

# You Said We Did: UG and PGT Degree Regulations

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## Table of Contents:

<b>Introduction</b>	1
<b>Consultation Process</b>	2
<b>Quantitative and Qualitative Analysis</b>	2
<b>Regulation Updates - Minor Amendments</b>	3
<b>Regulation Updates - Major Amendments</b>	4
<b>Conclusion and contact information</b>	8

## Introduction

The Undergraduate and Postgraduate-Taught Degree Regulations have been updated for **September 2026 implementation**. The aim of this report is to brief colleagues and students on the consultation process, and raise awareness of the major amendments. This report details the consultation process for the Degree Regulations review, it then provides quantitative and qualitative analysis of the comments received. Minor and major amendments as a result of the consultation are then communicated.

The Undergraduate Degree Regulations can be found at [this link](#).

The Postgraduate-Taught Degree Regulations can be found at [this link](#).

Previous versions can be found at [this link](#).

# Consultation Process

## Timeline

It was agreed at TLSiG that the Teaching and Learning Delivery (TLD) policy team would conduct a review of the Undergraduate (UG) and Postgraduate Taught (PGT) Regulations during the 2024/25 academic year.

Before the University-wide consultation, our team worked with the TLSG Policy Review Group comprising of key stakeholders such as SU officers and faculty vice deans to gather feedback on the issues University students and staff experienced working with the Regulations as they were. This gave us key areas that the consultation should focus on, although all participants were invited to give general comments too.

To create the consultation documents, we worked closely with the Student's Union to transfer the Degree Regulations onto a student-friendly template with clear section headings. We aligned sections and paragraphs between the UG and PGT regulations to improve usability and experience when working with both documents. We also checked the language of the documents to ensure [compassionate communication](#) and to rephrase clauses into plain English where needed.

We then sent out the consultation documents to the three faculties, advertised in our TLD Bulletin, and our policy consultation form (available to both staff and students) on our webpage was promoted for comments from individuals. This was open from the 2<sup>nd</sup> of December 2024 to the 31<sup>st</sup> of January 2025. All consultation comments were carefully considered by the TLD Team and TLSG Policy Review Group before submitting the final version to Senate in October 2025.

## What You Said

**Total comments received (including pre-consultation): 454**

### Quantitative Analysis:

As Figure 1 shows, we received a relatively equal number of comments from all three faculties, and others from the SU and central services. We did not receive any comments from individual students from the policy comments form, suggesting more work can be done in partnership with the SU to let students know that this form is available. Similarly, we received few comments via the form from individual staff members, and so we can do more work to promote this form for future consultations.

Figure 1: Where comments came from

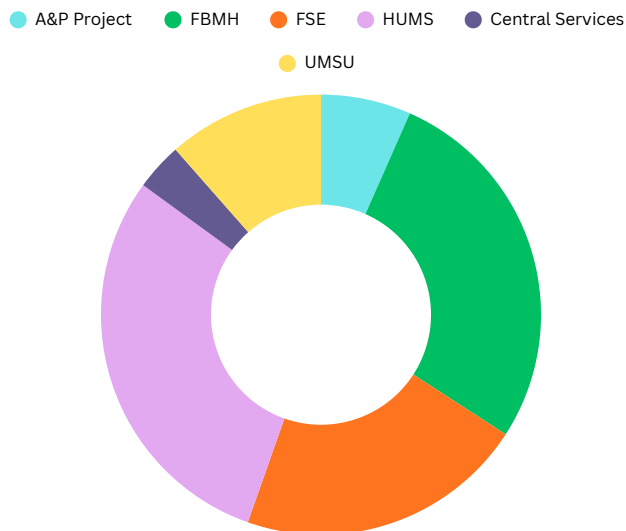


Figure 2: Document relevant to comment

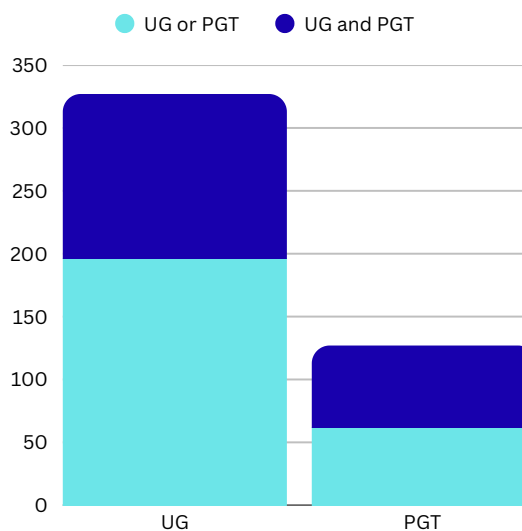


Figure 2 shows that of the comments we received, a large number related to both the Undergraduate and the Postgraduate Taught regulations, highlighting the high level of crossover between the two sets of regulations, demonstrating the benefit of aligning the paragraph numbering of the two documents.

### Qualitative Analysis

Our team read and responded to each comment individually, and categorised the issues raised as either major or minor. Comments rated as minor referred to small amendments and clarifications that would not change any processes or overall meaning of the documents.

Comments categorised as major were grouped into themes and brought to the Policy Review Group for collaborative discussion. It was with the Policy Review Group that all major amendments were agreed.

The comments received reflected a diverse range of views across the institution. Where we encountered opposing views on the same topic, we worked with the Policy Review Group and key stakeholders to reach the most balanced position that would work for the most people.

# Minor Amendments

## Document Usability

“Wherever 'see section xyz' is written, it would be useful to hyperlink to it”  
 – Consultation Comment

We received positive comments regarding the initial changes to structure and language, and received more comments during consultation that further improve the usability of the document. For example, where we signpost to both internal sections and external documents, these are always hyperlinked. We have also added context at the start of both

sets of regulations that ensure staff and students are confident they are viewing the regulations that they need.

## Minor clarifications

We received a number of comments suggesting that the section on AP(E)L was confusing for both staff and students. We have now provided an explanatory note at the start of the section to help with this and amended existing wording for further clarity. Sections D (Assessment and Progression), F (Reassessment) and H (Carrying credit) of the UG regulations received a large volume of clarifying tweaks to improve staff and student understanding, and these changes were mirrored in the corresponding paragraphs of the PGT regulations.



**“AP(E)L is not properly explained and students may struggle to understand what this means”**

– Consultation Comment

# Major Amendments

This section will summarise all major amendments to the Degree Regulations as a result of the 2025 consultation. It is important to note **these amendments will only affect new cohorts of students from September 2026.**

## Credit Levels and Progression (Table 1 UG only)

*Table 1: Undergraduate Credit and Award Framework* in the UG regulations made it clear that students were only able to take 30 credits out of the level of qualification to achieve an award. However, this was accompanied by the following note,

*“Note 3: The column titled ‘minimum credits at the level of qualification required for an award’ is to be used when making awards only and is not to be used for the purpose of deciding progression.”*

This allowed some Schools to interpret that students were allowed to take more than 30 credits out of level, given this did not happen in the final award year. We have now removed this note so that students will be allowed to take up to 30 credits out of level, unless there is an approved variation to the regulations. This will ensure that students will remain eligible for the appropriate exit award at each level, and to standardise practice across Schools.

## Maximum Period of Registration (A3 UG and PGT)

Before the formal consultation for the Degree Regulations, a briefing paper was presented to TLSG in August 2024 as result of various colleagues at the University requesting clarity in the Degree Regulations about a maximum study period. The briefing paper concluded that the

introduction of a maximum period of registration will bring the University in line with the majority of Russell Group Institutions. It was therefore added to the Degree Regulations in section A3 and highlighted to colleagues as a major amendment during formal consultation. Following consultation consensus, a maximum registration period of **two years beyond the standard programme duration** will be introduced in September 2026. If the Exam Board deems that, in their academic judgement, reassessment is not in the student's best interests, the Board has the right to refuse reassessment if it will cause a student's registration to exceed the maximum period for completion of a Degree programme. The first students to potentially be impacted by this maximum period will be the 2026 cohort in 2029. The implementation of the process for this regulation will therefore be in progress with this deadline in mind.

## Title of Taught Awards (Section B UG and PGT)

During the Degree Regulations formal consultation, concerns were raised that titling conventions for joint and bracketed specialisms only appeared in the [Guide to the Taught Degree Regulations](#) (and not the Degree Regulations themselves) and that the wording was ambiguous, particularly regarding their applicability to PGT programmes. To address this, separate titling conventions for UG and PGT programmes are now in Section B of the Degree Regulations.



**“It was recommended that [credit requirements surrounding the titles of taught awards] also be included in the degree regulations documents”**

– Consultation Comment

## Recognition of Prior Learning (AP(E)L) (Section C UG and PGT)

Greater flexibility has been given to Schools in approving AP(E)L for UG and PGT programmes. The permitted proportion of credits awarded through AP(E)L has increased from one-third to up to half of the total credits for an award. At least half of the credits must be awarded by the University, and the [AP\(E\)L procedure](#) will continue to maintain academic rigour.

## Standardisation of Pass Marks for Level 7 Units (Section D UG)

Consultation feedback highlighted a fairness issue with the current differential pass marks at Level 7. This issue is particularly evident where cross-cohort teaching takes place. A survey of Russell Group institutions demonstrated that the University of Manchester is in the minority of institutions using differential pass marks at Level 7. To address this, we have standardised pass marks at Level 7. The pass mark for Postgraduate Certificate and Postgraduate Diploma awards will increase from 40 to 50, aligning with Masters awards. The final year (Level 7) pass

mark of Integrated Masters programmes has also raised from 40 to 50. Programmes retain the ability to request variations through the degree variations process.



**“there is the issue of having two different pass marks at Level 7, depending on whether the student is a UG or PGT student. In units that a jointly taught a PGT student who receives a 45 is deemed not to have demonstrated the unit LOs, whilst a UG student would be. Either academics have to create two different marking schemes for these assessments/units or we create a tort for our PGT students”**

– Consultation Comment

## **Clarified Progression Rules to the Final Year of an Integrated Master’s Programme (D15 UG)**

The Undergraduate Regulations now state that students must achieve an average of at least 50% across Level 6 to progress. Schools may specify additional progression criteria, but these must be clearly outlined in the programme handbook. Consultation comments revealed that the previous wording, requiring students to achieve “at least a lower second classification”, led to inconsistent practice, with some Schools calculating a Level 6 average and others calculating the full classification.

## **Compensation Decisions (D11 UG and E11 PGT)**

We have added a new paragraph to both sets of regulations to clarify that when a student exceeds the compensation allowance, the Exam Board must determine which units are to be compensated and which are to be referred. In some schools, this ended up being the student's responsibility. The new wording also stipulates that for full time students, compensation can only be awarded once the full profile of marks for taught units is available for the level. For part time students, compensation can be awarded once the full profile of marks for taught units for the academic year is available.

## **Reassessment Limit over the Summer (Section F UG)**

The Undergraduate Regulations have been updated to suggest that when a student has more than 80 credits of reassessment (including deferrals and referrals), retaking the level may be the most appropriate option, although it remains at the discretion of the Exam Board. This is to ensure that students have the best chance of success and have an alternative to being overburdened with reassessment over the summer period.

## **Treatment of Deferral Marks (G33 UG and I33 PGT)**

A clarification has been added to confirm that when a student takes a deferral, their original mark is annulled unless:

- The student fails the deferral and the original mark was a pass, in which case the mark will be capped at the pass mark for UG/PGT students.
- The student fails the deferral and the original mark was in the compensation zone, in which case the original mark will stand.

This ensures that students who take deferrals are not at a disadvantage compared with those taking referrals.

## **Clarification that Reassessment Without Attendance is Not Normally Permitted (Section H UG)**

The Guide to the Taught Degree Regulations currently advises that reassessment without attendance should be avoided, as students are more likely to succeed by attending. We have now included this wording in the Degree Regulations, in response to consultation feedback. The revised wording will still allow Exam Boards flexibility in exceptional circumstances.

## **Removal of Fee Waiver Stipulation from the Undergraduate Degree Regulations (I40 UG)**

The point that stated that fees are payable when entire levels are repeated due to failure without approved mitigating circumstances has been removed from the Undergraduate Degree Regulations. This clause did not appear in the Postgraduate Taught Regulations, which consultation revealed created inconsistency. We agreed with the Policy Review Group and key stakeholders that tuition fee information should be removed from the Degree Regulations and instead will be included in the [Student Terms and Conditions](#).

## **Exit Awards and Awards for Students who have not met PSRB requirements (J46 UG and J34 PGT)**

We have added wording to the UG and PGT Regulations requiring all programmes to have approved exit awards at each level of study. The Degree Regulations now stipulate that students who do not meet the requirements of a professionally accredited degree but do meet University standards must be awarded a non-accredited alternative.

## **Special Compensation Cannot be Applied to Carried Credit (K53 UG)**

The Undergraduate Regulations have been amended to clarify that special compensation cannot be applied to carried credit. This change ensures consistency between students

undertaking reassessment over the summer and those carrying credit into the following academic year.

## **Progression to the Research Element of PGT Programmes and Access to Supervision During Resubmission (E15 PGT)**

Consultation feedback revealed that in some PGT programmes, interpretation of the then current wording had led to students with taught reassessments not being allowed to progress to the research element until reassessment outcomes were confirmed. This practice caused issues, particularly for students on visas. A clarification has been added that students must be given the opportunity to undertake the taught and research elements of the programme within the specified duration. The regulations also now require a minimum of one supervision session per month during the resubmission period after consultation revealed inconsistency of practice.



**“Can this be expanded? Some programmes are using this as rationale for not allowing FT PGT students to start dissertations until passing all taught edits...”**

– Consultation Comment

## **Reframing Exit Awards (A2 UG and PGT)**

Wording in the UG and PGT regulations has been revised to remove any implication that taking an exit award is inherently negative. The wording now emphasises the accumulation of credits towards an award rather than early withdrawal. This reflects the evolving student landscape and the growing relevance of stackable degrees.

## **Exam Board Advice to Students when Carrying Credit (H39 UG)**

The UG regulations now state that Exam Boards ‘**must**’ give advice to students that if they fail carried credit they may not qualify for an honours degree, due to the additional workload. Previously this was worded that Exam Boards ‘**should**’ advise students of this. Strengthening this point will make for a more equitable student experience.

# **Conclusion**

## **The value of consultation**

Consultations conducted by our team rely on the invaluable feedback both colleagues and students take the time to submit. Our team would like to thank everyone who contributed to this review. The amendments to the Degree Regulations from this review, both minor and major will improve the student experience at the University of Manchester. Interpretation and implementation of the regulations by University staff will be more consistent across the University.

## **Future Action**

When documents are not officially out for consultation, staff and students are still encourage to submit any feedback using our [policy comments form](#). These comments are RAG rated and stored to be used when our documents are next up for review, and any more urgent comments are considered carefully.

Please check [our website](#) for all the latest updates and news. You can also find all of the documents that we own in one place with summaries and 3 key things for each document.

You can also contact our team directly at: [teaching-policy@manchester.ac.uk](mailto:teaching-policy@manchester.ac.uk) .