

STUDENT REGULATIONS FRAMEWORK

LOG OF CHANGES WITH EFFECT FROM 2026-27

SECTION	CHANGES
General	Minor textual revision undertaken throughout, to simplify and clarify the text where appropriate and reflect current institutional structures and job roles.
SECTION 1: MODULES AND CREDIT	
1.5 Mode of Study – Full Time and Part-Time	Clarified that a transfer request may need to be postponed until the start of the next academic year for students on an accredited programme. Transfer requests will be dealt with on a case-by-case basis. (1.5.4)
SECTION 3: ASSESSMENT REGULATIONS AND PROCEDURES	
3.1 Introduction, 3.4 Module Assessment Boards (MABs) – Membership and Quoracy, 3.5 Module Assessment Boards (MABs) – Business, 3.9 Module Assessment Boards (MABs) – Finalising and Signing the Module Assessment Board Form, 3.11 Student Review Process, 3.15 Progression and Award Boards (PABs) - Constitution, Terms of Reference and Membership	Amended to reflect new Module Assessment Board process and changes to nomenclature. (3.1.2, 3.4.1 - 3.4.4, 3.5.1 – 3.5.2, 3.9.1 – 3.9.2, 3.11.2, 3.15.1, 3.15.4)
3.12 Extenuating Circumstances	Changed from: <i>“Deferred assessments will normally involve new assessment tasks (e.g. new essay title).”</i> To: <i>“Deferral assessments must assess the learning outcomes of the module in a similar manner and mode to the original assessment. Deferral assessments will normally involve the original assessment task, unless an alternative task is required to preserve the integrity of the assessment - as determined by the Module Leader.” (3.12.5)</i>
SECTION 4: EXTENUATING CIRCUMSTANCES	
4.5 Extenuating Circumstances and Valid Evidence	Additional clarity added regarding the five categories of Extenuating Circumstances. (4.5.2)
4.12 The ‘Fit to Sit’ Principle	Changed from: <i>“Deferred assessments will normally involve new assessment tasks (e.g. new essay title).”</i> To:

	<i>“Deferral assessments must assess the learning outcomes of the module in a similar manner and mode to the original assessment. Deferral assessments will normally involve the original assessment task, unless an alternative task is required to preserve the integrity of the assessment - as determined by the Module Leader.” (4.12.5)</i>
SECTION 5: PROGRESSION	
5.2 Progression of Individual Students	- Clarified that as an alternative, not an addition, to the standard provision, a student registered on a professionally accredited degree programme may progress to the academic work of the next year of the programme if failed or deferred in a placement module, but <u>only where specified in the approved programme specification.</u> (5.2.6) Added: - Students who have accumulated 0 credits at the end of a stage will not normally be allowed to progress, and will be excluded. (5.2.10) - Students presenting with 0 marks plus non-attendance at the mid-Point Progression and Award Board, without approved Extenuating Circumstances and without a supporting case from the Programme Leader, will normally be excluded. (5.2.11)
SECTION 6: RETRIEVAL OF FAILURE	
6.3 Retrieval of Failure – Resit and Deferral	Added: <i>“Deferral assessments will normally involve the original assessment task, unless an alternative task is required to preserve the integrity of the assessment - as determined by the Module Leader.” (6.3.7)</i>
6.4 Retrieval of Failure - Retake	Added that a student will not be able to retake a module if it has already been passed (6.4.7).
6.5 Retrieval of Failure - Failure on Undergraduate Programmes	Added: - Students who have accumulated 0 credits at the end of a stage will normally be excluded (6.5.6). - Students presenting with 0 marks plus non-attendance at the mid-Point Progression and Award Board, without approved Extenuating Circumstances and without a supporting case from the Programme Leader, will normally be excluded (6.5.6).
6.6 Retrieval of Failure - Failure on Taught Postgraduate Programmes	Added: - Students who have accumulated 0 credits at the end of a stage will normally be excluded (6.6.4). - Students presenting with 0 marks plus non-attendance at the mid-Point Progression and Award Board, without approved Extenuating Circumstances and without a supporting case from the Programme Leader, will normally be excluded (6.6.5).

SECTION 8: REGULATIONS FOR ACADEMIC AWARDS	
8.5 Entrance Requirements for Academic Awards	Added: “In accordance with the Admissions Policy and Procedures, applicants who have previously withdrawn or who have failed may reapply where: - They can demonstrate academic or personal progression. - A minimum of one academic year has passed since leaving. - The application is supported by the relevant academic teams. - They have not exhausted the Retrieval of Failure process (i.e. they have remaining permitted attempts for the relevant assessment or module, as outlined in Section 6 of this Framework). Decisions are made on a case-by-case basis, following the established Recognition of Prior Learning process.” (8.5.5)
8.7 Credit Requirements for Academic Awards	Added: “Students admitted with 240 credits of recognised prior learning onto a top-up degree must complete at least 80 credits in order to be eligible for the award of an Ordinary Degree.” (8.7.4)
SECTION 9: SUPPORT TO CONTINUE IN STUDY PROCEDURE	
9.1 Introduction & 9.2 Stage One Procedure	Clarified reporting routes for welfare concerns, confirming that staff should report via CPOMS, while students and individuals external to the University should contact Student Wellbeing and Support at studentsupport@marjon.ac.uk. (9.1.2 and 9.2.1)
9.5 Right of Appeal & 9.6 Office of the Independent Adjudicator for Higher Education	Inclusion of Right of Appeal stage (Section 9.5) and Office of the Independent Adjudicator for Higher Education (Section 9.6).
SECTION 10: FITNESS TO PRACTISE PROCEDURE	
10.8 Stage Two Procedure - Investigation	Clarified that documentation supplied to the student should include a copy of the investigator report, and that, where necessary, personal information obtained during the investigation should be anonymised before sending it to the student. (10.8.5)
10.9 Stage Three Procedure – Fitness to Practise Panel	- Added clarification around the order of Panel proceedings, and that, when multiple witnesses are involved, they will normally be invited to attend the hearing in separate time slots (10.9.8 – 10.9.10). - Clarified that the student’s closing statement can include any mitigating circumstances or factors that they believe should be taken into account. (10.9.11) - Added clarification that the target timeframe for issuing the decision letter within thirty-five working days of commencement of the FTP Procedure may be subject to any reasonable period of monitoring implemented at an earlier stage. (10.9.16)
SECTION 11: ATTENDANCE, INTERRUPTION, WITHDRAWAL AND FEES	

11.1 Attendance	- Clarified that where there is no known reason for a student's absence, the <u>Programme Leader</u> (changed from Personal Development Tutor [PDT]) will contact the student informally by telephone and/or email, providing advice with regard to the possible consequences of non-attendance. (11.1.5) - Clarified that if there is still no response following ten working days of non-attendance, the Registry and Programme Support Office will contact the student in writing, removing the requirement for the PDT to request this action. (11.1.5)
11.4 Withdrawing from the University	Clarified that students who are considering withdrawing from the University should contact Student Wellbeing and Support <u>and their Programme Leader</u>. (11.4.1)
SECTION 12: ASSESSMENT PRACTICES	
12.3 Programme Assessment	Added: <i>"In order to maintain the integrity and distinct purposes of formative and summative assessment, the University does not permit draft submissions of summative assessments to be used for formative feedback."</i> (12.3.10)
SECTION 14: ACADEMIC INTEGRITY PROCEDURE	
All	Significant revision throughout, including: - Introduction of staged penalties. - Introduction of a <i>Poor Academic Practice Stage</i>, and a <i>Programme Level Determination of First-Time Minor Academic Misconduct (Foundation Year and Level 4 of a three-year-programme)</i> Stage. Both stages have clearly defined parameters, and allow academic integrity concerns to be dealt with in a more proportionate manner, as applicable. - Additional clarification regarding Mitigating Factors; Rights of Students and Support; Acceptable Behaviour; Confidentiality and Disclosure; Initial Considerations and Preliminary Investigation. - Formal investigation stages are as set out in Stage One and Two of the procedure. - If, at Stage One, the Academic Director (or nominee), or senior equivalent within a partner organisation, considers that an academic misconduct offence may warrant suspension, cancellation of credit for one or more affected modules, or expulsion, the case should be referred to Stage Two of this procedure, with the Stage Two process managed directly by the University. - Clarification of the indicative types of misconduct that may warrant progression to a Stage Two Panel as potential serious academic misconduct, while recognising that this is not an exhaustive list.
SECTION 15: STUDENT MISCONDUCT PROCEDURE	
15.4 Interim Measures	Clarified that students "who are reported to", or charged, by the police in relation to a criminal offence may also be subject to the Student Misconduct Procedure in respect of the same matter. (15.4.6)

15.7 Student Misconduct – Stage One procedures, 15.8 Student Misconduct – Stage Two procedures & 15.9 Student Misconduct – Stage Three procedures	Clarified that the Director of Student Success Services (or nominee) will normally meet with the reporting student(s) <u>and/or reporting staff</u> to inform them of the outcome, subject to the University’s data sharing and risk assessment process (i.e. explicitly including ‘reporting staff’). (15.7.9, 15.8.12 & 15.9.17)
15.9 Student Misconduct – Stage Three procedures	- Clarified that the student may attend the hearing virtually on request and if authorised by the Chair. (15.9.3) - Added clarification around the order of Panel proceedings, and that, when multiple witnesses are involved, they will normally be invited to attend the hearing in separate time slots. (15.9.10 – 15.9.12)
SECTION 16: ACADEMIC APPEAL PROCEDURE	
16.3 Grounds of Appeal	The wording “(e.g. new essay title), rather than the re-assessment of previously submitted work” has been removed from the paragraph below: “A successful appeal cannot result in the raising of a mark that has already been confirmed by an Assessment Board. Instead, it will normally result in the granting of an additional assessment opportunity (e.g. new essay title), rather than the re-assessment of previously submitted work, so that no student is disadvantaged by the outcome of a successful appeal.” (16.3.3)
SECTION 17: COMPLAINTS PROCEDURE	
17.4 Results of Complaints	Clarified that, regardless of whether a complaint is upheld, the decision maker(s) may make recommendations to the University. This reflects the University’s commitment to maintaining a high-quality service and to making improvements where practicable. (17.4.2)
17.7 Group Complaints	Added: “The spokesperson should not submit sensitive personal data related to other students without their permission.” (17.7.2)
17.9 Formal Stage (Stage Two)	Clarified that the University may award either a refund, compensation, or both where a complaint is upheld or partially upheld, and updated the wording accordingly throughout the paragraph. (17.9.17)
17.10 Review Stage (Stage Three)	Clarified that, regardless of whether the student’s challenge is upheld, the case reviewer may make recommendations to the University. This reflects the University’s commitment to maintaining a high-quality service and to making improvements where practicable. (17.10.6)
17.13 Complaints from Students Studying at Partner Organisations	Added: “The University has ultimate responsibility for the academic quality and academic standards of learning opportunities leading to the award of one of its qualifications. As it will always exercise the right to review a complaint from a student studying at a partner organisation where it relates to the academic quality and academic standards of these learning opportunities, partner institutions are expected to notify the University of all complaints received from students who are registered for its awards.” (17.13.2)

	• <i>“Where the University determines that a complaint refers entirely to matters which fall within the partner institution’s remit, and where the partner institution is a member of the OIA Scheme in its own right, it will waive its right to review. This will entitle a student to take their case to the Office of the Independent Adjudicator (http://oiahe.org.uk) if they remain dissatisfied, without recourse to the University.” (17.13.3)</i> • <i>“A student studying at a partner organisation should submit their complaint to the partner organisation in the first instance, following its complaints procedure, unless the circumstances in Section 17.13.7 or Section 17.13.8 below apply.” (17.13.5)</i> • Clarification that following a request for a University review, the Academic Standards Officer (or nominee) will request the case file from the partner organisation. (17.13.6) • Clarification that the review is not to investigate the complaint itself, but to address concerns about the procedure/s and/or the decision (17.13.6). • Clarification that if the challenge is upheld, the case will “normally” be referred to the partner organisation to be reheard under its own procedures. (17.13.6) • <i>“Regardless of whether the challenge is upheld, the University may, following its review, make recommendations to both the partner institution and/or itself. This reflects its commitment to maintaining a high-quality service and to making improvements where practicable, with the expectation that partner institutions uphold the same standards.” (17.13.6)</i> • <i>“In exceptional circumstances only, and with the approval of the Academic Registrar, the University may decide to investigate a complaint from a partner-institution student where the matter relates to a service that is primarily the responsibility of the partner, even if the partner’s internal complaints procedures have not yet been exhausted. This may apply, for example, where the partner organisation is particularly small and the student can demonstrate legitimate concerns about the partner’s ability to progress their complaint without a risk of conflict of interest or bias, due to the specific nature of the case and/or the individuals named within it.” (17.13.7)</i> • <i>“If a partner -institution student’s complaint concerns a matter for which the University has primary responsibility, or if their complaint relates to an alleged act or omission by the University itself, the student should submit their complaint directly to the University by following the University’s Complaints Procedure. Examples of primary responsibilities of the University include the issuance of certificates and transcripts, and registration and enrolment processes.</i> <i>The division of responsibilities between the partner institution and the University is determined by the terms of the partnership agreement. If a student is unsure where a responsibility lies, and therefore who to direct their</i>
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	<i>complaint to, they are encouraged to contact either the partner organisation or the University for guidance.” (17.13.8)</i>
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