not governed by) the New Framework for Assessment: Assessment Regulation (NFAAR), details of which can be found in Part 2 of this handbook. The key aspects are summarised below.

#### **Professional Doctorate in Health (DHealth)**

##### **Awards**

**Professional Doctorate in Health** - a student must achieve:

**270 credits**, 24 of these credits being gained at M level; the remaining 246 being gained at D level

##### **Condoning**

Designated Essential Units (DEU) cannot be condoned. All units within the Professional Doctorate in Health are DEU.

Stage Required Units (SRUs) are units that must be satisfactorily passed before the student can proceed to the next stage of the programme. Should a student fail an SRU in one stage, they must have satisfactorily completed the supplementary assessment before they are permitted to continue their studies.

##### **Retrieval (supplementary assessment)**

Maximum of 12 credits for taught units (TSC) may be retrieved after failure by supplementary assessment in Stage One.

Maximum of 24 credits for taught units (TSC) may be retrieved after failure by supplementary assessment in Stage One and Stage Two.

A student will be permitted **one attempt only** to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.

Stage 3 of the programme is governed by the Faculty and University QA Procedures and University Regulations regarding viva voce examinations and doctoral thesis. Key references include: QA7 Research Degrees with associated Appendices from <http://www.bath.ac.uk/learningandteaching/cop/qastatements/>), and Regulation 16 at <http://www.bath.ac.uk/regulations/Regulation16.pdf>.

In addition to the assessment regulations set out above and in the programme description please note the additional regulations in relation to the schedule of supplementary assessments:

Supplementary assessments will commence immediately following the announcement of each of the Boards recommendations; with a deadline of 3 months for completion. Students will have the opportunity to carryout supplementary assessment for a maximum of one unit alongside each

concurrent Stage 1 or Stage 2 unit. All supplementary assessments must be passed before progression onto the next stage will be permitted.

A combined Board of Examiners for Units and Board of Examiners for Programmes will be convened at the end of each unit to consider and make decisions regarding supplementary assessments and progression.

All supplementary assessments from Stage 1 must be completed before a student can progress to Stage 2. Therefore, a student may need to suspend their studies until Stage 2 commences. Similarly, all Stage 2 supplementary assessments must be completed before a student can progress to Phase Three. Progression from Phase Two to Phase Three of the programme requires successful completion of a Phase Two/Three Transfer Interview. Any conditions stipulated by the Examiners at the interview must have been met prior to the student being progressed to Phase Three of the programme. The timescale for completion of these conditions will be determined by the examiners.

Where students have more than one unit of supplementary assessment outstanding, a maximum of one retrieval may be carried out at a time. Therefore, retrieval of the second unit will normally commence following the successful retrieval of the first; as recommended by the Board of Examiners for Programmes. Where students wish to carry out more than one unit's worth of supplementary assessment alongside concurrent units, approval must be sought from the DoS.

Students who are considering exiting the Professional Doctorate in Health with an intermediate award (PG Diploma Research in Health Practice and PG Certificate Research Methods in Health Practice) should consult the programme regulations for those programmes (add link on Moodle))

Students who exit with the intermediate award PG Certificate Research Methods in Health Practice may re-apply to take the next stage of their studies at a later stage. However: (i) their return will be subject to agreement by the Admissions Tutor; (ii) their return must be within 5 years of their initial registration; (iii) the payment of additional fees will be required, (iv) the student must return their original certificate (and this award will be rescinded by the University) (v) all Stage 1 SRUs for the Professional Doctorate in Health must have been successfully completed.

The full range of marks will be used in the marking of supplementary assessment and in the feedback to students. However, a capped pass mark of 40% will be recorded. This capped pass mark will also be entered onto the students' Transcript.

Students will be sent notification of their results and details of any supplementary assessment requirements in writing. However, in cases where this written notification is not received, for whatever reason, **it is the student's responsibility to ensure that s/he is aware of details of supplementary assessment requirements.** It is strongly recommended that as soon as students are aware of having failed a unit (e.g. when marks are released on SAMIS) that they contact their Unit Convener or their Director of Studies to determine any retrieval requirements.