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| Exchange and Modular Study | |
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| Exchange and Modular Study |

# Introduction

The following University Regulations apply to the award of credits to candidates not seeking the award of a specific qualification and therefore taking individual modules not as part of a programme of study leading to an award.

For the purposes of these Regulations ‘modular’ means the undertaking of a module for credit (and therefore the undertaking of the published assessment requirements for the module concerned) not as part of a programme of study leading to an award.

‘Exchange’ refers to students undertaking modules as part of a programme leading an award of a non-UK university in accordance with a bilateral agreement between the said university and the University of Hull. Such students may be required to undertake modules specified by their home institution.

The Education Student Experience Committee (ESEC) is the final arbiter of the application and/or interpretation of the following 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 3 Preliminary Certificate

Level 4 Certificate

Level 5 Diploma

Level 6 Honours

Level 7 Masters.

* 1. 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.

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| *‘An award’ – if a candidate subsequently seeks to transfer the credits to a specific award the Regulations for that award* ***mu****st be consulted, including time limits for completion of each level, the prohibition on using the same credits towards more than one award, and the limit on the number of credits which can be transferred to the award by RPL. See University Code of Practice for Recognition of Prior Certificated and Experiential Learning.* |

# 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* |

# ENROLMENT FOR MODULES

# Module enrolment

* 1. Subject to 5.2 a candidate shall be permitted to undertake one or more modules with the written consent of the academic unit responsible for the delivery of each module on payment of such tuition fees as may be specified by the University. Exchange students may be subject to additional requirements as specified by Global Engagement and consistent with any applicable agreement between the University of Hull and another body.
  2. A candidate shall not be permitted to undertake more than 120 credits in any one academic session.

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| * *5.1: ‘Applicable agreement’ – an exchange agreement approved by the University and signed by both parties.* * *5.2: Candidates taking exactly 120 credits would be eligible for the award of a Certificate in HE provided that (i) the selection of modules is consistent with the Certificate level of an approved programme of study (ii) the Regulations governing undergraduate certificates are satisfied. A Certificate cannot be awarded for a random selection of modules comprising 120 credits.* |

# SUSPENSION OF STUDY AND REPEAT PERIODS

# Suspension of study

* 1. 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 module

* 1. A candidate shall not be permitted to repeat a module other than with the approval of the Student Cases Committee.
  2. A candidate may apply to repeat a module 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 3, 4 ,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** not 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.
   1. Where a student has failed a module, they have the right to reassessment on one occasion only.
   2. Where a student has not achieved the pass mark for the module, reassessment shall be in the failed component(s) only.
   3. 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.
   4. Information about reassessment methods **must** be included within the module specification and approved through university approval processes.
   5. 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 15 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.

# RESULTS AND AWARDS

# Notifications of Results and Transcripts

* 1. 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.
  2. 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 14 | Lisa Tees, Quality Manager, Quality Support Service | Aug 2023, Housekeeping | * 6.3 – 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 13 | Lisa Tees, 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 12 | Lisa Tees, Quality Manager, Quality Support Service | Nov 2021, Housekeeping | * Replaces Student Wellbeing, Learning and Welfare Support with Student Support and Experience (Reg 9). * 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 19). * Replaces Academic Partnership Office with Global Engagement Office (Reg 5). * Migrated to new template |
| 2 11 | Lisa Tees, Quality Manager, Quality Support Service | July 2020, Senate | * Makes clear that applications for repeating a module must be approved by SCC, Reg 10. * Introduces resubmission as the preferred method for reassessment, Reg 17. * Replaces Quality Governance with Quality Support Service. |
| 2 10 | Lisa Tees, Quality Manager, Quality Governance | Sept 2019, Senate | * Replaces School with Academic Unit. * Replaces stage with level. * 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 4. * Allows reassessments for ALL failed modules at each level of study on one occasion only, Reg 17. * 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 09 | Lisa Tees, Quality Manager, Learning, Teaching and Enhancement (LTE) | July 2018, Senate | * Includes reference to Core, Compulsory and Optional modules, Reg 1c * Removes reference to Assessment Extensions and Mitigating Circumstances and signposts users to the University Code of Practice: Mitigating Circumstances, Reg 13 and 16. |
| 2 08 | Lisa Tees, Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | July 2017, Senate | * Makes explicit reassessment procedures, Reg 17 * Clarifies the length of University examinations, Reg 12 * Other minor amendments. |
| 2 07 | 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 13 Assessment Extensions (previously Absence with Good Cause) to provide clarity.   + Re-orders Reg 16 Mitigating Circumstances to provide clarity.   + Provides transparency for the rounding of module marks, Reg 15.   + Other minor amendments. |
| 2 06 | Lisa Tees, Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | Sept 2016, Senate | * Introduces revised regulations for applications for Mitigating Circumstances (reg. 16). * 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. * Changes the name of Programme Approvals Committee to Programme Management Committee. * Other minor amendments. |
| 2 05 | Jane Iddon, Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | Sept 2015, Housekeeping | Change of name from Head of Student Support to Head of Student Wellbeing, Learning and Support. |
| 2 04 | 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. 13). * Removes the discretion of Boards of Examiners to deny reassessment on the grounds of attendance (reg. 17). |
| 2 03 | Jane Iddon, Quality Manager, Learning, Enhancement and Academic Practice (LEAP) | June 2012, Housekeeping | * Minor amendment to Regulation 16 (e) for clarity. * Addition of an explanatory note (reg. 16(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) | June 2012, Housekeeping | Committees – Updates references to PAMEC and CPAC to Programme Approvals Committee (PAC) |
| 2 01 | Quality Officer | Oct 2010, Housekeeping | Committees – replaced references to ‘Programme Approvals Monitoring and Enhancement Committee with Programme Approvals Committee and Quality and Standards Committee with University Learning, Teaching and Assessment Committee.’ |
| 2 00 | Quality Officer | Oct 2009, Senate | * 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. 16). |
| 1 02 | 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 01 | Quality Officer | Sept 2007, Senate | * **Intercalation on grounds of risk –** changes to the evidence requirements on return from intercalation (reg. 13). * **Unfair means** – references to ‘code’ replaced with ‘Regulations’ (reg. 14). * **Committees** – replaced references to ‘Academic Approvals Committee’ with ‘Programme Approvals Monitoring and Enhancement Committee.’ |
| 1 00 | Quality Officer | May 2006, Senate | NEW |