

Summary of Regulation Changes for 2022/23

Academic Board approved a number of changes to the University's Academic Regulations for implementation from 2022/23, applying both to new and continuing students. The regulation changes are summarised below.

In addition there was some general housekeeping to provide clarification/better internal signposting (e.g. to relevant policy) and to reflect changes to internal roles/structures or external references/requirements.

Regulation Reference	Summary of Change
C6.5.5. Accreditation of Prior Learning (APL)	Under the previous regulations, when a student applied for APL and the application was unsuccessful, the student was required to take the module but the first attempt at the module was capped. This is no longer the case i.e. the first assessment will now be uncapped.
D1.6 Intercalation	The regulation has been changed to reflect that intercalation is normally for one year for full-time undergraduate programmes but this is not the case for all types of provision. For example, it may differ for part-time / CPD or Apprenticeships programmes, with the period of intercalation reflecting the design and delivery structure of the programme in question.
D3.1 Registration Periods	New Standard and Maximum Periods have been provided for accelerated degrees. Additionally, it has been clarified that the maximum registration periods are provided to set the parameters for individual students who may need to take longer to complete the programme i.e. having to intercalate, or re-registering to retake modules. The Maximum Period is not an alternative programme duration/study mode.
F5.6 Module Pass Mark	The regulation setting out that the requirements of a PSRB will override the University's pass mark has been extended in scope to also reflect any requirements of an Apprenticeship programme, as set out in the Apprenticeship Standard.
F8.6 Module Re-Registration	Entitlement to re-register to reattend a failed module will now require engagement with the reassessment process, it will no longer be an automatic right. Consequently, if a student fails a module then makes no effort to engage in the reassessment process they will not be offered re-registration to retake the module. Where non-engagement with the reassessment is due to extenuating circumstances which have been submitted, this will count as engagement in the reassessment process. To ensure that a safety mechanism is in place for students who do not appreciate the consequences of a lack of engagement in the reassessment process, grounds for appeal have been extended to provide an opportunity for appeal on this basis.
F11.11 Operation of Discretion within Assessment Boards	The current regulation, which exceptionally and at the discretion of the Deputy Vice Chancellor (Academic) allows a course of action in respect of progression or award outside of the regulations, has been extended beyond the scope of Covid19.

G2.9 Progression	<p>The old regulation G2.9 has been removed as was obsolete (students are expected to study modules chronologically by level, as set out in the University's Curriculum Design Framework):</p> <p>REMOVED <i>G2.9 Subject to meeting any co/pre-requisite requirements agreed at validation, where a student has progressed to Level 5 they are advised but not required, to undertake their studies chronologically by Level.</i></p>
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