

Updates for 2023-24

Academic Board has approved the changes for the Code of Practice for Assessment and Academic-Related Matters and University Regulations for 2023-24. To access the Code, please visit our [Assessment page](#). To access the latest University Regulations and Academic Framework, please visit our [Regulations page](#).

There are a number of changes to the Code for 2023-24, centring on providing clarifications on practice and refining wording. The main changes to note are summarised below.

General

This version of the Code replaces all other versions. Students sign up to this version of the Code in their enrolment, and the Code includes a clear statement that this Code is the version in use for the academic year 2023-24.

It has been updated to reflect name changes for the following Committees:

- Special Cases Committee is renamed as Special Cases Panel (SCP)
- Student Appeals and Conduct Committee is renamed Appeals and Conduct Committee (ACC)

The Code now includes greater guidance on:

- The definition of a student supporter for meetings such as academic misconduct, or appeals etc. A supporter is permitted to be a current member of staff, a current registered student at the University, or a Students' Union representative. Friends and family members are no longer eligible to act as a supporter during the meeting. This aligns all policies across the University.
- Clarification that the 'Student disciplinary procedure' should be followed where there is a behavioural concern and there are no academic concerns.

- Non-compensatable modules are now only permitted where there is a PSRB requirement. Programme specification documentation and SITS diets for all new and continuing students have been updated.

Regulations

The Regulations have been updated to extend the existing constraints on re-enrolment to students for whom a debt was wiped on goodwill grounds but where there is no evidence that fees can be paid a subsequent time.

The Regulations have been updated to confirm the categorisation of the Doctorate of Counselling Psychology as a professional doctorate.

Academic Framework

This is a new framework which sets out the design principles for programmes at York St John University. It aims to provide a consistent approach to the design and delivery of awards and to minimise structural complexity, providing the best and equitable student experience of the learning, teaching and assessment at the University.

The Academic Framework will be applied for any new programmes going through validation and any programmes going through revalidation. Programmes that do not currently meet the principles set out in the Academic Framework will not be required to make changes until they go through revalidation.

Recognition of Prior Learning (Section 4)

The policy has been updated to include criteria for Degree Apprenticeship students.

Applicants are no longer required to pay a fee for the assessment of a portfolio submitted to request recognition for prior experiential learning.

Change of programme (Section 5.3)

Updated with additional guidance for changes of programme for student visa holders.

Module enrolment and module changes

(Section 6)

Updated to reflect the changes to minimum size for module cohorts, in line with the new Academic Framework – 10 undergraduate, 5 taught postgraduate.

Late changes of module after week 2 are now not normally allowed and can only be approved in exceptional circumstances by the Academic Registrar or nominee, and the Timetabling team, following consultation with the Associate Head or nominated representative.

Suspension (Section 7)

Confirmation that for undergraduate suspensions recommending a programme restart and where the student has failed more than 60 credits, the restart is not automatic and will be referred to the Special Cases Panel (SCP) for consideration.

Clarification of which date is used as the last date of attendance for a student who has applied for suspension.

Information has been added regarding PGCE bursaries while studies are suspended.

Information has been added to clarify when a new DBS application is required when a PGCE student suspends study.

Changes to the facilities available to students while their studies are suspended. The following access has been removed: access to study advice, library, Moodle, disability support, wellbeing support. Information of when access may be given due to exceptional circumstances is listed.

Apprenticeships: Gateway and EPA

(Section 9)

New policy added for 2023-24 – covering the gateway requirements and end-point assessment management.

Assessment format (Section 10)

Introduction of a new assessment type for clinical assessments (CLINIC) used in health-related programmes. The assessment type for self-reflection (REFLEC) has been withdrawn and merged with written work.

Guidance has been added regarding the volume of assessment for different modes of assessment.

Clarification that the remote delivery of a digital (online) assessment is a timed assessment and not an examination as they are not held under staff-controlled conditions.

Assessment schedules (Section 11.5.9)

The deadline for return of approved Semester 1 assessment schedules has been updated to 30 September. This is the final deadline; assessment schedules can be submitted earlier.

Guidance has been added to clarify when changes to submission or resubmission deadlines may be accepted.

Clarity has been given regarding the processes for changes to assessment in the current year and updates to the Module Directors/Tutors.

Examination clashes (Section 12.3.8)

Guidance has been added about how examination clashes will be administered.

Reasonable adjustment (Section 15)

The 'Reasonable adjustment policy' has been merged with and replaces the previous 'Individual exam and assessment arrangement policy'. Procedural detail of the LSP process, reasonable adjustments including exam arrangements, and alternative assessments for students with an LSP has been removed and collated into a separate 'LSP guidance note'.

ILUs (Section 17)

The approval for a validated ILU can now be provided by the Module Director/Tutor. There is no change to the approval for special ILUs, which continue to require approval by either the Head of School or SQP.

Exceptional circumstances policy

(Section 18)

The policy has been updated as follows:

- Evidence-based extension requests will now only be considered for 3-week extensions and deferrals.
- The 2-week extension duration has been removed.
- Extensions will be capped at 3 weeks in the first instance, so if a student applies for a 1-week self-certified extension and then a 3-week extension with evidence they would receive a 3-week extension from the original deadline, not a deferral. Once a student reaches the 3-week cap any further requests will be considered as deferrals to the next assessment period as normal.
- Clarification is provided of the periods in which self-certification applies for postgraduates, who have one self-certification during Semester 3 if they are completing modules or their dissertation/final project over the summer vacation.
- Changes to working patterns as grounds has been extended to Degree Apprenticeship students.
- Performance-related exceptional circumstances have been removed and are no longer available to students.
- Guidance has been expanded for students who are unavailable to claim by the deadline. For example, due to being in hospital.
- The use of self-certification has been expanded to cover non-medical grounds covered by the policy. It should be noted that self-certification cannot be used for the circumstances not accepted under the policy, for example IT failure/loss/theft, holidays, minor illness, accidental submission of an incorrect document etc.
- Confirmation that transport strikes publicised in advance are not grounds.
- The policy has been updated to reflect the changes in responsibilities for reviewing claims by PASS, who will now make

decisions for extensions of 1 and 3 weeks. The Assessment team will continue to make decisions on deferrals, programme extensions and the approval for putting an ECP in place.

Outgoing exchange (study abroad)

(Section 22)

Undergraduate students may no longer take postgraduate modules while studying abroad.

The 'Mark Conversion Principles for Study Abroad' section has been merged into the 'Outgoing Exchange Students Policy'.

Academic misconduct (Section 24)

Guidance has been updated to clarify:

- How the use of artificial intelligence (AI) should be dealt with if not properly acknowledged.
- Confirmation that for meetings for students from a franchise partner at least one member of YSJ staff should be present alongside an academic member of staff from the partnership.
- After the hearing, the period for student notification has been updated to normally within 10 working days.
- The indicative range of penalties has been streamlined (see [Section 24.15](#)). The sanctions for Level 7 students have been updated to reflect that a first offence will be for a capped passed rather than for credit only. The option to apply a penalty at component level no longer applies.
- Clarification of when multiple offences can be considered concurrent – within 1 month of each other or before the student receives notification.

Student attendance policy (Section 25)

The 'Student attendance policy' has been added to the Code.

Clarification has been added that if there is reason to believe a student has withdrawn due to lack of attendance then the 'Presumed withdrawal procedure' should be followed. A Support to Study meeting (see section below) is not required before the presumed withdrawal is requested and is only necessary if the student makes contact after the presumed withdrawal communication.

Presumed withdrawal (Section 26)

The 'Presumed withdrawal policy' has been separated from the previous 'Case Consultation policy' into a new section of its own, to make this easier to locate.

Support to study policy (Section 27)

This new policy replaces the previous Case Consultation and Standard Reviews policies. It introduces a revised supportive process to be used by academic staff to identify and secure the implementation of measures to support a student, whilst noting concerns about the student's performance or programme participation. Support to study is a staged approach designed to ensure early interventions with students are captured and monitored. It offers a supportive interaction with students who may be struggling with either attendance or engagement in their studies.

It is designed to ensure other existing policies are utilised such as Fitness to Study and Fitness to practise as appropriate.

Further guidance, templates and examples will be circulated to support the introduction of the new policy before the start of the semester.

Fitness to study (section 28)

The recommendations available to the panel now include enforced external resit.

Confirmation that panel members may include a representative from an employer for degree apprenticeship students.

Confirmation that Stage 3 meetings will always be minuted. Draft minutes should normally be approved within 3 working days, and normally published within 5 working days. Clarification that for cases where the Visa and Compliance team are consulted post-meeting, that the minutes cannot be released until this consultation has taken place.

Fitness to practise (Section 29)

Clarification that student should be given at least 3 working days' notice of any interview.

Confirmation that students should be given 3 working days' notice for the interview.

Membership of the Interview Panel, and the recommendations available to the Panel have been added.

Late submission penalties (Section 32.3)

A stepped penalty structure has been introduced for late submissions to create a lesser penalty for students who submit (or attend) in the first hour after the deadline (or scheduled time) from those submitting up to 24 hours late.

Feedback (Section 33)

Definitions for feedback and feedforward have been added.

Compensation range for undergraduate students (Section 36)

The range in which failure marks may be eligible to be compensated has been increased to 30 to 39 from 35 to 39. There is no change to the range for postgraduate students, and this remains 45 to 49.

Code of Practice for Assessment

25 August 2023 Student & Academic Administration

Modules with assessment qualifying marks (Section 36.1.14)

To remove barriers to student progression and improve equity of treatment across student cohorts the Code has been updated to confirm qualifying marks should only be used for modules where this is required by a Professional, Statutory and Regulatory Body, or where the items of assessment are the only items of assessment to measure a Programme Learning Outcome.

Module documentation and assessment records in SITS for all modules has been updated where changes were necessary.

Rules for pass/fail assessment components (Section 36.1.18)

Clarification has been added regarding the rules for modules with a combination of assessment components where some components receive marks, and some receive a grade only. If all the components that receive a mark are passed at first attempt, but the graded component is the only failure, the student will retain the original uncapped mark if successful in the grade only reassessment. This means that academic achievement obtained by the mark is retained and will be used in progression and award calculations, thereby not disadvantaging a student by failure of what is often a skills or procedural graded assessment component.

Third attempts for progression for compensation scheme students (Section 37.7)

A third attempt to redeem failure to meet progression requirements has been introduced for compensation scheme students in Levels 3, 4 and 5.

Note this does not apply to Levels 6, 7 and 8.

Successful resits will be capped at the pass mark.

The criteria are:

- All first and second attempt for all modules in the level must have been agreed, and an end of level progression decision can be considered.
- The student has failed no more than 20 credits, where the failure cannot be compensated, and if compensated would permit progression to the next level.
- Third attempts must be permitted for programmes with professional body regulations.
- The module is not exempt from third attempts, as stated on the module specification.
- Third attempts are not available to students whose failure is due to academic misconduct, to students studying freestanding modules for credit or for placement modules.
- Level 3 and 4 students who fail a third attempt cannot be subsequently offered a programme restart.
- Level 4 and 5 student who fail a third attempt may be offered the option to repeat the module on a part time basis to retrieve progression failure if they meet the part time study criteria (see section 38.9 below).

Students would normally complete the third attempt as a conditional progression student with a reassessment deadline of mid-October.

Part time study to retrieve progression failure (Section 37.9)

An option to study part time the following year to redeem failure in order to meet progression requirements has been introduced for compensation scheme students in Levels 4 and 5. Note this does not apply to other levels, or to visa holding students, and may not apply to students who would exceed their maximum study period.

The criteria are:

- All first and second attempt for all modules in the level must have been agreed, and an end of level progression decision can be considered.
- The student has failed no more than 40 credits, and if passed would permit progression to the next level.
- Part time repeat study must be permitted for programmes with professional body regulations.
- The programme, or eligible alternative programme, is available the following year.
- The student will not exceed their maximum study period.
- Part time repeat study is not available where an academic misconduct penalty was to terminate enrolment, to students studying freestanding modules for credit, to student-visa holders, the module is a placement.
- Level 4 students who fail progression following part time study cannot be subsequently offered a programme restart.

Students cannot repeat a module that has been passed in order to gain a higher mark.

Repeat fees are charged, and transferring to part time may impact on the student's funding.

Marks for repeat modules will be uncapped, and students will be eligible for a reassessment if unsuccessful at first attempt.

For students where part time study is not possible (e.g., international students or for students with no extra year's funding remaining), Schools can

recommend to SCC that a Level 4 student repeats up to 20 credits alongside completing Level 5. It is expected that this option will only be used where part time study cannot be offered.

Recommendations to restart an undergraduate programme (Section 37.10)

Automatic restarts are no longer available to undergraduate students who fail more than 60 credits in their first year. Where a restart is not available through the standard rules, and the student considers there is justification for poor performance, the School may make a case to SCC at SAP/SAB, or the student can submit an appeal.

Reassessment (Section 39.1)

Clarification that reassessments will usually be a reworked first assessment rather than a new assessment, except where:

- A student has been found culpable of academic misconduct.
- The assessment is an exam.
- The assessment is a multiple-choice assessment.
- A PSRB requires a new assessment to be used.

PGCE awards (Section 41)

The award of a PGCE with distinction will now fall in line with the standard classification rules that award a distinction when the credit-weighted average is 70+. The additional criteria relating to strength in practical teaching has been removed.

School Assessment Boards (SAB)

(Section 50)

Clarification of the process to follow where marks are unable to be confirmed as external examiner concurrence has not been received, which will delay the release of marks, had been added.

Clarification of the SAB Chair's Action process has been added.

Clarification that professional skills-based modules that are assessed externally through a professional quality assurance process, must seek prior approval from QSC to be exempt from the need for external examiner concurrence.

Special Cases Panel (SCP) (Section 53)

Updated to reflect name change to Special Cases Panel (SCP).

Clarification that submitting a recommendation to SCC should be considered as a final stage in the process to support students to progress or graduate. Recommendations should not be put forward as a means to prevent termination where exceptional circumstances have not been considered.

Updated to include a guidance section for schools and the deadlines for submitting cases prior to PAEP.

Certificates and transcripts (Section 57)

Updated to confirm digital versions of certificates and transcripts will be available approximately 3 weeks after PAEP for students to access by registering with Gradintel.

Confirmation that for apprenticeship programmes, certificates and transcripts for awards that form part of the programme will be withheld until the end-point assessment (EPA) has been completed.

Graduation (Section 58)

Updated to include the ability to withhold degree certification from apprenticeship students (studying non-integrated apprenticeships) until they also complete the End Point Assessment, as one of a range of measures to facilitate apprentices' engagement with the End Point Assessment.

This would be an option available should other attempts and interventions undertaken to support apprentices to complete the End Point Assessment fail. It is necessary to have this option available to ensure compliance with ESFA requirements, standards and expectations around completion of apprenticeship provision.

Appeals (Section 58)

Updated to reflect name change to Appeals and Conduct Committee (ACC).

Updated to confirm students should expect to receive acknowledgement of the submission of their appeal within 5 working days.

Permission is no longer required for the student to attend the meeting via videoconferencing.

Clarification added regarding the grounds for appeal.

Further guidance

If you have questions arising from this guidance, please contact assessment@yorks.ac.uk