

## Key changes to University Regulations 2024/25

### The following are specific changes of principle to note for 2024/25

#### All Taught Regulations

- Wording has been amended throughout the taught regulations to replace references to 'termination' (of studies) with 'withdrawal'.
- All references to Student Self-Service Portal or S3P have been updated to 'Student Portal'.
- Regulations have been added and amended to further incorporate apprenticeships and the specific requirements relating to the award of degrees and qualifications.

## I General Regulations for Taught and Research Students

### D. Admissions and Registration

- Regulation was out of date and has been amended as not all students are required to register for in-session English language.

39. All students whose first language is not English are entitled to attend free In-Sessional sessions in using English for Academic Purposes. These sessions may be via credit-bearing or non-credit bearing modules, one to one writing tutorials or interactive lectures. There are bespoke sessions for some Schools, where students are automatically registered on the modules by their School. Information on the specific sessions available and how to register can be found at: <https://www.ncl.ac.uk/insessional/registration/>

### E. Disclaimer and Emergency Situations

44. If a University-wide emergency has been declared by a resolution of Senate the [Additional Regulations for Implementation in an Emergency Situation](#) may be applicable. Where applicable assessment arrangements approved by the relevant Faculty Education Committee may be adjusted by the chair of that committee in emergency circumstances, , to allow a final assessment mark for a module to be based on some, rather than all the normal component assessments, provided that such components amount to at least 50% of the normal assessment requirements. Exceptionally, and only if a Head of School declares that a Board of Examiners cannot be convened or declares that a Board of Examiners is unable to make decisions on a significant number of students, the chair of the Faculty Education Committee has the authority to convene a faculty review board to consider the results for all students on the affected programme(s).

## II Glossary of Terms for Taught Programmes

1. **Apprentice:** An employee of a third party or of the University undertaking approved apprenticeship training offered by the University, commissioned by the apprentice's employer which may lead to a University award.

Higher Apprenticeship: apprenticeships at levels 4 to 7 of the Framework for Higher Education Qualifications that do not include a mandatory degree qualification but may or may not include another work-based, academic or combined qualification. Minimum duration of a higher apprenticeship is 1 year.

**Integrated degree apprenticeship:** apprenticeships at levels 6 and 7 of the Framework for Higher Education Qualifications which must include an appropriate Award. They may also include a work-based or combined qualification. Minimum duration of an integrated degree apprenticeship is 1 year.

## III Progress Regulations For Taught Programmes

### A. General Entrance Requirements

- Regulation III.A.3 was removed inadvertently and has been reinstated.
3. You would not normally be able to register on a programme which includes a module in which you have already been assessed twice without PEC Committee approval.

## IV Assessment Regulations For Taught Programmes

### F. Module and Aggregated Assessment

- Regulations relating to Aggregated Assessment were removed inadvertently and have been reinstated as IV.F.17 and 18.

17. Modules may:

- a) be assessed separately; *and/or*
- b) two or more modules may be aggregated for assessment purposes; *and/or*
- c) a form of non-modular aggregated assessment may be used in combination with the separate assessment of each module and/or the aggregated assessment of groups of modules.

18. Where assessment is aggregated, modules having a total credit value of up to 40 credits may be combined for the purposes of aggregated assessment, unless the relevant faculty education committee approves a higher total credit value for aggregation. In all cases where some form of aggregated assessment is used, the relevant degree programme examination conventions shall determine how the aggregated assessment will be used in accordance with the University Regulations, degree programme regulations and University Examination Conventions governing student progress and degree classification.

## **J. Reassessment**

*Note: The rules in this section also apply to non-modular programmes, however, reference to module should be substituted with assessment.*

29. If you pass a module (including by compensation or discretion), at any stage of the degree programme, you cannot be reassessed for any component of that module, except with PEC approval under VI.A.9(f).

### Honours Degrees and Foundation Degrees

30. If you fail the final stage of an Honours degree, Foundation Degree or Integrated Master's programme, you are entitled, under the conditions laid down in Regulations V.B.17.(b) (Foundation Degree), V.C.37.(d) (Honours Degree), and V.D. 66 (Integrated Master's Degree), to one reassessment of some or all failed modules.

31. If you fail a module at any other stage of an Honours degree, Foundation Degree or Integrated Master's programme, or you fail a module in a Foundation Certificate programme, you have the right to one reassessment of each failed module. Previous attempts can only be set aside with PEC approval under VI.A.9(f).

## **P. Assessment and Award of Apprenticeships and Degree Integrated Apprenticeships.**

### Assessment

57. Apprenticeship programmes shall include an impartial, independent end-point assessment as detailed in the relevant apprenticeship standard. For Integrated Degree Apprenticeships these may be credit bearing modules of the degree as outlined in the end-point assessment plan of the apprenticeship standard. For Higher Apprenticeships these may be included as a non-credit bearing module.

### Functional Skills

58. Apprentices who have not previously attained a GCSE grade 9-4 (or A\*-C) in English and/or Maths or are unable to provide evidence of such qualifications will need to successfully complete Functional Skills English and/or Maths before successful completion of the apprenticeship and any integrated degree.

### Award

59. For Integrated Degree Apprenticeship programmes, the apprenticeship end-point assessment must be successfully completed prior to an Honours or Master's degree being awarded. For apprenticeship programmes where the apprentice may gain an additional academic qualification awarded by the University that is not integrated with the apprenticeship, the end-point assessment must be attempted prior to any additional qualification being awarded.

## **V Specific Progression and Classification Rules for Different Types of Taught Programme**

The Regulations governing how module marks are calculated have been moved to the start of each relevant programme section. V.B.14 has been moved to V.B.6; V.C.35 moved to V.C.23 and V.D.64 moved to V.D.51. V.B.6 is provided as an example.

## B. Specific Progression and Classification Rules for Foundation Degrees

### Return of Marks

6. The mark for each module on a Foundation degree programme will be returned to the Board of Examiners, and disclosed to you, using the following marking scale:

	Summary description applicable to Foundation Degrees
0-39	Fail
40-59	Pass
60-69	Commendation
70-100	Distinction

Your final module mark is calculated by using the most recent component marks. In some cases, this may be a combination of second and first attempt component marks, depending on the normal resit arrangements for the module. It is not the case, however, that the best component marks automatically carry forward to the final module mark.

## C. Undergraduate degrees – specific rules on progression and classification

31. For integrated degree apprenticeships and higher apprenticeships where an Honours degree is awarded in parallel with the apprenticeship, in addition to that prescribed in paragraph 30 the following additional requirements must be met prior to the award of an Honours degree:

- a) An impartial, independent end-point assessment as detailed in the relevant apprenticeship standard end-point assessment plan has been successfully completed. For higher apprenticeships where the degree is not integrated, the end-point assessment must be attempted but need not have been passed.
- b) Evidence of attainment of a GCSE grade 9-4 (or A\*-C) in English and Maths has been provided or if no evidence can be provided Functional Skills English and/or Maths has been successfully completed.

## D. Specific Progression and Classification Rules for Integrated Master's Programmes

### The Award and Classification of Degrees

60. For integrated degree apprenticeships and higher apprenticeships where a Master's degree is awarded in parallel with the apprenticeship, in addition to that prescribed in paragraph 59 the following additional requirements must be met prior to the award of an Master's degree:

a) An impartial, independent end-point assessment as detailed in the relevant apprenticeship standard end-point assessment plan has been successfully completed. For higher apprenticeships where the degree is not integrated, the end-point assessment must be attempted but need not have been passed.

b) Evidence of attainment of a GCSE grade 9-4 (or A\*-C) in English and Maths has been provided or if no evidence can be provided Functional Skills English and/or Maths has been successfully completed.

### **Use of Discretion**

- The Regulation relating to 'exit velocity' had been inadvertently removed in relation to Integrated Master's degrees. It has been reinstated as 64.a) iii.

64. The Board of Examiners must consider whether or not to exercise discretion (including the possibility of awarding a higher classification of degree, if relevant) when:

- a) After the first attempt at the final stage you have a final programme average within two marks of a classification boundary. The Board of Examiners shall have regard to the following:
  - i The overall profile of individual marks achieved in modules;
  - ii Exceptional performance in any particular module (for example research-based modules or an oral examination where this is part of the degree programme regulations).
  - iii Progressive improvement in performance by the student during the final 2 (or 3) stages of study, only where the stages 3 and 4 are equally weighted.

### **Failing Performance by Integrated Master's Degree Students**

- The clause relating to the potential award of a Postgraduate Certificate had been inadvertently removed and has been reinstated.

65. If you are a student who, on consideration by the Board of Examiners at the end of Stage 4, has not been awarded an Integrated Master's (Hons) degree (or an accredited Integrated Master's degree where applicable) under Regulation V.D.59 or by the use of discretion under Regulation V.D.64, you will be considered for the appropriate Stage 3 exit award (i.e. a BEng, BA or BSc) under the University Assessment Regulations and applying the principles therein. If, in addition, you have at least 60 credits in which your performance meets the requirements for the award of a Postgraduate Certificate you will be entitled to the award of a Postgraduate Certificate.

## **E. Specific Progression and Classification Regulations for Graduate Diplomas and Graduate Certificates**

### **The Award and Classification of Graduate Diplomas and Graduate Certificates**

87. For higher apprenticeships where a Graduate Diploma or Graduate Certificate is awarded in parallel with the apprenticeship, the following requirements must be met prior to the awarding of a Graduate Diploma or Graduate Certificate:

- a) An impartial, independent end-point assessment as detailed in the relevant apprenticeship standard end-point assessment plan has been attempted.

- b) Evidence of attainment of a GCSE grade 9-4 (or A\*-C) in English and Maths has been provided or if no evidence can be provided Functional Skills English and/or Maths has been successfully completed.

## **VI Rules for Boards of Examiners**

- Amendments to clarify the approval process for alternative adjustments and regarding the adjustment of marking, scaling and moderation procedures.

### **Procedure for Boards of Examiners and Personal Extenuating Circumstances Committees for Taught Programmes**

*These should be read in conjunction with the Assessment Regulations and the Progression and Classification Regulations for Specific Types of Programme*

#### **A. The Board of Examiners**

10. A Personal Extenuating Circumstances committee may, on occasion, need to consider other adjustments in response to a student's personal extenuating circumstance case, such as an alternative assessment, different to the original set. Alternative adjustments other than those listed in 9.a-i above or outlined as a reasonable adjustment request in a Student Support Plan must be made in collaboration with the Degree Programme Director and where agreement cannot be reached, approval from the appropriate Dean of Education is required.

#### **B. Board of Examiners Procedures**

13. The Head of Academic Unit will make all reasonable efforts to ensure that assessed work is marked in advance of the scheduled meetings of Boards of Examiners. The Head of Academic Unit in consultation with the relevant Dean (Education or Postgraduate), is authorised to adjust normal marking, scaling and moderation procedures if necessary.

## **Changes to Research Degree Regulations 2024/25**

### **VII Regulations for Research Masters Degree Programmes (excluding MPhil programmes)**

Where appropriate the Research Masters Degree Programmes Regulations has been amended to mirror the changes noted in the Postgraduate Taught Progress and Assessment Regulations sections, as well as the Doctor of Philosophy Progress and Assessment Regulations.

Wording Updated to reflect the operation of Research Masters Degree Programmes, which are in the main now administered at Academic Unit level, rather than through the relevant Graduate School.

## **X Doctor of Philosophy Progress Regulations**

### **Section C – Admission as a Staff Candidate for the Degree of Doctor of Philosophy**

- Additional detail to indicate that any member of staff registered as a staff candidate who holds a temporary or rolling contract, would be transferred on to student regulations and fees should their contract end within the candidature of the research degree.

## **Section G – Candidature Categories, Period of Study and Registration Requirements**

- Additional detail under Combined Candidature in relation to Postgraduate Teaching Assistants to clarify they are following a full-time programme, alongside regular teaching commitments.
- Additional detail in relation to flexibility for students requiring additional candidature when outlined as a reasonable adjustment in a Student Support Plan.

## **Section J – Attendance and Progress**

### Annual Progress Review

- Wording Updated to reflect the approved changes to the Annual Progress Review process, including:
  - Adding a reference to APR criteria in the regulations, supplemented with further detail in the PGR Code of Practice for Research Degree Programmes;
  - Updated outcome terminology including the replacement of 'Termination' outcome with 'Withdrawal of Registration'.

## **Section K - Mid-Year Review of Academic Progress**

- Wording Updated to refer to an Extraordinary Progress Review, which would be arranged where there are concerns about progress between Annual Progress Reviews. (*Suggested change from the APR Review.*)

## **Section M – Change of Circumstances**

- An overall time limit for interruptions and extensions, or combinations of the two, has been introduced. Suggesting a maximum of 3 years beyond the original end of maximum candidature unless there are exceptional circumstances. (Similar to the limit in place for taught programmes)
- Additional wording to indicate the Dean of Postgraduate Studies shall specifically consider the needs of disabled students where the disability leads to delays in progress and consider any recommendations from the Student Health and Wellbeing Service, arising from a Student Support Plan or Support to Study Procedure, for interruptions/extensions beyond the usual limits.
- Interruptions resulting from parental leave would not normally count towards these maximum periods.
- Additional wording to specify that interruptions taking registration into the following academic year, will result in an increase in tuition fees, due to the annual fee increase.
- Additional wording to emphasise that extensions to thesis submission deadlines are granted in exceptional circumstances and are normally subject to a pro-rata extension fee.

## **Presumed Withdrawn**

- Addition of a new section in relation to 'Termination of Studies on the grounds of non-engagement (Presumed Withdrawn)' to provide clearer guidance for students, supervisors and Graduate Schools.
- Other minor wording and formatting changes throughout the regulation document.

## **XI Doctor of Philosophy Assessment Regulations**

### **Section B – Appointment of Examiners**

Staff Candidates

Additional details provided in relation to examiners for students who are undertaking regular teaching activities, e.g., Postgraduate Teaching Assistants, as well as junior colleagues.

### **Section D – Examiners' Preliminary Reports**

- Reference updated to Data Protection Act to 'UK GDPR and The Data Protection Act 2018'.

### **Section E – Personal Extenuating Circumstances**

- Section renamed to Personal Circumstances/ Adjustments for Oral Examination
- Revised wording to provide guidance on possible adjustments. Detailed guidance will also be added to the Code of Practice for Research Degree Programmes and the Handbook for Examiners of Research Degree Programmes.
- A reference has been included for students holding an SSP and implementation of examination adjustments.