Updates for 2025-26

Academic Board has approved the following additional changes for the Code of Practice for Assessment and Academic-Related Matters and University Regulations for 2025-26. To access the Code, please visit our Assessment page. To access the latest University Regulations and Academic Framework, please visit our Regulations page.

The sections of the Code have been extensively reordered and renumbered.

Regulations

The General Regulation has been updated to confirm students who commence studies with the University at 17 years of age, must turn 18 within their first semester of study.

The General Regulation has been updated to confirm that appointees to an office deemed to have sabbatical status must be enrolled as a full time student at the University at the point at which they were elected to office. Students who have completed their programme of study are no longer eligible unless appointed before completion of studies.

Regulations 2 and 3 updated to confirm students must have fulfilled specified visa conditions to be eligible for award.

Regulation 4 updated to confirm the period of part time study for the Doctorate of Counselling Psychology is 5 calendar years. A new Regulation to cover Master of Research (MRes) research degree has been introduced as Regulation 5. All following Regulations have been renumbered.

The Academic Framework has been updated to confirm the minimum cohort size for postgraduate taught programmes has changed from 5 to 8. This minimum cohort size may impact the range of module choices available to students.

Introduction (Section 1)

Updated to confirm the Code of Practice for Assessment applies to the research degree Master of Research.

Governing principles (Section 2)

Updated to confirm that for students asked to attend a meeting in their first 3 months, and as supportive links may not have been established, alternative supporters from those normally permitted may be possible. Approval should be sought from the Academic Registrar regarding this.

Suspension of study (Section 5)

Reference to 'last date of engagement' has been replaced with 'end date' to align with needs for the HESA return, and to remove ambiguity around engagement being a date that can be used for the LDA.

The summary table confirming access to facilities while studies are suspended has been updated to confirm students on suspension can access online library resources. Suspended students will continue not to be able to access physical resources, except in exceptional circumstances.

The wording relating to the requirement for a new application to the DBS if students have been absent from their studies for a period of 6 months has been expanded so it applies to all programmes that need to comply with safeguarding measures.

In the case of suspension of studies on health grounds students may be asked to attend a Return to Study case meeting to determine if they are fit to return to their studies, rather than being asked to provide medical evidence that they are fit to return.

Assessment formats (Section 7)

Updated to confirm for portfolios there is no overall word count, but word count requirements may be indicated on individual elements.

Formative assessment processes
(Section 8.1)
Updated to include additional information for providing formative assessment.

Submission methods (Section 8.6)
Clarification added to confirm where submissions are made both before and after a deadline, that the latest version before the deadline should be marked.

Clarification added to confirm submission of the wrong file type should be marked in the normal manner which may result in a mark of zero. Submitting the wrong file type is not an exceptional circumstance.

Clarification that where a corrupted file cannot be accessed by the marker, any additional documents subsequently submitted after the deadline will not be marked. Submission of a corrupted file is not accepted as an exceptional circumstance.

Examinations (Section 9)
Guidance provided on the supervision procedures to be followed in the eventuality that an exam paper needs to be split across two or more separate sittings due to room capacity issues.

Updated to confirm smart watches are still not permitted on desks during exams, but non-smart watches may be removed and placed on a student's desk during an exam.

Reasonable adjustments (Section 10)
Changes have been made for the 'Competence standards' section to give greater clarify.

Guidance has been added regarding requesting interim reasonable adjustment arrangements for students who present to academic or professional staff without engaging with the Disability Support and Inclusion team. Following a referral, and if implemented by a Disability Practitioner, these interim arrangements would be for an initial period of 3 months.

Guidance has been updated for reasonable adjustments for international students on student visas, and where there is an impact on visa requirements.

The key roles and responsibilities table has been updated to clarify responsibilities for DSIT, Registry, PASS, and the Visa and Compliance team.

A new section has been added to cover the processes and procedures for considering reasonable adjustments for placements.

ILUs (Section 12)
Updated to confirm an ILU cannot be used to replace a module that is being repeated part time to redeem progression failure if there is no teaching associated with this. However, it would normally be permitted in circumstances where, for example, a module to be repeated is no longer running, and where a student attends teaching for another module at a different level, provided the ILU assessment is completed at the level required to redeem progression failure.

Exceptional circumstances (Section 13)
Clarification added regarding extensions for students who self-certify on bereavement grounds. Students who require more than 1 week on bereavement grounds can submit a claim for a 3 week extension without evidence. If the bereavement was more than 6 months before the assessment evidence may be required, for example, evidence from a grief counsellor or other health professional.

Parental care for an infant as grounds has been raised from an infant under 6 months to under 12 months.

The list of grounds for exceptional circumstances has been expanded to include:

- Technical issues on behalf of the University with independent proof from ITS of system failure on either Moodle, specialist software or the University Network.

- Serious financial or accommodation problems which prevent the student from studying.

- Direct experience of a terrorist incident, war or natural disaster.

Clarification added to confirm that self-certification used on 1 occasion during a semester can cover all assessments within the impacted week.

Updated to confirm screenshots from the NHS app may be used as evidence if it shows the student's name, dates and refers to a diagnosis and/or treatment.

Updated to clarify the treatment of claims where a student had a previous extension and then applies for a further extension for the same assessment. If approved the new submission deadline will be calculated from the original cohort deadline. For example, a student has a 1 week LAP extension and applies for a 1 week extension on exceptional circumstances grounds, the new deadline will be 2 weeks from the original cohort deadline.

Updated to confirm that students returning from a period of maternity leave can have an ECP put in place to support them through the first semester after returning to their programme. An ECP cannot be used to retrospectively extend a deadline or to further extend a deadline previously approved on the same grounds through the exceptional circumstances process.

Incoming exchange students (Section 16)
Updated to clarify incoming exchange students are not permitted to withdraw from a module after the end of week 2 to avoid completion of the module's assessment.

Student engagement (Section 18)
Updated to confirm that if students do not have an appropriate device to register attendance with, they should ensure the Module Lead can register their attendance for them.

Support to Study (Section 19)
Updated to confirm AI notetaking software must not be used during the meetings.

Visa compliance reviews (Section 20)
Updated to confirm AI notetaking software must not be used during the meetings, and that audio or video recordings must not be made.

Updated to confirm a student may choose to be accompanied by a supporter at the meeting as defined in the Code.

Fitness to Study (Section 21)
Updated to confirm that before initiating this policy it should be considered if the student has reasonable adjustments in place, if these have been fully implemented, and if these are effective for the student. Referral back to DSIT for review may be more appropriate.

Updated to confirm that if a student refuses to undergo a medical assessment the University will progress the process with information already held on record.

Updated to confirm AI notetaking software must not be used during the meetings.

The membership of a Stage 2 meeting has been updated and includes confirmation that a minimum of two staff members (excluding admin support) must be in attendance.

Fitness to Practise (Section 22)
The section for fitness to practise has been substantially revised. The new procedure details what should happen during the formal investigation. It sets out different 'levels' of action depending on the severity of the case and the conclusions of the investigation. A Level 2 Panel meeting is likely to be appropriate in cases that involve a serious breach of professional standards that put a student's fitness to practise in doubt. It may also be used in cases where there have been repeated similar issues or patterns of behaviour.

Withdrawal (Section 23)

Reference to 'last date of engagement (LDA)' has been replaced with 'end date' to align with needs for the HESA return, and to remove ambiguity around engagement being a date that can be used for the LDA.

Updated to confirm that the presumed withdrawal procedure cannot be initiated once a student has completed all teaching for an academic year. Instead enforced withdrawal may be recommended by the SAB if the student cannot continue due to programme failure.

Marking and moderation (Section 24)

Updated to confirm the University's use of a fixed marking scale.

Updated to confirm staff should not use AI tools to generate marks on student assessments and must not submit students' assessment to AI tools.

Guidance for the preferred process of calibration for practical and live exams, or performances has been added.

Agreed sanctions (Section 26)

The sanction for overlength work of between 25 to 49% over the limit has been reduced from a deduction of 15 marks to 10 marks.

Updated to confirm the word limit for overlength written assessments also now excludes the assessment title.

Clarification added that the application of late submission sanctions may mean that the final mark awarded for an assessment does not fall within the University's fixed marking scale.

The wording for the sections detailing sanctions for overlength and under length work has been updated to refer to 'prescribed time limits' as well as 'prescribed word limits'.

Academic misconduct (Section 27)

Greater clarity given regarding academic misconduct and unintentional acts.

A definition of what constitutes poor scholarship has been added.

Guidance has been provided regarding instances where the School holds both an oral examination and the School inquiry for a student on the same day.

Updated to confirm AI notetaking software must not be used during the School inquiry meeting.

Clarification has been added regarding the grounds that must be met for a student to request an academic misconduct hearing.

Clarification added to confirm that where a student is permitted a resit attempt following academic misconduct this needs to be a new assessment and cannot be a rework of the original assessment, except in exceptional circumstances. If exceptional circumstances apply, then the School must apply to ACC to permit a rework of the original submission. In addition to this the student may also be obliged to undertake an alternative assessment if necessary, following the rules set out in the Alternative Assessment Policy.

The policy has been updated to confirm that if academic misconduct is identified after marks have been ratified the normal investigation process should still take place and any mark amendments would be processed accordingly.

The policy has also been updated to confirm that if a student's penalty is to enforce withdrawal students would exit with the credits that had been ratified at the time the first communication was sent to the student about the academic misconduct. To help identify modules that cannot have additional marks entered on the record at the point of investigation will have the module grades updated to a holding grade of ZZ. If a student is subsequently recommended for enforced withdrawal the grade will be updated to WZ. A similar grading practice will occur when students are investigated under the Student Behaviour and Disciplinary Policy.

Feedback (Section 29)

Updated to confirm staff should not use AI tools to generate feedback on student assessments and must not submit students' assessment to AI tools.

Marking scales and assessment conventions (Section 30)

Updated to include details of the University's fixed marking scale for assessment marks, including which assessments can be exempted from this.

Undergraduate progression (Section 31)

The conditional progression section has been updated:

- Students who fail to meet the progression requirement by the conditional progression point (for standard programmes this is October) and where they are eligible for a further attempt at a failed assessment, then a Stage 4 Support to Study Panel will be convened.

- The Support to Study Panel will determine whether the student completes the outstanding assessment externally or whether they should be permitted an exceptional period of conditional progression until January.

- Students with external resits, or who are eligible to repeat part time or restart, will have their studies suspended until they can re-join at a suitable point the following year.

Updated to confirm undergraduate students who have previously received a remedy to redeem their progression failure are not eligible for the following options:

- Updated to confirm Level 3 to 5 students are not eligible to be offered a third attempt for a module after previously repeating the module part time.

- Updated to confirm Level 4 students who have previously restarted a programme are not eligible to be offered repeat part time on the same programme.

- Updated to confirm that Level 4 and 5 students are only eligible to repeat the failed level as a part time student on one occasion.

Clarification added that Level 3 and 4 students cannot be offered a programme restart if an academic misconduct sanction was to enforce withdrawal.

Reassessment (Section 33)

The rules for level 6 reassessment have been updated to clarify they refer to finalist level 6 students. Information about Integrated Masters students with level 6 reassessments has been provided.

Updated to clarify that students completing reassessments will normally have received feedback on their first submission. It is intended that this feedback will provide guidance to students on areas to develop for their resubmission. Students may wish to seek clarification or further guidance on their feedback, but this must be agreed and arranged with tutors in advance.

Implications for RPL (Section 34)

Updated to confirm where a student has been readmitted to the same programme of study and the University has accepted previous credit awarded by YSJU through the RPL process, that these module results will be used in the degree classification calculation in the normal manner. Any previously awarded YSJU exit awards using the credits will be voided and the student will be asked to return their certificate and transcript relating to the exit programme. Where a student returns to a different programme of study marks attached to previously awarded credit will not be used in the degree classification.

Undergraduate awards (Section 35)

Updated to include the method for classification for the intended award of Diploma of Higher Education. This will mirror the classification method for Foundation Degrees and involves calculating two different level-weightings, with the student entitled to the better of the results to determine the class to be awarded. Where a Diploma of Higher Education Is awarded as an exit award this will continue to be classified based on the Level 5 weighted average only.

Degree apprenticeships (Section 38)
Updated with changes to the requirements for formal English and maths qualifications required for completing apprenticeships.

External examiners (Section 39)
Updated to include the appoint period for postgraduate external examiners will normally start on 1 September and end on 30 November of their final year.

Updated to confirm teat for Degree Apprenticeship programmes the external examiner may also be involved in reviewing EPA grades.

Updated to confirm that external examiners are involved in reviewing Level 4 for programmes with an intended award of Diploma of Education.

Updated to confirm that if an examiner is unwilling to endorse a set of results the School must also notify the Assessment team when consulting with the Academic Registrar.

The procedure for considering external examiner reports has been amended to include the use of a flag of LD to indicate if there is a perceived lack of detail in the report. The process to be following up on reports lacking detail is provided.

Submission and verification of marks (Section 40)
Updated to confirm Degree Apprenticeship end point assessment (EPA) marks that are entered into the Maytas system will be presented at the relevant SAB following completion of the apprenticeship.

School Assessment Board meetings (Section 41)
School Assessment Panels (SAPs) have been replaced by Module Mark Review (MMR) meetings. The purpose and procedures for the MMR meeting are defined.

The process and attendees for a new Pre-SAB meeting are provided.

Associate Heads/Deans are to submit a report prior to SAB and are given time in the agenda to a brief verbal update based on their report.

Graduation (Section 47)
Updated to confirm that students who studied for an intended award of a Postgraduate Certificate are now eligible to attend graduation. Exit awards continue not to be eligible.

Appeals (Section 48)
Updated with details of the process for appeals involving cases where a student believes that their reasonable adjustments have not been put in place in a timely way, and where their marks have been agreed. When students submit an appeal form the Student Casework team will contact DSIT to confirm whether delays occurred.

The process has also been updated to confirm the Student Casework team will contact Finance to check if a student appealing owes any fees and will request details of communications the Finance team have had with the student about outstanding fees/debts. This information will be considered as necessary at the outcome stage of the appeal. If an appeal is upheld the remedy offered is contingent on outstanding fees/debts being resolved. Should the student fail to make payment of fees or adhere to any payment plans, they may then be withdrawn as per the procedure detailed in the Student Financial Regulations.

The Student Casework team will no longer routinely request the student's School to provide a response to an appeal. Schools may continue to be requested for information where there are programme specific regulations that have a direct and material impact on the case, in such circumstances the School response would continue to be shared with the student.

Updated to confirm AI notetaking software must not be used during the meetings.

Contingency plans for staff shortages (Section 50)
Updated to include the contingency arrangements for unavoidable cancellation or postponement of examinations in exceptional circumstances beyond the University's control.

Appendices (Section 52)

The progress code table has been replaced with a simplified summary table. Full details of all progress codes are available for staff on the Assessment team SAB information intranet page.

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