Postgraduate and Graduate Certificates

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| *A University document applies across the institution, is approved by a committee of Council or Senate and is held in the University Policy Directory on SharePoint.* |
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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

Postgraduate and Graduate Certificates

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Postgraduate and Graduate Certificates

# Introduction

The following University Regulations apply to all postgraduate taught certificates, including those designated as Advanced Certificates and Professional Development Certificates and to awards designated as Graduate Certificates, awarded by the University. They do not apply to the Professional Graduate Certificate in Education or the Postgraduate Certificate in Education (PGCE).

Candidates for the award of a qualification of the University **must** satisfy both the University Regulations and the Regulations embodied in the published programme of study.

The following Regulations apply to all programmes leading to University of Hull awards unless the Education Student Experience Committee (ESEC) has approved alternative Regulations for a specified Partner Institution responsible for the delivery of collaborative provision.

The Education Student Experience Committee is the final arbiter of 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:
		1. Level 5 Diploma
		2. Level 6 Honours
		3. 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. Learning includes private study, revision and assessment in addition to formal teaching time.

# Valid life of credits

* 1. Modules credited to a candidate may not be used towards an award after nine years have elapsed from the end of the candidate’s enrolment for the module.
	2. For specific programmes leading to an award a lower ‘shelf life’ may be set for example to reflect the requirements of professional bodies.

# Duplication of awards

* 1. With the exception of programmes designated as Dual Awards, the same credits cannot be counted towards two separate qualifications unless one qualification is a level in the normal progression to the other qualification.

# PROGRAMME STRUCTURES

# Total Credit Values for Certificates

* 1. The total credit value of programmes offered by the University and governed by these Regulations is as follows:
		1. a graduate certificate: 60 credits of which a minimum of 40 credits shall be at level 6 and a maximum of 20 credits at level 5. Programme learning outcomes/competencies shall be at level 6.
		2. a postgraduate certificate: 60 credits of which a minimum of 40 credits shall be at level 7 and a maximum of 20 credits may be at level 6. Programme learning outcomes/competencies shall be at level 7.

# Pass/Fail assessment components

* 1. The use of pass/fail for individual assessment components is only applicable for those modules with PSRB requirements for assessing professional competency.
	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; this is applicable only where competency is being judged against professional standards set by the relevant PSRB.* |

# Required Progression Routes

* 1. Advanced Certificates shall provide progression from specified professional qualifications and experiential learning equivalent to an undergraduate degree.
	2. Postgraduate Certificates shall provide progression from an undergraduate degree.
	3. Professional Development Certificates shall enhance the personal and professional development of specific professional groups and provide the opportunity for progression from basic to advanced levels of work and training.
	4. Graduate Certificates shall provide a qualification route for holders of an undergraduate award seeking further qualification at Honours level.

# ADMISSION

# Admission to a Programme

* 1. To be admitted to a Certificate programme a candidate shall have:
		1. been awarded an undergraduate degree normally in the first or second class in an appropriate subject of this University, or another institution, (or equivalent), and
		2. satisfied such entry requirements as may be specified for the programme or applicable Progression Agreement.

# Recognition of Prior Learning

* 1. The University will accept credits for general transfer, awarded by other Universities, or awarded by this University, in recognition of prior learning (RPL).
	2. The University will also consider applications for recognition of prior experiential learning.
	3. The acceptance of applications for recognition of prior certificated or experiential learning relating to a specific programme shall be subject to the approval of the Dean of the relevant faculty in accordance with the relevant University code of practice.
	4. Any award of a Certificate under these regulations shall be subject to a minimum of 60 credits from the final level of the award sought, having been awarded by this University.

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| *For a 60-credit certificate RPL would only be possible where a candidate has previously completed one of the modules which forms part of the programme of study leading to the Certificate.* *‘This University’ – refers to the University as the awarding body and therefore includes (collaborative) provision delivered by partner institutions.* |

# ENROLMENT FOR PROGRAMMES AND MODULES

# Programme of study requirements

* 1. Candidates shall select modules in accordance with the instructions specified in the programme for which they are enrolled.
	2. A candidate shall not be permitted to undertake more than the number of credits specified in Regulation 5.1 in a programme other than with the express approval of the Student Cases Committee. Where such approval is granted, the candidate shall be required to pass all credits attempted to proceed to the award.

# SUSPENSION OF STUDY AND REPEAT PERIODS

# Permitted duration for the accumulation of credits

* 1. Where a candidate is permitted to extend their period of study through the grant of an extension or for a suspension of study or similar circumstances, such extension is subject to the overriding requirement that each level of the programme of study **must** be completed within a period of three years.

# Suspension of study

* 1. Subject to Regulation ‎11.1 above, a candidate may suspend their studies by making a written application to their personal supervisor and subject to the approval of the Head of Academic Unit for periods not exceeding 12 months, and approval of the Student Cases Committee for periods of more than 12 months.
	2. A suspension of study may be permitted for personal/medical reasons and for other circumstances, for example a candidate wishing to spend a period abroad or in industry, which is not part of the programme of study they are following.
	3. A suspension of study may be required for students who need a period of suspension to complete outstanding assessments.
	4. Where a candidate is due to return to study in the next academic year and does not re-enrol or request an extension to their period of suspended study, then they shall be deemed to have withdrawn. Candidates will be contacted immediately after the latest start date to confirm their intentions. Where a candidate does not respond by the stated deadline or indicates they will not be returning, then they will be awarded based on the number of credits accumulated.

# Suspension of study on grounds of risk

* 1. A candidate on any University of Hull module or programme, wheresoever located, who is judged, on substantial evidence, to be unfit to study by reason of posing a risk to themselves or others may be required to suspend those studies even in the absence of the candidate’s consent provided the procedures defined below are followed.
	2. Where such evidence is deemed to exist, this shall be reported in writing to the Head of Student Support and Experience, and the candidate shall be required to undertake such ‘risk assessment’ as the Head of Student Support and Experience determines appropriate. Refusal to undertake such assessment shall be deemed justification in itself for the candidate being required to suspend their studies.
	3. The Head of Student Support and Experience shall report their findings of the risk assessment, in writing, to the Student Cases Committee (undergraduate and taught postgraduate students) or the Research Degrees Committee (research students), and the relevant Committee shall determine whether, in the light of the assessment, suspension of study shall be required.
	4. A candidate who is required to suspend studies in accordance with this Regulation shall have the right to appeal in accordance with the University’s Code of Practice: Academic Appeals. The said Code shall be modified to the extent that a member of the University’s Health sub-committee shall be invited to submit such advice or evidence as the parties and/or those involved in determining the appeal deem useful and attend any hearing on the same basis.
	5. The decision to require suspension of study shall be effective once made and notified to the candidate in writing by recorded delivery to such addresses as recorded on the University Student Information System at the time, and unless and until any appeal is heard and allowed.
	6. A candidate who is required to suspend studies in accordance with this Regulation shall not be regarded as a student at the University during the period of suspension and shall not be entitled to use University facilities and services or be present on the University campuses.
	7. A candidate who is required to suspend studies in accordance with this Regulation shall not be permitted to resume their studies until they have provided evidence to Student Support and Experience agreed by them to be relevant and appropriate that they are fit to resume their studies. Where a candidate has ongoing support needs these **should** be documented along with an agreement as to who will be responsible for providing this support. This agreement may be made with Student Support and Experience or with external agencies and seen by Student Support and Experience. This evidence **should** be submitted to the candidate’s Head of Academic Unit and forwarded for the chair of the Student Cases Committee or Research Degrees Committee. The chair shall determine whether the candidate is permitted to resume their studies taking such advice as they deem necessary in making the decision.
	8. Any decision to require suspension of study, the outcome of any appeal, and the decision to allow the candidate to resume their studies shall be communicated to the candidate in writing by recorded delivery within three working days of the decision being made.

# Repeating a level/year

* 1. A candidate shall not be permitted to repeat a level/year or enrol for the programme as new other than with the approval of the Student Cases Committee.
	2. Where a repeat is permitted, all credits gained during the original attempt shall cease to count towards the programme, and the entire year shall be repeated. Any marks awarded during the original attempt shall not appear on the candidate’s official transcript.
	3. A candidate may apply to repeat a year due to exceptional personal/medical reasons and/or academic failure.

# ASSESSMENT

# Awarding Credit

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

# Written examinations

* 1. The default length for all formal University examinations is 2 hours. Faculty Education and Student Experience Committees have the authority to permit variations where there are professional body requirements, or where the form of assessment does not require 2 hours, (for example where the examination takes the form of a multiple-choice test), or where there are other sound academic reasons.

# Non-attendance/submission

* 1. Where a candidate fails to attend an examination or submit a piece of assessed work without receiving the approval of the Additional Consideration Committee or Student Cases Committee, a mark of zero **must** be recorded for that examination/piece of assessed work.

# Module marks

* 1. The performance of a candidate in meeting the assessment requirements of a module is determined by the Module Board of Examiners, and is indicated by a numerical mark recorded on the following University scale:

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|  | **Levels 5 & 6** | **Level 7** |
| Pass | 40-100 | 50-100 |
| Fail | 0-39 | 0-49 |

* 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. Module marks **must** be recorded to the nearest whole number.

# 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 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 DISCIPLINE

# 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 21‎ below.

# 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 is awarded a pass in all modules required by the programme shall proceed to the Award.

# Ineligibility to proceed to the Award

* 1. A candidate ineligible to proceed to the award is entitled to the credits for the modules passed.

# 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 Student Cases 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 Student Cases 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 Student Cases 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 Student Cases 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 Student Cases 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 Student Cases Committee with reference to the recommendation of the Programme Board
	7. The Student Cases Committee shall approve or not approve the award.
	8. If the Student Cases 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.

# RESULTS AND AWARDS

* 1. Notifications of Results and Transcripts
	2. All candidates shall be given access to their own marks after the 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.
	3. Note that modules attempted during a year subsequently repeated are not included on the transcript

# Version control

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| **Version** | **Author** | **Date approved** | **Relevant sections** |
| 2 18 | Quality Support Service | June 2024, Senate | Removes reference to Grade Distinctions at postgraduate study (previously reg 24) |
| 2 17 | Quality Manager, Quality Support Service | Sept 23,  | * 12.3 – amendment. Makes clear that a suspension of study may be required for students who need a period of suspension to complete outstanding assessments.
* Revisions to committee structure and roles of staff throughout.
 |
| 2 16 | Quality Manager, Quality Support Service | 17 March 2022, Senate | * Non regulatory detail removed and included within UoH Academic Framework.
* Accreditation of Prior Learning replaced with Recognition of Prior Learning to reflect sector.
* Replaces Mitigating Circumstances with Requests for Extensions and Additional Consideration.
* Reference to the timeframes for resubmission is removed.
 |
| 2 15 | Quality Manager, Quality Support Service | NA | Migrated to new template |
| 2 15 | Quality Manager, Quality Support Service | Aug 2021, Housekeeping | * Replaces Student Wellbeing, Learning and Welfare Support with Student Support and Experience (Reg 17).
* 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 27).
 |
| 2 14 | Quality Manager, Quality Support Service | July 2020, Senate | * Makes clear that applications for a repeat year must be approved by SCC, Reg 18.
* Introduces resubmission as the preferred method for reassessment, Reg 25.
* Replaces Quality Governance with Quality Support Service.
 |
| 2 13 | 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 7.
* Removes reference to stage with level.
* Replaces University Learning and Teaching Committee with Education Committee.
* Replaces Programme Management Committee with Education Planning Committee.
* Replaces Student Progress Committee with Student Case Committee
 |
| 2 12 | Quality Manager, Learning, Teaching and Enhancement (LTE) | July 2018, Senate | * Includes reference to Core, Compulsory and Optional modules, Reg 2c.
* Makes explicit Dual Awards, Reg 5.
* Removes reference to pre/post and co-requisite modules.
 |
| 2 11 | Quality Manager, Learning, Teaching and Enhancement (LTE) | 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 21 and 24.
 |
| 2 10 | Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | July 2017, Senate | * Makes explicit reassessment procedures, Reg 25.
* Clarifies the length of University examinations, Reg 20.
* Introduces the award of Aegrotat Award to students and provides explanation, Reg 32.
* Introduces the award of Posthumous Award to students and provides explanation, Reg 33.
* Other minor amendments.
 |
| 2 09 | Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | Sept 2016, Housekeeping | Amendments to a number of Regs. in order to provide clarity and consistency for decision making at examination boards* Re-orders Reg 21 Assessment Extensions (previously Absence with Good Cause) to provide clarity.
* Re-orders Reg 24 Mitigating Circumstances to provide clarity.

Provides transparency for the rounding of module marks, Reg 23. |
| 2 08 | Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | Aug 2016, Senate | * Introduces the award of PG Graduate Certificate with Merit and PG Graduate Certificate with Distinction (reg 31).
* Inclusion of a conversion chart (appendix 1) to reflect the new pass mark of 50 for Level 7 modules.
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| 2 07 | Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | May 2016, Senate | * Introduces the pass mark of 50 for Level 7 modules.
* Replaces Programme Approvals Committee with Programme Management Committee.
* Introduces revised regulations for applications for Mitigating Circumstances (reg. 24).
* Replaces Unfair Means with Academic Misconduct.
* Replaces Intercalation with Suspension of Study.
* Replaces Sub-Module with Module Component.
* Replaces Semester with Trimester.
* Replaces Head of Department with Head of School.
* Other minor amendments.
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| 2 06 | Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | Aug 2015, Housekeeping | * Removes reference to ‘matriculation’ (reg 10).
* Replaces Head of Student Support with Head of Student Wellbeing, Learning and Welfare Support.
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| 2 05 | 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. 21).
* Removes the discretion of Boards of Examiners to deny reassessment on the grounds of attendance (reg. 25).
 |
| 2 04 | Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | Sept 2014, Housekeeping | Removes specific reference to the Professional Graduate Certificate in Education (regs 19b, 21a, 29b) added in Sep 08 (Version 1 05) (transferred to QH:B5). |
| 2 03 | Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | June 2012, Housekeeping | * Minor amendment to Regulation 24 (e) for clarity.
* Addition of an explanatory note (reg. 24(e)) to clarify the circumstances under which a Mitigating Circumstances Committee would recommend to the Module Board: (i) a fresh attempt; (ii) refer the matter to the Programme Board; or (iii) award a ‘pass with mitigation’.
 |
| 2 02 | Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | March 2012, Senate | Removes the category of pass with distinction when referring only to module marks (reg. 23). |
| 2 01 | Quality Officer | Oct 2010, Housekeeping | Updates the code with reference to the new committee structure. |
| 2 00 | Quality Officer | Oct 2009, Housekeeping | * Re-orders the Regulations to better reflect the student lifecycle, beginning with programme and modules and moving from admissions through progression to notification of results.
* Clarity of language throughout and notes (which do not form part of the Regulations).
* Removes references to the withdrawal of programmes and modules.
* Clarifies the responsibilities of the Mitigating Circumstances Committees and the Module and Programme Boards (reg.24).
 |
| 1 05 | Quality Officer | Sept 2008, Housekeeping | Includes specific reference to the Professional Graduate Certificate in Education (regs 19b, 21a, 29b). |
| 1 04 | Quality Officer | March 2008, Senate | Amends the level requirements for a Graduate Certificate to require a maximum of 20 credits at level 5 (rather than level 3) in addition to a minimum of 40 credits at level 6 (reg. 21). |
| 1 03 | Quality Officer | March 2008, Senate | * Provides where a module specification requires all elements to be passed, the maximum mark to be awarded for the module in the event of an element being failed is 34 (reg. 6).
* Makes explicit reference in the Regulations to ‘pass with mitigation’ adopting the wording approved in the code of practice on boards of examiners (QH:D2) (reg. 6).
 |
| 1 02 | Quality Officer | In force Sep 07, Senate | * Recognising the award of the Graduate Certificate [an Honours level award] (regs. 19(d), 21, and 23).
* Replacing reference to Unfair Means code to reference to Regulations (reg. 7).
* Revising the evidential requirements following intercalation on grounds of risk (reg. 25).
* Replacing references to Graduate Research Committee with Research Degrees Committee.

Removing references to Academic Approvals Committee, replaced by Programme Approvals Monitoring and Enhancement Committee (PAMEC). |
| 1 01 | Quality Officer | July 06, Senate | Change of pass mark (but not of the academic standard required to achieve a pass) – excluding Business School programmes (reg. 6). |
| 1 00 | Quality Officer | July 2004, Senate | Revised regulations governing Taught Postgraduate Certificates incorporating changes required to reflect external expectations and internal requirements. These regulations apply only where the candidate is initially registered for the Certificate. Chapter VIII applies to candidates registering for the Masters degree at the outset. |