Postgraduate Certificate/Diploma in Research Training

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* The University has adopted the principles of Designing for Diverse Learners, and all policy documents should be written with reference to these principles. Further information is available at the [Designing for diverse learners website](https://designingfordiverselearners.info/).
* An Equality Impact Assessment (EIA) must be considered for all new and amended policies. Further information is available from the [EIA section of SharePoint](https://hullacuk.sharepoint.com/Services/EDI/SitePages/Equality-Impact-Assessments-%28EIAs%29.aspx).
* This document is available in alternative formats from **policy@hull.ac.uk**.
* All printed or downloaded versions of this document are classified as uncontrolled

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Postgraduate Certificate/Diploma in Research Training

# Introduction

The following University regulations apply solely to the Certificate and Diploma in Research Training undertaken by research students enrolled on higher degrees classified by the Research Degrees Committee as research PhD by thesis and **must** be read in conjunction with the regulations applicable to the degree in question.

The University Research Degrees Committee is the final arbiter of matters regarding the application and/or interpretation of the Regulations.

# MODULES AND CREDITS

# Modules

* 1. For the purposes of these Regulations, a module is defined as being an assessed unit of learning.
	2. A single level is assigned to each module, indicating the academic standard of that module:
		+ - Level 4 Certificate
			- Level 5 Diploma
			- Level 6 Honours
			- Level 7 Masters.
	3. Modules **must** be designated by the programme as core, compulsory, optional or elective, according to their importance in enabling students to achieve the learning outcomes/competencies for the programme as a whole and, where applicable, to meet professional body requirements.

# Credit values

* 1. A credit value is assigned to each module indicating the total learning time, including assessment, which a candidate might expect to spend in achieving the learning outcomes/demonstrating the competencies associated with the module.
	2. Where more than 25% of teaching of a level 7 module is conjoint with that of an undergraduate module, the learning outcomes/competencies of the level 7 module **must** be enriched relative to those of the undergraduate module, to the satisfaction of the Research Degrees Committee.

# Pass/fail assessment components

* 1. The use of pass/fail for individual assessment components is only applicable for those modules with PSRB requirements.
	2. Where a programme of study includes modules with pass/fail assessment components, these components/modules shall be disregarded in calculating any weighted average required under these Regulations.

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| *The use of pass/fail within assessment grants exemption from having to attach a numerical mark where this would be inappropriate, for example because the assessment component for the module is concerned with demonstrating competency.* |

# ADMISSIONS AND ENROLMENT

# Admission to the Certificate/Diploma

* 1. To be eligible to undertake the Certificate or Diploma in Research Training a candidate **must** be a candidate of the University enrolled on a degree programme leading to the award of: PhD by thesis.

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| *The named qualifications are those which require candidates to undertake a minimum number of research training modules. The qualifications are governed by separate regulations: Masters by thesis; PhD by thesis and PsyD by thesis.* |

# Selection of modules

* 1. Candidates shall select modules as described in the PG Certificate in Research Training Handbook for the time being in force.
	2. Notwithstanding regulation 11 a candidate may enrol for a module which they have previously failed.
	3. Under the PG Certificate in Research Training there is no limitation on the number of times a candidate can take a module.
	4. A candidate may, subject to timetable and other published restrictions, change a choice of module with the written approval of the academic unit responsible for teaching the module and the candidate’s supervisors. No withdrawal from a module will be permitted once the assessment process specified for the module has been completed.
	5. Candidates are responsible for complying with the procedures for the time being in force as published on the ‘change of module’ form.
	6. The University will make every effort to ensure that the published module catalogues are complete and up to date but reserves the right to make changes following approval by the relevant Faculty or University Committee. The availability of optional modules may be subject to timetabling constraints.

# ASSESSMENT AND MITIGATION

# Awarding Credits

* 1. To be awarded the credits for a module, a candidate **mus**t have passed the assessment for that module. The credits for a particular module cannot be awarded to a candidate more than once.

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| *‘Passed the assessment’ – where the published module specification states that a specific module component* ***must*** *be passed failure in that component results in failure of the module and the maximum mark which can be awarded is 39 for a Level 4, 5 or 6 module and 49 for a Level 7 module; see reg. 9.2.* |

# Written Examinations and other forms of assessment

* 1. The deadline for the submission of written assessments for each research training module shall be as published from time to time by academic unit(s) and shall lie within the period or periods in which the module is taken.
	2. Modules taken in the first two periods shall normally be reassessed during the undergraduate reassessment period and those taken in the third period shall be reassessed at the next normal period for those modules.

# Assessment Extensions

* 1. For information regarding assessment extensions please refer to the University Code of Practice: Requests for Extensions and Additional Consideration.

# Module Marks

* 1. Subject to Reg 3, the performance of a candidate in meeting the assessment requirements of a research training module is indicated by a numerical mark recorded on the following University scale:

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|  | Level 4, 5 & 6  | Level 7 |
| Pass | 40 - 100 | 50 – 100 |
| Fail | 0 - 39 | 40 - 49 |

* 1. A candidate cannot be awarded the credit for a module where the module specification stipulates that to pass the module a candidate **must** achieve a pass in one or more module components, and the candidate does not pass such components, irrespective of the overall module mark.
	2. The mark for any component of assessment in which a student is reassessed shall be capped at the pass mark.
	3. Module marks **must** be recorded to, and to the nearest whole number.

# Requests for Extension and Additional Consideration

* 1. For information regarding extensions and additional consideration please refer to the University Code of Practice: Requests for Extension and Additional Consideration.

# Reassessment

* 1. Students shall always be given the opportunity to undertake reassessment in modules in which they have not achieved the pass mark. Reassessment shall be by:
		1. resubmission of the same, amended, piece of work (where appropriate)
		2. resit of an examination, or
		3. submission and assessment of a new piece of work.
	2. Where a student has failed a a module, they have the right to reassessment on one occasion only.
	3. Where a student has not achieved the pass mark for the module, reassessment shall be in the failed component(s) only.
	4. Where reassessment is by the submission and assessment of a new piece of work, the reassessment task shall follow the same method of assessment as the original format where possible. Where this is not possible it **must** be made explicit what form, the reassessment will take.
	5. Information about reassessment methods **must** be included within the module specification and approved through university approval processes.
	6. The mark recorded for module components passed after reassessment/resubmission and used to calculate the mark for the module **must** be the relevant pass mark for the level of the module.

# ACADEMIC/PROFESSIONAL MISCONDUCT

# Academic Misconduct

* 1. Allegations of academic misconduct shall be subject to the Regulations Governing Academic Misconduct, and no penalty shall be imposed other than in accordance with the said Regulations.
	2. Academic Misconduct shall be defined to exclude conduct which may amount to either professional misconduct or professional unsuitability as defined in regulation 13.

# Professional Standards of Conduct (Fitness to Practise)

* 1. ‘Fitness to practise’ is the ability to meet professional standards; it is about character, professional competence and health. ‘Fitness to practise’ indicates that a student is capable of safe and effective practice without supervision or can do their job safely and effectively.
	2. For information regarding professional standards of conduct (fitness to practise), please refer to the University Regulations Governing the Investigation and Determination of Concerns about Fitness to Practise.

# PROGRESSION

# Progression to the Award

* 1. A candidate who has achieved 60 credits shall be awarded the Certificate in Research Training.
	2. A candidate who has achieved 120 credits shall be awarded the Diploma in Research Training, irrespective of whether the Certificate has previously been awarded under 14.1.
	3. Credits awarded through recognition of prior learning shall be disregarded for the purposes of paragraphs 14.1 and 14.2 above.

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| 14.3: *Recognition of* *prior learning (RPL) – Under the PG Certificate in Research Training candidates can gain accreditation for RPL in respect of the submission requirements for the research degree (see the relevant set of RDP regulations); however, such RPL is disregarded for the purpose of determining the award of the Certificate and Diploma under these regulations.* |

# Aegrotat Awards

* 1. An Aegrotat award is an award without classification that may be conferred upon a candidate on the presumption that the candidate, who is unable to continue their studies, would have satisfied the standard required for the award had they been able to continue.
	2. The Research Degrees Committee shall consider applications from Programme Boards for the award of an Aegrotat degree, diploma or certificate.
	3. Aegrotat awards may be made in accordance with the Regulations for the award listed below.
	4. For undergraduate and postgraduate taught students, the Aegrotat award will normally correspond to the level of study which is interrupted. Such an award is contingent on there being sufficient evidence that had the study not been interrupted, the student would have completed the level in question. In the absence of such evidence, the Aegrotat award will be the relevant exit award for the body of study completed.
	5. An Aegrotat degree, diploma or certificate shall be unclassified and, in all other respects, un-graded. An Aegrotat award does not necessarily entitle the holder to registration with a professional body or be exempt from the requirements of any professional qualification which might otherwise be associated with the programme of study concerned.
	6. Candidates pursuing programmes that may lead to a professional registration who are subsequently awarded an Aegrotat degree, diploma or certificate may not be eligible for such a registration. This would be confirmed by the Programme Board in making their recommendation to the Research Degrees Committee.
	7. An Aegrotat degree shall normally be a named award except in those cases where professional body requirements dictate that a named award is not appropriate. The full degree title of an Aegrotat award shall be considered as part of the procedures for considering the award and shall be made known to the candidate prior to their acceptance of the award.
	8. The request for the award of an Aegrotat award may be made by the candidate or where a candidate is unable to prepare or submit a request, by the Programme Board. All requests shall be submitted to the Secretary to the Student Cases Committee or for Research Degrees to the Secretary to the Research Degrees Committee.
	9. The candidate shall be required to indicate that they are willing to accept an Aegrotat award. Where a candidate is unwilling to accept an Aegrotat award, they shall be permitted to complete the examination or assessment in question by the approved subsequent date.
	10. The Programme Board shall consider relevant evidence which shall include satisfactory medical certification in the case of illness or appropriate documentation in other cases and establish the facts of the candidate’s case.
	11. The Programme Board **must** be satisfied that:
		1. the candidate is unlikely to be able to return to complete their study at a later date, and
		2. that the candidate’s prior performance demonstrates that they would have passed but for the illness/event which occurred.
	12. All cases shall be considered, in the first instance, by the Programme Board. The Programme Board shall be charged with obtaining as much information as possible on the causes which prevented the candidate from attempting the whole or part of the assessment(s), together with evidence of the prospects of the candidate completing the assessment(s) in a subsequent year within the time-limit prescribed by the appropriate regulations.
	13. When supporting evidence is received from a medical practitioner outside the University, it is desirable that the Occupational Health Department and/or suitably qualified practitioner, as specified by the University, be asked to undertake full consultation with the practitioner concerned before any recommendation is made on behalf of a candidate.
	14. The Programme Board shall make a recommendation to the Research Degrees Committee on each case. The recommendation shall include:
		1. details of the academic standing of the candidate
		2. details on the causes which prevented the candidate from attempting the whole or part of the assessment(s)
		3. details of medical evidence or other appropriate documentation
		4. recommendation from the Occupational Health Department and/or suitably qualified practitioner, as specified by the University (if appropriate)
		5. evidence on the prospects of the candidate completing the assessment(s) in a subsequent year within the time-limit
		6. a recommendation on the title of the Aegrotat Award if it is not considered appropriate for the award to be named
		7. a signed statement from the candidate indicating that they are willing to accept an Aegrotat degree.
	15. The Research Degrees Committee shall approve or not approve the award. The decision shall be conveyed to the candidate and reported to the appropriate Academic unit.

# Posthumous Awards

* 1. A posthumous qualification may be awarded to a deceased student who has completed sufficient study for the award.
	2. A Programme Board may recommend to the Research Degrees Committee that a posthumous undergraduate or postgraduate taught award be conferred where there is sufficient evidence of the candidate’s performance to demonstrate that the candidate would have reached the standard required for the award in question. Requests for a posthumous award for a Research student **should** be made by the Faculty to the Research Degrees Committee.
	3. A posthumous degree shall normally be a named award, as appropriate, except in those cases where professional body requirements dictate otherwise.
	4. If the candidate had completed all the assessment requirements for the award, the case **should** be considered by the appropriate Programme Board.
	5. Application for consideration for a posthumous award **must** be made by the candidate’s Academic unit.
	6. The application shall be considered by the Research Degrees Committee with reference to the recommendation of the Programme Board
	7. The Research Degrees Committee shall approve or not approve the award.
	8. If the Research Degrees Committee approves the award, the candidate’s family or next of kin **must** be allowed to decide whether they would like the award to be made.

# NOTIFICATION OF RESULTS AND TRANSCRIPTS

# Notification of Results and Transcripts

* 1. All candidates shall be given access to their own marks after completion of each assessment process and - provided they are not in debt to the University for payment of tuition fees - to a full transcript of all credits awarded and marks obtained on completion of their period of enrolment at the University.

# Version control

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| **Version** | **Author** | **Date approved** | **Relevant sections** |
|  |  |  |  |
| 2 10 | Lisa Tees, Quality Manager, Quality Support Service | Aug 2023, Housekeeping | * Replaces Registry Services with Academic Services.
* Replaces Accredited Prior Learning (APL) with Recognition of Prior Learning (RPL) to reflect sector.
* Non regulatory detail removed and included within UoH Academic Framework.
* Replaces Mitigating Circumstances with Requests for Extensions and Additional Consideration.

Reference to the timeframes for resubmission is removed. |
| 2 09 | Lisa Tees, Quality Manager, Quality Support Service | NA | Migrated to new template |
| 2 09 | Lisa Tees, Quality Manager, Quality Support Service | Aug 2021, Housekeeping  | Reference to University Regulations Governing the Investigation and Determination of Allegations of Professional Unsuitability and Professional Misconduct is replaced with University Regulations governing the Investigation and Determination of Concerns about Fitness to Practise (Reg 13).  |
| 2 08 | Lisa Tees, Quality Manager, Quality Support Service | July 2020, Senate | * Introduces resubmission as the preferred method for reassessment, Reg 11.

Replaces Quality Governance with Quality Support Service. |
| 2 07 | Lisa Tees, Quality Manager, Quality Governance | Sept 2019, Senate | * Replaces School with Academic Unit.
* Includes reference to Elective modules, Reg 1c.
* Makes explicit that the use of pass/fail for individual assessment components is only applicable for those modules with PSRB requirements, Reg 3.
* Replaces stage with level.
* Replaces Graduate School with Doctoral College.
* Replaces Programme Management Committee with Education Planning Committee.
* Replaces Student Progress Committee with Student Cases Committee.
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| 2 06 | Lisa Tees, Quality Manager, Learning, Teaching and Enhancement (LTE) | July 2018, Housekeeping | Includes reference to Core, Compulsory and Optional modules, Reg 1c. |
| 2 05 | Lisa Tees, Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | Nov 2017, Housekeeping | * Changes LEAP to Learning and Teaching Enhancement.
* Removes reference to Assessment Extensions and Mitigating Circumstances and signposts users to the University Code of Practice: Mitigating Circumstances, Reg 8 and 10.
 |
| 2 04 | Lisa Tees, Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | Nov 2017, Senate | * Clarifies reassessment procedures, Reg 11.
* Introduces the award of Aegrotat Award to students and provides explanation, Reg 16.
* Introduces the award of Posthumous Award to students and provides explanation, Reg 17.
* Other minor amendments.
 |
| 2 03 | Lisa Tees, Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | Sept 2016, Senate | Amendments to a number of Regs. in order to provide clarity and consistency for decision making at examination boards:* Re-orders Reg 8 Assessment Extensions (previously Absence with Good Cause) to provide clarity.
* Re-orders Reg 10 Mitigating Circumstances to provide clarity.
* Provides transparency for the rounding of module marks, Reg 9.
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| 2 02 | Lisa Tees, Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | May 2016, Senate | * Amendments in accordance with the revised Academic Framework – revised postgraduate pass mark (Reg.9).
* Introduces revised regulations for applications for Mitigating Circumstances (reg. 10).
* Replaces Unfair Means with Academic Misconduct.
* Replaces Semester with Trimester.
* Replaces Head of Department with Head of School.
* Other minor amendments.
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| 2 01 | Jane Iddon, Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | Sept 2014, Senate | * Addition of an explanatory note regarding extensions for students studying with a Tier 4 visa (reg. 8).
* Removes the discretion of Boards of Examiners to deny reassessment on the grounds of attendance (reg. 11).
 |
| 2 00 | Quality Officer | Aug 2011, Senate | * Is part of a review of the entirety of Regulations governing Research Degree Provision.
* Introduces explanatory notes under many of the Regulations and cross references the Regulations to each other.
* Draw upon the QAA FHEQ.
* Acknowledges changes in the University Committee structure, Pass-Fail modules, intercalation, gives statement upon interim awards following withdrawal, operations of the Mitigating Circumstances Committee and Termination of programme procedures (QH:L04).
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| 2 11 | Elaine Brookes Doctoral College | July 2025 Education Committee | * Changes to the regulation to replace Postgraduate Training Scheme with the PG Certificate in Research Training
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