

## Summary of Changes to General Student Regulations and Academic Regulations for 2020-21

The General Student Regulations that are considered academic in nature have been repositioned within the Academic Regulations. Sections of the Academic Regulations have been re-ordered and renumbered, and all sections now include a contents page and version history information to align with existing practice in the General Student Regulations. The remaining sections of the General Student Regulations will need to be re-numbered and references to them updated in relevant documents prior to 2020/21.

### General Student Regulations

| Sections  | Changes   |
|---|---|
| 00 - Application Interpretation and Transitional          | Renamed: GR01 – Application, Interpretation and Transitional Provisions   |
| 01 - Changes to Course Frameworks and Student Regulations | Renamed: GR02 – Changes to Regulations and Courses  |
| GSR01 - Student Status                                    | Is now Section 3 of the Academic Regulations  |
| GSR02 - International Student                             | Renamed: GSR01 – International Students   |
| GSR03 - Post Enrolment Obligations                        | Is now Section 4 of the Academic Regulations  |
| GSR04 - Criminal Convictions                              | Renamed: GSR02 – Criminal Convictions   |
| GSR05 - Fees and Bursaries                                | Renamed: GSR03 – Fees and Bursaries   |
| GSR06 - Use of Premises and Resources                     | Renamed: GSR04 – Use of Premises and Resources  |
| GSR07 - Mitigating Circumstances                          | Is now Section 12 of the Academic Regulations <ul style="list-style-type: none"> <li>• Paragraph 6 – all claims must be submitted to the School Office (formerly the Hub).</li> <li>• Paragraph 10.7 – be received by a School Office (formerly the Hub)</li> </ul> |

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|                  | <ul style="list-style-type: none"> <li>• Paragraph 10.9 - The University shall accept self-certification for a period of illness of 5 working days or less. Self-certification through the mitigating circumstances procedure will normally provide the student with a maximum extension of 5 working days for the relevant module(s) and component(s) affected around the assessment date(s). Self-certification can only be used in unforeseen circumstances and normally be utilised twice in one academic year as a maximum.</li> <li>• Paragraph 10.10 - A student is required to provide appropriate, independent evidence for periods of illness of more than 5 working days and in instances where the student has self-certified twice in one academic year, the requirements of paragraph 10 subparagraphs 10.1-10.8 should be followed.</li> <li>• Paragraph 25 – a student may submit an appeal under the Academic Regulations, Section 13 Appeals Regulations and Procedure.</li> </ul>   |
| GSR08A - Appeals | <p>Is now Section 13 of the Academic Regulations</p> <ul style="list-style-type: none"> <li>• Paragraph 1.2 added – a decision regarding mitigating circumstances under Section 12.</li> <li>• Paragraph 8 added – a student may submit an appeal against a mitigating circumstances decision and the grounds for appeal (8.1 and 8.2).</li> <li>• Paragraph 3 added (paraphrased) – student may appeal as part of a group, appeals will be responded to individually. The group are advised to appoint a group representative (but not more than two).</li> <li>• Paragraph 4 added – students are permitted to provide individual statements should they share concerns of the group, and in addition, want to raise individual concerns in relation to the appeal.</li> <li>• Paragraph 5 added (paraphrased) – third party appeals on behalf of the student (parents, guardians, relatives, spouse or partner) is considered in exceptional circumstances. Written authority and a reason for a third party acting as the student’s representative must be given.</li> <li>• Paragraph 17 – includes examples of evidence that can be provided as supporting evidence.</li> <li>• Paragraph 19 – appeals should be submitted in person at a School Officer (formerly the Hub)</li> <li>• Paragraph 20 added – the student will receive an automatic response as acknowledgment of receipt. The Student Casework office will reply if necessary, within 5 working days.</li> <li>• Paragraph 22 sentence added – if the outcome is to reject the appeal the appellant may request a review within 10 working days from the date of the decision.</li> <li>• Paragraph 23 added (paraphrased) – students and staff are expected to act reasonably and fairly towards each other. Restricted access to university premises, staff, or procedures may be restricted. Consideration may be given under different procedures.</li> </ul> |

| Sections                     | Changes   |
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|                              | <ul style="list-style-type: none"> <li>• Paragraph 24 added – if two procedures are to be pursued at the same time, then one procedure may be suspended.</li> <li>• Paragraph 25 – 5 weeks has been changed to 25 working days.</li> <li>• Paragraph 25.3 – 5 weeks has been changed to 25 working days.</li> <li>• Paragraph 26 sentence added – a student can respond to the additional evidence by way of written representation at the review stage.</li> <li>• Paragraph 27.2 added – (paraphrased) if the University is not aware of a disability, there is no independent evidence and the student has indicated a disability on the appeal form. Discretion will be used where there is good reason for delay, or reasonable adjustments made to the procedure. Advice may be sought from the University Disability and Dyslexia Service where appropriate.</li> <li>• Paragraph 31 added – where an appeal in respect of mitigating circumstances is upheld, the original decision will be set aside leading to a new outcome being determined.</li> <li>• Paragraph 32.1 may give the student the opportunity to be assessed in respect of the affected component has been removed from.</li> <li>• Paragraph 33 added – the student will be given a clear reason for any decisions reached. Where an appeal is not upheld and is rejected, the decision being appealed against shall stand.</li> <li>• Paragraph 34 – 5 weeks has been changed to 25 working days.</li> <li>• Paragraph 35 – 2 weeks has been changed to 10 working days.</li> <li>• Paragraph 36.4 added – the student is providing additional evidence by way of written representation in response to the information sought by the Student Casework Office at the appeal stage.</li> <li>• Paragraph 38 – 2 weeks has been changed to 10 working days.</li> <li>• Paragraph 42 – 5 weeks has been changed to 25 working days.</li> <li>• Paragraph 43 – the ‘Student Casework Office’ is replaced by the ‘Executive Office’</li> <li>• Paragraph 46 and 47 – confidentiality and reporting added.</li> </ul> |
| GSR08B – Complaints          | <p>Is now Section 14 of the Academic Regulations</p> <ul style="list-style-type: none"> <li>• No further changes.</li> </ul>  |
| GSR09A - Academic Misconduct | <p>Is now Section 15 of the Academic Regulations</p>  |

| Sections   | Changes  |
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|  | <ul style="list-style-type: none"> <li>• Paragraph 7 added (paraphrased) – students and staff are expected to act reasonably and fairly towards each other. Restricted access to university premises, staff, or procedures may be restricted. Consideration may be given under different procedures i.e. Fitness to Practise, Student Conduct or Student Complaints.</li> <li>• Paragraph 26 added – There is a maximum period of 6 years in which any second or subsequent substantiated allegation can be applied to substantiated first offences.</li> <li>• Schedule 1 – Amendments to Categories of Penalties for first offences (Exams or tests and course work).</li> <li>• Paragraph 30 – consideration will be given within 60 days as per the OIA Good Practice Framework: Disciplinary Procedures.</li> <li>• Paragraph 42 and 43 – reconsidering the same offence added.</li> <li>• Paragraph 51.2 clarifies what is meant by the capacity of a friend at a hearing (paraphrased) – a member of staff or friend at the University. A family member as a “friend” is at the panel’s discretion. The definition does not include legal representation or a person who is not a student at the University.</li> <li>• Paragraph 55 – students may also be directed to an academic mentor for support for first academic misconduct offences</li> <li>• Paragraph 57 ‘Student Casework Office’ is replaced with the ‘Executive Office’ at the Review Stage.</li> <li>• Paragraph 60 – With no previous involvement in the case added.</li> <li>• Paragraph 66 and 67 – confidentiality and reporting added.</li> </ul> |
| GSR09B - Student Conduct   | <p>Is now Section 16 of the Academic Regulations</p> <ul style="list-style-type: none"> <li>• The ‘Proctor’ is replaced by the ‘Student Conduct Officer’ to make the term within the Regulations transparent and understandable for students.</li> </ul>   |
| GSR10 - Fitness to Study   | <p>Is now Section 5 of the Academic Regulations</p> <ul style="list-style-type: none"> <li>• The ‘Student Casework Office’ is replaced with the ‘Executive Office’ at the Review Stage.</li> </ul>   |
| GSR11 - Research and IP  | Renamed: GSR05 – Intellectual Property and Research Conduct  |
| GSR12 - Student Records  | Renamed: GSR06 – Student Records   |
| GSR13 - Health and Safety, Liability and Miscellaneous Regulations | Renamed: GSR07 – Health and Safety, Liability and Miscellaneous Regulations  |

## Academic Regulations

| Sections   | Changes   |
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| Section 1.1 Generic principles for schemes and courses and the Awards Frameworks | Now Section 1 of the restructured Academic Regulations. <ul style="list-style-type: none"> <li>• The awards frameworks have been moved to this section rather than presented with the relevant assessment regulations.</li> <li>• Regulatory information of direct relevance to students previously contained in this section (e.g. on module registrations and APL) has been repositioned within the assessment regulations.</li> <li>• Information has also been updated where required, e.g. to reflect the change in teaching weeks from 15 to 12, and to remove information about courses no longer running.</li> </ul>  |
| Section 1.2 Generic principles for admission to courses                          | Now Section 2 of the restructured Academic Regulations  |
| Section 7.3 Regulations on assessment and Assessment Boards                      | Now Section 19 of the restructured Academic Regulations <ul style="list-style-type: none"> <li>• References to out-of-date information have been removed, and the information relating to examinations has been moved to the Examinations regulations (now Section 18) or removed where there was duplication.</li> <li>• The section has been renamed 'Conduct of Assessment and Assessment Boards'.</li> </ul>  |
| Assessment Regulations Sections  | <ul style="list-style-type: none"> <li>• Terminology within all sections that previously referred to 'completed modules' has been changed to 'condoned failure'.</li> <li>• The wording of the regulations has been adjusted so that students will receive credit for condoned modules</li> <li>• The maximum number of permissible attempts and which of these will result in a capped mark is now stated explicitly for all qualifications.</li> <li>• Wording has been revised to clarify that in-year reassessment opportunities, where offered, are compulsory, and to clarify that they replace the opportunity for reassessment in the summer resit period.</li> <li>• Sections have been repositioned and the awards frameworks are now grouped together in Section 1</li> <li>• Any rules that were in the awards frameworks affect assessment and progression (e.g. APL, module registration) have been moved to the assessment regulations.</li> <li>• Relevant parts of the assessment regulations for Integrated Masters awards have been moved to the undergraduate awards framework</li> <li>• Course structure and delivery information for Graduate Certificates and Graduate Diplomas has been repositioned from the assessment regulations to be presented with the awards frameworks.</li> <li>• Removal of the term 'designate' module, and changing 'elective' modules to 'option' modules</li> </ul> |

| Sections                           | Changes  |
|------------------------------------|--|
|                                    | <ul style="list-style-type: none"> <li>• Removal of out-of-date information, e.g. removing reference to qualifications in awards frameworks that are no longer running</li> <li>• Change of information relating to teaching weeks for semesters from 15 weeks to 12 weeks</li> <li>• Change of ‘authorised admitting officers’ to ‘admissions officers’ as a term that would be more familiar to applicants</li> <li>• Addition of reference to ‘qualifying marks’ for assessment component pass marks to align with terminology in module specifications</li> <li>• Clarification that pass/fail assessments do not result in a mark or contribute to the calculation of the overall average mark for a module or level or for classification purposes</li> <li>• Clarification that where a student has conditionally progressed to the next level, the need to successfully complete the outstanding credit before being able to progress to any later levels</li> </ul>   |
| Change for clarity and consistency | <p>A number of specific changes have also been made for clarity and consistency and to ensure accuracy. These include:</p> <ul style="list-style-type: none"> <li>• Removal of the term ‘designate’ module, and changing ‘elective’ modules to ‘option’ modules</li> <li>• Removal of out-of-date information, e.g. removing reference to qualifications in awards frameworks that are no longer running</li> <li>• Changing information relating to teaching weeks for semesters from 15 weeks to 12 weeks</li> <li>• Making the information and wording more consistent between each set of assessment regulations, e.g. adding reference to pass/fail assessments in the integrated masters regulations for consistency with the undergraduate regulations, and including provision for in-year reassessment in the Graduate Certificate/Graduate Diploma regulations</li> <li>• Changing ‘authorised admitting officers’ to ‘admissions officers’ as a term that would be more familiar to applicants</li> <li>• Adding reference to ‘qualifying marks’ for assessment component pass marks to align with terminology in module specifications</li> <li>• Clarifying that pass/fail assessments do not result in a mark or contribute to the calculation of the overall average mark for a module or level or for classification purposes</li> <li>• Clarifying that where a student has conditionally progressed to the next level, the need to successfully complete the outstanding credit before being able to progress to any later levels</li> </ul> |