

## SUMMARY OF CHANGES TO 2025/26 ACADEMIC REGULATIONS

### WITH EFFECT FROM 1 AUGUST 2025

(applying to modules commencing delivery on or after 1 August 2025, i.e. 2024/25 regulations apply to students going through reassessment in Summer 2025)

Area of Regulations affected	Description of Change	Revised Regulations (2025-26) ( <del>strikethrough</del> = deleted, <span style="color: blue;">blue</span> = new)
<b>All</b>	Housekeeping (including updating titles or organisational structures) and minor textual amendments for clarity and accessibility (no changes of principle within this).	
<b>Registration Regulations</b>	<p>Removal the status of 'Associate Student' (for standalone modules) – has no currency / formal status.</p> <p>Providing clarity on the regulation setting out that students registered on full-time awards cannot simultaneously register for another award.</p> <p>Change of title to regulations section on the 4-week rule (attendance monitoring related) to provide clarity that the 4-week rule can trigger de-registration.</p> <p>Addition of a statement clarifying that specific arrangements for monitoring and managing attendance and engagement will apply to international students who are being taught through the University of Cumbria International College.</p>	<p>D1.2 Those who register for the award of stand-alone credit (see A1.8) <del>are regarded as Associate Students. Associate Students</del> have no guaranteed progression rights.</p> <p>D1.4 Students <del>may not normally simultaneously register for more than one full-time award</del> <span style="color: blue;">registered on a full-time award may not normally simultaneously register for any other award.</span></p> <p><span style="color: blue;">D5.4 'De-registration under the Four Week Rule'</span></p> <p><span style="color: blue;">D5.6 Specific arrangements for monitoring and managing student attendance and engagement will apply to all elements of programmes which are delivered by the University of Cumbria International College, as set out in the International College Attendance Policy.</span></p>

<b>Failure to Progress Regulations</b>	<p>Removal of the regulation which allows a student to, following confirmed failure on programme, be readmitted to that programme. It is not a known requirement of any current PSRB.</p> <p>The provision of approving a retake year, as an assessment board outcome.</p>	<p><del>G4.4 In exceptional circumstances, where specifically approved at validation (and linked to a professional, statutory or regulatory body requirement), a student who has failed may be permitted to re-register for the same award subject to the approval of the Programme Leader.</del></p> <p>G4.8 Providing there is no conflict with professional statutory or regulatory body requirements the University Assessment Board has discretion to approve an exceptional repeat year/level of study or grant an extension of study for any student where it is satisfied on the basis of evidence presented, that there is a reasonable prospect of successful completion. A repeat year/level is only available once within the award in question and follows the mode in which the modules were originally studied. All modules and their assessment must be repeated. Marks from the previous attempt will not be carried over.</p>
<b>Assessment Boards Regulations, Procedures and Processes</b>	<p>Module Confirmation Boards (attended by a Chair and Officer) are to be stood down as a formal meeting and replaced by a <u>formal</u> mark confirmation process, based on existing mark submission processes (Grade Centre).</p> <p>EC Panel outcomes and successful RPL claims will be confirmed through the formal mark confirmation processes with recommendations presented to the UPAB (as happens currently).</p> <p>Training and briefings on the new formal mark confirmation procedures will be delivered by the Assessment and Award Teams in September-October.</p>	<p><i>Removal of all reference to Module Confirmation Board and replacement with formal 'mark confirmation procedures'.</i></p>

<b>Accreditation of Prior Learning (APL)</b>	<p>Change in wording from 'Accreditation of Prior Learning' to 'Recognition of Prior Learning' (RPL)</p> <p>Clarification that the management of RPL for Apprenticeships is approved before start of the programme, through application and onboarding to enable a reduced curriculum, shortened apprenticeship and reduced fee, as is current practice.</p>	<p><i>APL changed to RPL throughout Regulations and P&amp;P (retaining the definitions of Experiential Learning and Certificated Learning and linked processes).</i></p> <p>(Appendix 7 RPL Procedures)</p> <p>2.1 Learners on Apprenticeship programmes will have consideration of RPL managed through the application, admissions and onboarding procedures before commencement of the formal programme of study.</p>
<b>Introduction of a 'Fit to sit policy' to apply for all assessment</b>	<p>The University has operated a 'fit to sit' policy for examinations for many years, meaning that in attending an examination the student is confirming they are fit to sit and they cannot then also submit Extenuating Circumstances. This policy is now extended to also cover coursework, meaning that in submitting coursework students are confirming they are fit to engage in the assessment; they cannot then submit Extenuating Circumstances as an 'insurance' against module outcomes.</p> <p>Following publication of confirmed module marks, students who are able to evidence that they were not capable of making this judgement at the time of submitting the coursework may make <b>appeal</b> on the grounds of not previously submitted ECs where medical evidence can be provided (see later section on appeals).</p> <p>The ability to apply for ECs for coursework is not being removed, rather students will need to make a judgement as to whether they are able to submit the coursework. If not, they can apply for ECs. They cannot submit coursework and also apply for ECs.</p>	<p>REGULATIONS:</p> <p>F6.4 Students are responsible for submitting assessments in accordance with the published deadline date. Failure to submit an assessment by the deadline date (including the provisions set out in F6.2.1) will count as a non-submission and attract a mark of zero, unless extenuating circumstances are accepted (see Section F12). <i>Note: the equivalent statement already applied to examinations.</i></p> <p>F12.1 Any student that attends an examination and takes that examination, or who submits a piece of coursework, or attends and takes part in a presentation, practical session, or any other form of assessment is deemed as having confirmed themselves to be "fit to sit" through engaging with the assessment. Students having decided to engage in assessment will not be eligible to submit a subsequent request for extenuating circumstances. A student may appeal against their assessment result on the basis that their medical condition at the time impaired their ability to make reasoned decisions under the Fit to Sit policy (see Appendix 5e Extenuating Circumstances and Extension Procedures).</p>

	<p>This change will be communicated clearly to students, providing key messaging (including via MyCumbria) on the full range of support and processes that can be drawn upon when things wrong, including:</p> <ul style="list-style-type: none"> <li>• Seeking additional support from academic and student service teams</li> <li>• Applying for a formal extension (where minor illness/disruption)</li> <li>• Submitting work late but within 3 days of the deadline, for a capped mark</li> <li>• If not able to undertake the assessment (submit coursework or take an examination) they may submit ECs and not engage in assessment. If ECs are approved and the assessment was a first attempt at the planned point of submission, students will be given a later date to submit as a first attempt (no penalty). If ECs are not approved and the assessment was a first attempt at the planned point of submission, students will be allowed to resubmit for a capped mark.</li> <li>• In prolonged cases of disruption intercalation can be considered.</li> </ul>	<p>Where illness occurs during an examination or presentation consideration to action to be taken will be given through formal reporting by the examination invigilator or presentation assessor.</p> <p>F12.2 The University operates a universal scheme for the submission of extenuating circumstances where the student is unable to engage in the assessment. The following rules apply:</p> <ol style="list-style-type: none"> <li>.1 claims for extenuating circumstances must be submitted by the student in the required format and in line with published procedures and deadlines</li> <li>.2 extenuating circumstances are considered by a Panel to determine whether claims are valid. The decisions of the Panel are reported to the University Progression and Award Board.</li> <li>.3 claims for extenuating circumstances must be supported by dated documentary evidence wherever it is reasonable for such evidence to be available. It is for the Panel to determine what is reasonable</li> <li>.4 claims for extenuating circumstances will be logged and tracked for monitoring purposes</li> <li>.5 students will be advised whether their claim is accepted as valid once this has been decided by the panel. Notification of the final outcome of the impact of the extenuating circumstances (i.e. how the claim outcome has been applied by the University Progression and Awards Board) can only be shared with students after the UPAB when decisions are confirmed.</li> </ol>
	<p>Removal of 'waiver of assessment' as a possible action for the Assessment Board, where ECs have been approved. We make awards on the basis of</p>	<p>Appendix 3e Extenuating Circumstances Procedures:  <del>6.2.1. i For undergraduate credit only, to waive the assessment requirement. Up to 20 credits per 120 at</del></p>

<p><b>Possible Extenuating Circumstances Outcome</b></p>	<p>credit achieved, not being waived. In the highly exceptional event that waiver may need to be considered, the exceptional action via approval of the Deputy Vice Chancellor can be enacted.</p>	<p>each of levels 3 and 4 and 20 credits across levels 5 and 6, (and 10 credits where the credits are between 60 and 120) can be waived where:</p> <p>a. <del>the module is not core and professional body requirements do not prohibit this</del></p> <p>b. <del>offering deferred assessment would be inappropriate or disadvantageous</del></p> <p>c. <del>and there is evidence that the learning outcomes for the module have been studied and that the learning outcomes for the programme can be met.</del></p> <p>A module pass is awarded, and at award level, the module is removed from the classification average calculations (Regulations F 13.3 – 13.4)</p>
<p><b>What constitutes Extenuating Circumstances</b></p>	<p>Clarification that students with long-term ongoing conditions/circumstances should be supported through individual student support plans. Extenuating Circumstances should be considered where there is an escalation in the condition/situation during the assessment period.</p>	<p>(Appendix 3e, Extenuating Circumstances Procedures)</p> <p>2.1.1 'Extenuating Circumstances' are serious and exceptional circumstances outside the student's control, normally unforeseeable and unpreventable, which the student feels have significantly adversely affected their ability to study and engage in assessment. They are often a serious medical, or serious personal family or severe domestic difficulties, and have usually arisen since they started the programme.</p> <p>2.1.2 The circumstances may have affected the student for a significant period of time and/or at a particular point in time such as during the examination period, preventing the student from attending examinations or other timed assessments, or submitting assessments by the due date. The Circumstances that may have affected the student for a significant period of time will be considered as ongoing conditions, which should be supported by individual support plans throughout the duration of the study, to allow the student to engage with the standard submission expectations of the programme.</p>

		Should at a particular point in time, such as during the assessment period, there be a significant change or escalation in their ongoing managed condition which may be preventing the student from engaging in assessment by the due date then it may be appropriate to consider these though extension or via Extenuating circumstance.
<b>Extension Procedures</b>	<p>Changing the title of ECs Procedures to 'Extenuating Circumstances and Extension Procedures' for clarity and transparency (this is where information on extensions can be found).</p> <p>Removal of 'normally' from the 2-week limit for extensions (so extensions can only be given for a period of up to 2 weeks maximum).</p> <p>Clarity that any extension given to a student must allow for the work to be marked and moderated in line with formal mark confirmation deadlines.</p>	<p>(Appendix 3e, Extenuating Circumstances and Extension Procedures)</p> <p>Change of Title to 'Extenuating Circumstances and Extension Procedures'</p> <p><b>3.2 (P&amp;P)</b> Approved extensions of time will normally be for a maximum of 10 working days. Extensions should be granted for the shortest period possible and should take into account the time the student has lost due to the relevant circumstances. <del>Extensions beyond 2 weeks may be given in exceptional circumstances but no extension can be given beyond the date of the Module Confirmation Board.</del> Programme Leaders should ensure that the extension of time granted is consistent across the programme according to the circumstances presented by students.</p> <p>3.3 Any extension agreed should still permit the assessment item to be marked <del>and presented to the Module Confirmation Board</del> and moderated in line with formal mark confirmation deadlines. Extensions should not normally be granted beyond the end of the last week of the academic session in which the work is due to be submitted or the date when feedback relating to the assessment is issued to the student cohort.</p>

	Self-certification can be used as evidence in support of extensions on a maximum of two occasions within an academic year, noting one occasion may cover a number of assessment deadlines.	<p>3.4 Students seeking extensions will be asked to provide suitable evidence in support of their application. In cases of ill-health, self-certification is permitted for up to 7 days. Self-certification will only be accepted on two occasions within each academic year.</p>
<b>Academic Appeals (new grounds)</b>	A new grounds for appeal is introduced, linked to the introduction of the Fit to Sit policy applying to coursework as well as examinations, providing a safeguard for students in the event that they submitted coursework when they can evidence that they were not fit to do so.	<p>REGULATIONS:</p> <p>I2.1 Valid grounds for consideration of an appeal will be restricted to circumstances:</p> <p>.1 where there has been or could have been Material administrative error or procedural irregularity which has affected the student's results</p> <p>.2 where significant new evidence concerning extenuating circumstances which for good reason had not been available to the <del>MCB</del> or UPAB (for example a medical condition which had not been diagnosed at the time of the Board) has been produced; appeals on these grounds will be referred to the EC Panel</p> <p>.3 where a student at the time of sitting or submitting the assessment concerned, can evidence that they were not capable of understanding that their performance was likely to be affected seriously by ill health and/or its treatment. Under the University's Extenuating Circumstances regulations a student, by taking an assessment, deems themselves to be fit, so cannot successfully appeal if they have undertaken the assessment unless there is exceptional and compelling justification, supported by evidence, that they were not fit to make that decision. Evidence should be in the form of written support</p>

		<p>from a mental health practitioner who has been treating the student over a period of time, or a GP if they are aware of (a) treatment or referrals to such specialists, or (b) an incident close to the assessment date that may have temporarily affected the student's capacity to take decisions. Appeals on these grounds will be referred to the EC Panel</p> <p>.4 Where re-registration to re-attend a module following reassessment (F8.6) has not been offered and there is new evidence relating to the student's engagement or non-engagement with reassessment, which had not been available to the UPAB, for good reason, at the time of making that decision</p> <p>(Appendix 5 Academic Appeals Procedures):</p> <p>1.3.1.2 Where significant new evidence concerning extenuating circumstances which for good reason had not been made available in time for the Assessment Board has been produced, or where insufficient weight had been given to extenuating circumstances. This includes circumstances where a student can evidence that they were not capable of understanding that their performance was likely to be affected seriously by ill health and/or its treatment and this view has the written support from a psychiatrist or mental health practitioner who has been treating the student over a period of time. A GP may also give support if they are aware of (a) treatment or referrals to such specialists (b) an incident close to the assessment date that may have temporarily affected the student's capacity to take decisions. Appeals on these grounds will be referred to the EC Panel.</p>
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	<p>Inclusion of deadlines for key activities within the malpractice processed to enable the timely management of malpractice procedures, supporting timely management of procedures.</p>	<p>(Appendix 3d Malpractice Procedures)  (Minor Malpractice – following meeting with the student)  7.4.5 The Module Leader will:</p> <ul style="list-style-type: none"> <li>i. Prepare the report which must include a précis of the meeting, the outcome arrived at and any advice issued</li> <li>ii. Send copies of the report to the student, to their Personal Tutor, Programme Leader and to Assessment and Awards Team within the Academic Registry <b>within 5 working days</b>. Where cases are then referred for consideration of Major Malpractice this documentation will be included in the panel case file as supporting evidence for consideration.</li> </ul> <p>7.6.1.</p> <ul style="list-style-type: none"> <li>iii. The Module leader shall, <b>within 5 days</b>, <del>immediately</del> provide a written report to the Assessment and Awards Team indicating the circumstances and nature of the suspected malpractice in as much detail as possible, and providing the evidence to support the case being made. In the case of plagiarism or collusion, this should comprise copies of the material against which the student's work was compared, and should be annotated to show the full extent of the malpractice. Computer searches through approved software may also be used as evidence (see Annex 1)</li> <li>v. The student will be formally advised that the incident is being investigated by an independent Malpractice Panel <b>a minimum of 10 working days prior to the scheduled date of the meeting</b> and will be provided with all documentation that is to be considered. The student will be asked at that point if they wish to submit a statement in mitigation for consideration and be advised that, should they not engage with the process. the panel will consider the case in absentia.</li> </ul>
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<b>Intellectual Property</b>  Regulation F3 Assessment General	Alignment with the University's latest IP Policy.	<del>F3.2 All work submitted for assessment is the physical property of the University, subject to the normal provisions of intellectual property rights.</del> Students will normally own the intellectual property for any work that they generate as part of their studies whilst registered as a student of the University.								
<b>Reintroduction of penalties for exceeding the wordcount in assessed work</b>  <b>(Conduct of Assessment Procedures)</b>	Penalties for exceeding the wordcount are to be reintroduced for 2025/26. The penalties to apply will be those that existed up to 2023/24 i.e. <table><tr><th>Word count exceeded by:</th><th>Penalty (to be applied to assessment item)</th></tr><tr><td>0% - 10%</td><td>No penalty</td></tr><tr><td>11%- 30%</td><td>10% marks deducted from assessment item, or pass mark awarded (whichever is the higher)</td></tr><tr><td>31% +</td><td>Maximum mark awarded is a pass mark</td></tr></table>	Word count exceeded by:	Penalty (to be applied to assessment item)	0% - 10%	No penalty	11%- 30%	10% marks deducted from assessment item, or pass mark awarded (whichever is the higher)	31% +	Maximum mark awarded is a pass mark	(APPENDIX 3c: The Conduct of Assessment)  3 Word limits for assignments  3.1 It is expected that all students can demonstrate achievement of the learning outcomes for an assessment within the defined word limit. The upper limit specified may be exceeded by up to 10% without penalty. There is no lower limit but failure to demonstrate the requisite learning outcomes will lead to a fail.  3.2 These procedures on wordage for written assessment/length of presentations exist both to enable the student to understand the scale of the assessment item and to establish an upper parameter within which it should be completed.  3.3 Word limit requirements  3.3.1 <u>Essays, Reports and Dissertations</u>  The word count includes the body of the work (i.e. the main text, including in-text quotations and in-text citations), within which all the learning outcomes should be demonstrated, but excludes: <ul style="list-style-type: none"><li>• Reference lists and bibliographies</li><li>• Tables and the title of tables (any variation will be set out explicitly in module guides)</li><li>• Graphs, figures and associated captions</li><li>• Appendices</li></ul>
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		<p><u>Notes:</u></p> <ul style="list-style-type: none"> <li>• Quotations (included in the wordage) should not normally be more than three lines of text.</li> <li>• Appendices should only be included where necessary and should not be used as an alternative location for the demonstration of learning outcomes, as the main body of the work should stand alone.</li> </ul> <p>3.3.2 <u>Portfolios</u></p> <p>The same principles apply as for essays, reports and dissertations, except that evidence supporting the portfolio is not included in the word count. The module team should give advice to students on the nature and length of the evidence to be provided, along with an indication of the broad number of items which may be appropriate.</p> <p>3.3.3 <u>Presentations</u></p> <p>The length of presentations should be proportionate to the number and complexity of learning outcomes which need to be demonstrated. For parity, up to a 10% time excess is permitted.</p> <p>3.3.4 <u>Other forms of assessment</u></p> <p>Other forms of assessment exist that may not fall within these guiding principles but are defined as an equivalence in course documents (e.g. music performance, art exhibition and posters). These procedures apply where time/wordage/volume limits are given.</p> <p>3.4 Application of the guidelines</p>
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31% +	Maximum mark awarded is a pass mark						
		3.5.2	In addition, for students who falsify the word count, the above penalties will apply and they will also be subject to Minor Malpractice procedures.				
<b>Alternative Assessment and Reasonable adjustments</b>	<p>Ensuring reference to alternative, as well as additional arrangements for assessment.</p> <p>Where an alternative assessment is required, this must be approved by the Principal Lecturer, following the recommendation of the Module Leader and Programme Leader.</p> <p>Note: The University’s continued focus on Universal Design for Learning places an emphasis in designing inclusive assessment, thus reducing the number of times an alternative to the validated assessment would be required.</p> <p>Ensuring that, in line with the Equality and Human Rights Commission guidance note, that “reasonable adjustments policies ... ensure that staff and students are aware that reasonable adjustments must be made even where a student has not engaged with the Disability Service if there is an urgent or severe need to do so or the circumstances of the case demand it”.</p>	<p>F9.1 The University supports the operation of appropriate alternative and/or additional arrangements for students undertaking assessment. The additional <b>and/or alternative</b> arrangements should enable the student to meet the relevant learning outcomes and, where appropriate, professional competencies.</p> <p>F9.3 If a student is unable, through disability or long-term illness, to be assessed by the normal coursework methods, the Module Leader through dialogue with the <del>Module Confirmation Board</del> <b>Programme Leader</b>, may vary the <b>assessment</b> methods as appropriate, <b>taking into account</b> <del>bearing in mind</del> the module stated learning outcomes <del>and the need to assess the student on equal terms with other students.</del> <b>The proposed alternative assessment must be approved by the Principal Lecturer.</b></p> <p><del>F9.4 Requests for alternative and/or additional arrangements may be refused where insufficient notice is given.</del></p> <p><b>F9.4 Requests for alternative and/or additional arrangements should be made as early as</b></p>					

		<p>possible using the University's published procedures.</p> <p>F9.5 Reasonable adjustments must be made if there is an urgent or severe need to do so, or the circumstances of the case demand it (even where a student has not engaged with the Disability Service).</p>
<b>RESEARCH DEGREE ASSESSMENT REGULATIONS</b>		
<b>Assessment Regulations</b>	<p>Setting out detail of additional safeguards put in place where two examiners from the same University may, in exceptional cases, be appointed to as part of the examination process.</p>	<p>6.2 Appointment of examiners – all awards</p> <p>Where possible, there shall always be at least one internal examiner and one external examiner, however in areas where a suitable internal examiner cannot be identified e.g subject expertise, that two external examiners are then appointed. If a student is a permanent member of staff at the University of Cumbria on an academic contract, then a second external examiner is required. Candidate's supervisors cannot be appointed as an examiner. Where two external examiners are required they will normally work in different institutions but there may be circumstances in specific specialist or niche subject areas of research where examiners may be appointed from the same institution. In such cases, internal processes will set out clearly the formal requirement of independence of scrutiny of the thesis, to ensure there is no conflict of interest or discussion of the candidate's work.</p>