

# **ACADEMIC REGULATIONS 2013/2014**

**Corporate and Academic Services**

**September 2013**

## **Introduction to the academic regulations and procedures 2013/2014**

The Academic Regulations and Procedures of the University provide:

- a. the framework of principles and rules governing academic practice relating to the provision of learning and teaching leading to awards of the University of the West of England;
- b. the basis for the assurance and maintenance of academic standards.

The Academic Regulations and Procedures apply to all categories of students, all academic programmes and all types of award.

The Academic Regulations are approved by, and operate with, the authority of the Academic Board. They may be up-dated, reviewed or amended as determined by the Academic Board.

Changes in processes / procedures are reviewed and agreed through consultation with the Director of Corporate and Academic Services / Academic Registrar and Faculties / Services.

The Academic Regulations may only be varied for a particular award following approval by the Academic Board.

The Academic Regulations and Procedures may be copied without alteration for use in the University.

Where the Academic Regulations and Procedures 13/14 refer to actions being carried out by the Director of Corporate and Academic Services/Academic Registrar they may be carried out by the Director of Corporate and Academic Services/Academic Registrar or their nominee.

The Academic Regulations and Procedures are subject to the rules and regulations of relevant Professional Statutory and Regulatory Bodies.

The Academic Regulations and Procedures are subject to the provisions of UK legislation including (without limitation) any requirements set down by the United Kingdom Border Agency (UKBA) or any subsequent replacement agency. These provisions may be amended from time to time.

Arrangements for implementing the regulations are contained in the handbook of academic procedures which is published separately.

The University will make all reasonable endeavours to deliver, assess and administer its programmes of study in accordance with individual programme specifications. However, it is recognised that the dynamic nature of academic developments mean that changes may be necessary for a number of reasons:

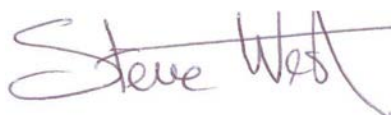
- to ensure programmes remain up to date;

- in response to issues raised as a result of ongoing monitoring and evaluation;
- to conform to new regulatory requirements imposed by the University, by professional or statutory bodies, or by national or governmental bodies.

As such, the University reserves the right to make changes to the structure, curriculum and assessment of a programme. If major changes are made to a programme on which students are already registered the University will advise them as soon as possible and provide full academic guidance.

A record of the changes made to the Academic Regulations and Procedures for the 2013/2014 academic year is available on the [Academic Regulations and Procedures](#) web pages.

Further advice and guidance on the Academic Regulations and Procedures is available from the Director of Corporate and Academic Services/Academic Registrar.

A handwritten signature in purple ink that reads "Steve West". The signature is written in a cursive style with a horizontal line crossing through the middle of the letters.

Professor Steven West  
Vice-Chancellor and Chief Executive Officer

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## Essential information for students

### **The regulations**

The University regulations assure our academic standards and ensure all students are treated consistently and equitably. Information which is particularly important for students is highlighted below and the full [Regulations](#) are available on the UWE website. The University also has a number of policies which are available on the [Policies](#) page of the UWE website which include the Student Conduct Policy, the UWE Tuition Fee Policy and the Online Assessment Policy.

### **Assessments and passing modules**

Students must undertake all assessments which form part of each module. Assessments must be submitted on or before the published hand in date by 14:00 (2.00pm) or they are treated as late work.

Each piece of assessment for a module, an essay for example, is known as an '**element**'. Elements are grouped together into '**components**' and students are required to reach a particular standard in each component. Subject to professional body requirements, all modules at Levels 0-3 have an overall minimum pass mark of 40%, whilst modules at Level M have a minimum pass mark of 50%. Students must also achieve a minimum mark of 35% for each component at Levels 0-3 and 40% at Level M.

### **Assessments and IT systems**

The UWE student portal is called myUWE and students can use it to view their own record and marks. UWE also uses an electronic learning system called Blackboard.

For those modules which have online submission, there are a number of specific requirements which must be strictly adhered to. Failure to do so can result in assessments receiving a 'late' marks penalty or mark of zero.

For more information visit the [IT Services](#) web pages, the [myUWE Guidance](#) pages and the [Blackboard Support](#) pages.

### **Assessment offences**

All assessments are governed by a set of rules and any breach of these rules (e.g. plagiarising someone else's work) may result in the allegation of an assessment offence. Assessment offences are treated very seriously by the University and penalties are imposed on any student who has been proven to have committed one.

For more information visit the [Assessment Offences](#) and the [plagiarism](#) web pages.

### **Extenuating circumstances**

You will be able to use the Extenuating Circumstances process if something affects your ability to sit an exam or submit a piece of coursework, that is unforeseeable, significantly disruptive and beyond your control **and** which relates to a specific piece of assessment or examination.

At the discretion of the Award Board you may be allowed the following:

- to re-sit a module where the regulations would not normally permit it.
- an exceptional retake of a module (a module fee will normally apply).
- the mark from a resit or exceptional retake may be uncapped (unless previously capped).

For more information visit the [Extenuating Circumstances](#) web pages or section F17 of the regulations.

### **Examining boards**

At certain points in the year, assessment marks are checked and confirmed by a two stage examining board process: the Field Board considers and approves the marks for all modules and awards the associated credit, then the Award Board decides upon the eligibility of students for awards based upon their results. The Award Board also considers any actions that may be required due to a student's accepted extenuating circumstances.

For more information visit the [Academic Advice](#) web pages or section F15 in the regulations.

### **Publication of results**

The marks students are given during the year are provisional. Final confirmed marks and decisions will be visible in myUWE on the official publication dates. Students will be able to view the details of module outcomes, but also (where applicable) the outcome of decisions on classification of awards, on extenuating circumstances, consideration of condoned credit and assessment offences etc.

### **Resits**

If a module is not passed at the first sit, students are entitled to one resit. In the resit, they are assessed in the component/s which were not passed at the first sit. This includes **all** elements as identified in the module specification. This will be the case even if at the first sit some or all of the assessments were completed or Extenuating Circumstances were accepted.

### **Retakes**

A retake is another opportunity to study the whole module. A retake is granted at the discretion of the Award Board. A retake includes a sit and a resit and the student must pay the whole module fee. A student's academic position may have fee implications. Information on fee liability is available in the [University's Tuition Fee Policy](#).

For more information visit the [Academic Advice](#) web pages or sections F8 - F10 in the academic regulations.

### **Withdrawing from the University**

Withdrawing *temporarily* means taking a break from University, usually for no more than two calendar years with a plan to return.

Withdrawing *permanently* means leaving the programme of study with no intention of returning. If a decision is made in the future to restart studies at the University, the student will need to go through the application process again.

Either form of withdrawal may have financial and academic implications.

For overseas students, withdrawing or suspending studies may have implications for their visas, and the University has a legal obligation to notify the UK Border Agency.

For more information visit the [Withdrawing from the University](#) web pages or sections E7 (Undergraduate and Postgraduate taught), K6 (Postgraduate Research) in the regulations and F17.20P in the procedures.

### **Complaints**

The University is committed to providing a high quality educational experience for students, supported by excellent academic, administrative and pastoral support services. However, it is recognised that from time to time problems do arise, and students, may wish to express their concerns or dissatisfaction.

The complaints procedure is available online for students to refer to if needed. For more information visit the [Complaints](#) web pages or section E12 of the regulations and procedures.

### **Appeals against the decision of an examining board**

***Students may submit an appeal on the following grounds where they are able to provide evidence to support their case:***

- a) That there has been material and significant administrative error or other material irregularity such that the assessments were not conducted in accordance with the approved regulations for the module/award;
- b) That exceptional circumstance, illness, or other relevant factors were not made known at the time for good reason, or were not properly taken into account. Students must give adequate reasons with supporting documentation why the information was not made available prior to the exam board decision being made.

Students **may not** appeal against the academic judgement of examiners.

For more information visit the [Academic Appeals](#) web pages or sections G3 and G4 of the regulations / procedures.

## **Part A The academic regulations**

### **A1 Scope and purpose**

- A1.1** This introductory section describes the University's approach to the management of academic standards and outlines the principal ways in which the quality of learning, teaching and assessment and the student experience at the University of the West of England are assured and enhanced.
- A1.2** The University of the West of England is an autonomous degree awarding body and as such has a significant amount of independence in determining how it organises and regulates itself. The University requires a comprehensive, consistent and coherent framework of academic regulations, procedures and working practices in order to enable the assurance of academic standards and the consistent and equitable treatment of all its students wherever they are located. The Academic Regulations and Procedures therefore are intended to:
- a. be deployed consistently across all areas of the University's operations;
  - b. be fit for purpose, up to date and approved by the Academic Board;
  - c. provide a point of reference on academic regulations and procedures across the University;
  - d. inform all decision-making designed to enhance the quality of educational provision at the University;
  - e. be written in clear language and available in a range of forms upon request across the University;
  - f. be known and understood in all areas of the University;
  - g. provide a framework for the development of learning, teaching and assessment.
- A1.3** Academic Board is responsible for approving all amendments/additions/variants to the Academic Regulations prior to their formal ratification by the Board of Governors. Advice on amending the regulations is available from the Secretary to the Academic Board.
- A1.4** The Academic Regulations are updated annually by the Secretary to the Academic Board and reflect any changes that may have been approved by Academic Board during the previous year. The Academic Regulations and Procedures are published annually during the first full working week of September each year on the Corporate and Academic Services website together with a clear statement about changes that have been made since the previous publication. Staff will be notified via Heads of Service and Faculty Business Managers of the publication and of any agreed changes since the previous year. Faculty Business Managers are responsible for ensuring that faculty handbooks and websites are updated.

## **A2 Principles**

**A2.1** The University has corporate responsibility for the academic standards of its awards, for the quality of the educational programmes of study delivered in its name and for the equitable and consistent treatment of its students. It must therefore regulate these areas to ensure that its responsibilities are appropriately discharged.

**A2.2** Supporting the need for the University to maintain appropriate institutional oversight of learning, teaching and assessment activities, the Academic Regulations and Procedures are structured in terms of a hierarchy of compliance requirements:

**Principles** – these inform the Academic Regulations and Procedures and set out the reason(s) for regulating.

**Regulations (R)** – compliance is non-negotiable. Failure to adhere to the regulations may put the University at unacceptable risk, threaten the standards of its awards, run counter to principles of natural justice, be in breach of external legislation and/or jeopardise the quality of the student experience.

**Procedures (P)** – reflect established good practice, represent the most efficient and effective way of working and comply with the principles and regulations. The expectation is that procedures will normally be followed at all levels.

**A2.3** The University Academic Regulations and Procedures apply in all cases except where expressly stated within the approved Programme Specification.

## **A3 Relevant legislation, codes of practice and procedures**

**A3.1** The autonomy of Higher Education Institutions is mediated by legislation, external regulation and procedures, and external codes of practice and guidelines. The University's Academic Regulations and Procedures are informed and comply/align with the following:

### **A3.2 Principles of Good Practice:**

- a. principles of academic freedom;
- b. cognisance of the work of the Better Regulation Task Force – an independent advisory body set up in 1997 "to advise the Government on action to ensure that regulation and its enforcement are proportionate, accountable, consistent, transparent and targeted".

### **A3.3 National Legislation:**

- a. The Equality Act 2010
- b. Data Protection Act 1998;
- c. Freedom of Information Act 2000;
- d. Human Rights Act 1998, order 2005;
- e. Intellectual Property Rights and Copyright Legislation;
- f. Contract Law;
- g. The Immigration, Asylum and Nationality Act 2006.

### **A3.4 Higher Education Agency Requirements:**

- a. HEFCE regulations, procedures and codes of practice;
- b. Department of Business Innovation and Skills (BIS) regulations, procedures and codes of practice;
- c. Universities UK regulations and guidance;
- d. [QAA UK Quality Code for Higher Education](#) including Subject Benchmark Statements, the Code of Practice, the Higher Education Qualifications Framework, Programme Specifications and Progress Files
- e. Research Councils' regulations and guidance;
- f. Other external funding bodies' regulations and guidance.

### **A3.5 Professional, Statutory and Regulatory Bodies (PSRBs) requirements.**

### **A3.6 University of the West of England Strategic Plan and supporting documents which include the following:**

- Learning, Teaching and Assessment Strategy;  
[UWE Bristol - Learning Teaching and Assessment Strategy](#)
- Research Strategy;  
[UWE Bristol - Policy Documents and Useful Information](#)
- Internationalisation Strategy;  
[Internationalisation strategy - UWE Bristol: Strategy](#)
- Equal Opportunities Statement  
[UWE's Commitment - structure and strategy - Equality and Diversity: UWE Bristol](#)
- Sustainability Strategy  
[Sustainability Strategy – UWE Bristol](#)
- Work-based learning policy  
[Work-based learning policy – UWE Bristol](#)
- Fitness to study policy  
[Fitness to study policy - UWE Bristol](#)

## **A4 Learning, Teaching and Assessment Strategy**

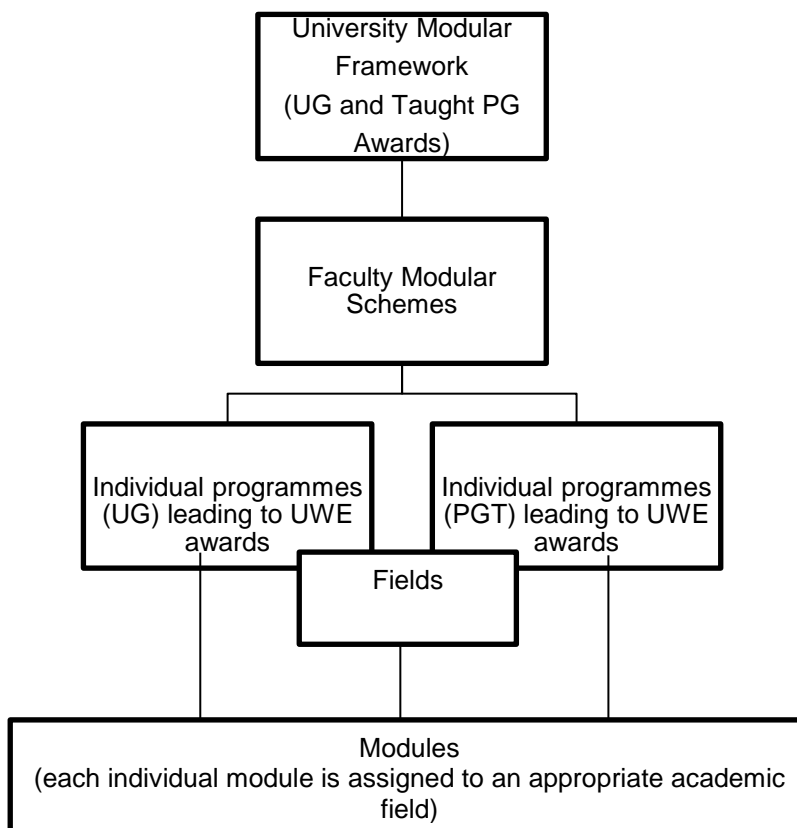
### **A4.1 The University of the West of England Learning, Teaching and Assessment Strategy states that the University aims:**

- a. to be a learning-centred university in all that it does;
- b. to develop approaches to learning, teaching and assessment that are underpinned by shared values and ethical frameworks, sound health and safety practices and are informed by research and professional practice;
- c. to develop inclusive, flexible and accessible curricula, learning spaces and resources that enable personalised learning in campus, placement and work based settings;
- d. to provide diverse modes of assessment both for and of learning;
- e. to develop learners who know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-

- employed professionals and entrepreneurs in global settings and as global citizens;
- f. to develop self critical learners who value others as collaborators in their learning and co-constructors of knowledge and its exchange.

## A5 The University's modular framework

**A5.1** Teaching and learning at the University of the West of England is based on modules within a credit accumulation framework. Students become eligible for awards through the accumulation of credit and progression is governed by the achievement of academic pre-requisites. The Modular Framework applies to almost all taught awards offered to undergraduate and postgraduate students across the University. Unless specifically exempted, all awards of the University are defined in terms of their minimum credit requirements. To be eligible for an award students must have successfully completed the required number of credits at the level(s) as specified for that award except where an examining board determines otherwise (e.g. aegrotat or posthumous awards). **Only modules which are approved for a named award may contribute to the credit requirements for that award.** The Modular Framework reflects the University's commitment to consistent and rigorous academic standards across the very wide range of subjects and programmes that lead to its awards; at the same time it enables students to select from a module diet covering different aspects or pathways within a subject or subjects.



**A5.2** Modularity is a method of breaking down learning into manageable units to support student choice and promote flexibility in the design of individual programmes of study. Students are assessed during and at the end of each module. At UWE, modules may be of different lengths depending on their credit value: 1 credit equals 10 notional hours of study including formal contact time, self-directed study and assessment.

**A5.3** Fields - all modules belong to fields which are defined as groups of cognate modules within which learning, teaching and assessment are organised. In some faculties fields are synonymous with departments/subjects; in other faculties fields may represent a group of disciplinary or professionally-related modules. Field Leaders have important responsibilities in relation to the quality assurance of modules. The importance of fields in the University's quality management and enhancement framework is recognised by the requirement that proposals for new fields or reconfigurations of existing fields must be considered and approved by the University.

**A5.4** Modules are the academic building blocks for programmes in the University's Modular Framework and form the basis for assessment and the award of credit. Modules are offered at specified academic levels and lead to specified amounts of credit. Each module is assessed separately and as a whole. All modules have specified assessment requirements. These are set out in the module specification. Successful completion of assessment leads to the award of credit. All modules are classified as one of four types: standard, professional practice, project, or masters dissertation. The reason for differentiating modules is to recognise the range of learning, teaching and assessment needs and to supply the following parameters for them:

A standard module is usually classroom or laboratory-based, although it need not be so. Some assessment is carried out under controlled conditions.

A professional practice module is normally undertaken outside the University in a professional setting, combining practice with related study. Assessment of competence in professional practice must involve an appropriately qualified practitioner.

A project module requires the completion of a project, dissertation or similar piece of extended, individual or group work.

A Masters dissertation is a particular form of project module. It is only available at level M and is undertaken as the final part of a Masters award.

The approved and authoritative statement of the teaching, learning and assessment requirements for a module are contained within module specifications which set out the learning outcomes and the ways in which the module will be taught and assessed.

**A5.5** Awards and Programmes – modules make up programmes; programmes lead to university awards. The approved and authoritative statements of the teaching,



learning and assessment requirements for programmes and the modules that make up programmes are contained within programme specifications.

**A5.6** Credit – modularity and credit are closely related. Credit recognises and provides a means of recording student achievement, incrementally and cumulatively – the credit tariff reflects the number of hours on average that a student is expected to study to achieve the specified learning outcomes at a specified level (a credit level is an indicator of the relative demand, complexity and depth of learning and of the autonomy expected of the learner). The amount of credit carried by a module is linked to the notional study time expected of students in order to succeed at the stated level. Notional study time includes staff/student contact, independent study, private study, time spent in professional practice when required, revision and the completion of assessment requirements. 1 credit involves 10 hours of notional study time. The accumulation of credit takes students along the path to a university award. If students decide to change direction, the University Modular Framework allows them to transfer credit already achieved to a different award (as long as the learning already achieved matches the requirements of that award). If students choose or find it necessary to end their studies sooner than planned, the accumulation of credit makes it possible to obtain a university award at a level determined by the amount of credit that has been achieved at the point of departure. All credit achieved is recorded on a student's Certificate of Credit. This is issued to a student on completion of the award or at the point at which a student's award registration or module enrolment with the University ceases.

**A5.7** Key features of the Modular Framework are therefore:

- a. the Modular Framework, and all university awards within it, are credit based;
- b. credit is awarded for successful completion of module(s) or units of study;
- c. a student's learning leads to credit; credit accumulation can lead to award(s);
- d. a commitment to parity of treatment for all students by the application of standard assessment regulations across the University;
- e. the maintenance of a clear distinction between 'Fields' (a subject or discipline area or group of cognate modules) and 'Awards' (qualifications for which designated amounts of credit at specified level(s) are required);
- f. existence of professionally accredited recognised awards within module programmes;
- g. requirement for external examiners to be appointed to discipline specific fields where credit for learning is awarded;
- h. requirement for a chief external examiner appointed to each faculty modular scheme, to be responsible for the overall assessment process and for assuring parity of approach to assessment across all awards available within the programme.

**A5.8** The University does exceptionally permit 'non-standard' regulations for awards where there are specific professional body requirements that cannot be accommodated within the Modular Framework – information is available from the Secretary to Academic Board on request.

## **A6 Academic structures and Quality Management and Enhancement responsibilities**

### **A6.1 Academic structure**

**A6.1.1** Academic departments, research centres and institutes are largely based on academic subjects/disciplines and are organised into cognate groupings to form four faculties each led by an Executive Dean: Faculty of Business and Law, Faculty of Arts, Creative Industries and Education, Faculty of Environment and Technology and Faculty of Health and Applied Sciences. There is also an associate faculty, Hartpury College and a regional education centre in Gloucester.

**A6.1.2** In addition there are a number of central professional services which are involved in providing and supporting the student learning environment and enhancing the student experience.

### **A6.2 University level responsibilities**

**A6.2.1** At institutional level responsibility for learning, teaching and assessment and quality management and enhancement procedures resides in the Academic Board which is empowered to make decisions on matters relating to the direction, regulation and promotion of the teaching of the University, the conduct of examinations, and the award of degrees. In practice the Academic Board delegates responsibility for quality management and enhancement to a range of standing committees with specific terms of reference. The Academic Board acts on behalf of, and reports to, the Board of Governors.

**A6.2.2** The Vice-Chancellor, who chairs Academic Board, delegates responsibility for learning, teaching and assessment and for quality management and enhancement to a named member of the Vice-Chancellor's Executive who exercises this responsibility through designated members of academic staff and the central professional services.

**A6.2.3** Drawing on the expertise of faculties and the advice of the Academic Board, the Vice-Chancellor is responsible for:

- a. ensuring that the over-riding duty of the Academic Board to set, maintain and assure academic standards is promulgated, understood and respected;
- b. securing standards at an appropriate level across the University;
- c. providing students on all awards with a consistently high quality educational experience;
- d. putting in place procedures that are appropriate, fair, transparent and applied consistently and equitably across the University;
- e. ensuring that students leave the University in possession of qualifications, knowledge and skills that are recognised and valued by the outside world;
- f. ensuring that quality management and enhancement systems operating throughout the University are robust and fit for purpose;

- g. ensuring that any delegation of power by the Academic Board to validate or review programmes of study is properly defined and exercised;
- h. ensuring that educational standards and quality at the University satisfy external requirements and scrutiny;
- i. ensuring that the provision of the physical learning environment is properly co-ordinated and used to best effect.

### **A6.3 Faculty level responsibilities**

**A6.3.1** Faculties are responsible for managing the quality and the delivery of teaching, learning and assessment in all provision. Each faculty normally has a number of modular schemes within which the management and administration of individual programmes of study which lead to UWE awards are organised. A matrix of academic leadership roles exists in faculties and these involve specific responsibilities for aspects of module, programme and award management. Throughout the faculties, each individual member of staff has clear responsibilities for the quality of their teaching and support for student learning. This process shall always include:

- a. designation of an individual responsible for the faculty's learning teaching and assessment provision as a whole, including programme development, approval, monitoring and review – usually called an Associate Dean;
- b. designation of individual(s) responsible for the overall direction of the faculty's undergraduate and postgraduate modular scheme(s);
- c. designation of an individual with overall responsibility for each programme or module;
- d. designation, where appropriate, of admission, year, placement and professional practice tutors;
- e. designation of individuals with particular responsibilities for student academic guidance.

**A6.3.2** Executive Deans are therefore responsible for:

- a. approving academic strategies for individual departments;
- b. formally monitoring the structure and content of programmes of study and modules;
- c. monitoring, evaluating and enhancing academic quality and standards across the faculty;
- d. ensuring that appropriate and sufficient resources are available for the delivery of agreed provision.

**A6.3.3** The roles and responsibilities of academic leaders within the faculty are for the Executive Deans to determine but there are certain common responsibilities as follows:

Associate Dean (Learning and Teaching) – as a member of the faculty executive team the associate dean is responsible for cross faculty academic leadership in the areas of curriculum development, monitoring and review.

Field Leader (Head of Department) - oversight of the academic coherence of the modules within the programmes aligned to the department, maintaining the formal record of modules within the field, contributing to the smooth running of the field boards, liaison with the leaders of the modules within the field and ensuring that the field operates within the Academic Regulations.

Scheme Leader - overall academic management for a cluster of related academic awards.

Programme Leader - overall academic management of the programme, leadership of the Programme Team and day-to-day management of the programme.

Module Leader – overall academic management of the module including determining content for a module, planning its delivery, co-ordinating the module team, ensuring quality assurance and enhancement of the module.

#### **A6.4 Student representation**

**A6.4.1** The UWE Students Union (UWESU) has devolved responsibility from the University for the co-ordination of the Student Representation System. UWESU will facilitate the recruitment and training of Student Representatives for all Academic Board Committees and Executive Groups where student representation is sought in liaison with Faculties and Services.

#### **A6.5 Quality Management and Enhancement**

**A6.5.1** The Quality Management and Enhancement Framework is a framework of linked processes relating to programme design, approval, evaluation and review and the regulation of admissions and of assessment exists at faculty level to support departments/fields in fulfilling their responsibilities and to enable the University to exercise its overarching responsibility for the academic standards of awards and the quality of the student experience. These internal processes reflect the QAA UK Quality Code for Higher Education:

- a. Programme design and approval (UK Quality Code Chapter B1);
- b. Admissions (UK Quality Code Chapter B2);
- c. Learning and teaching (UK Quality Code Chapter B3);
- d. Student support, learning resources and careers education, information, advice and guidance (UK Quality Code Chapter B4);
- e. Student engagement (UK Quality Code Chapter B5);
- f. Assessment of students and accreditation of prior learning (UK Quality Code Chapter B6);
- g. External examining (UK Quality Code Chapter B7);
- h. Programme monitoring and review (UK Quality Code Chapter B8);
- i. Complaints and appeals (UK Quality Code Chapter B9);
- j. Management of collaborative arrangements (UK Quality Code Chapter B10);
- k. Research degrees (UK Quality Code Chapter B11).

## **Part B Academic standards: the regulation of awards**

*Definition: academic standards are a way of describing the level of achievement that a student has to reach to gain an academic award (for example, an honours degree). They should be at a similar level across the UK and informed by the QAA UK Quality Code for Higher Education (i.e. Framework for Higher Education Qualifications, Subject Benchmark Statements and Code of Practice).*

### **B1 Principles**

**B1.1** The University must have confidence that the academic standard of its awards and the quality of the programmes leading to those awards in terms of the level of study, the demands placed on students and the standards of attainment expected of students are broadly equivalent across the University and are comparable to similar awards and programmes elsewhere in the HE sector.

**B1.2** Fundamental to the assurance of academic standards and quality are practices and processes for the design, approval, evaluation and review of programmes of study and modules that are widely promulgated, well understood and take account of:

- a. the need to support academic staff in the design, delivery and continuous improvement of their programmes of study and modules;
- b. the need for engagement of staff and students at all levels in all processes;
- c. existing provision within the University, including any awards that may be offered in collaboration with other UK or overseas organisations;
- d. external reference points including: knowledge of how the subject is taught in other HEIs, external examiners' comments; advice from subject-based learning and teaching support networks; the requirements of professional statutory and regulatory bodies; employers; any relevant QAA subject benchmark statements; the QAA Code of Practice and its Framework for Higher Education Qualifications (FHEQ) and any credit frameworks to which the University subscribes;
- e. the need to have admissions criteria that will secure an appropriate match between the abilities and aptitudes of applicants and the demands of the programme of study, enabling the admission of students who can be reasonably expected to attain the required standard for the award;
- f. the need for assessment processes that enable students to demonstrate that they have attained the levels of achievement appropriate to the award they receive and that facilitate student learning and progression;
- g. whether proposals for new and revised programme of study related developments are consistent with institutional plans and strategic academic and resource planning;
- h. the level and types of resources and facilities necessary to deliver the proposed programme of study consistently to the required standard.

## **B2 Awards of the University**

*Definition: an award (e.g. BA (Hons)) is granted to a student who successfully completes an approved programme of study.*

### **B2.1 List of awards**

**B2.1.1R** The University may grant awards as provided for in Ordinance 1.1 and as further specified and approved by Academic Board.

#### **B2.1.2P** University Ordinances

University Ordinances – UWE Bristol

**B2.1.3R** The following awards may be granted to persons who successfully complete the required taught route and satisfy the conditions in the Academic Regulations:

#### **Foundation Certificate**

Foundation Certificate (FdCert)

#### **Certificate**

Certificate (Cert)

Certificate in Education Learning and Skills (Cert Ed L&S)

Certificate in Education Skills for Life (Cert Ed SfL)

Certificate of Advanced Professional Studies in Education (CAPSE)

Certificate of Higher Education (CertHE)

Certificate in Professional Development (CertPD)

#### **Diploma**

Diploma (Dip)

Diploma of Extension Studies (Dip Ext St)

Diploma in Professional Studies (DPS)

Diploma of Higher Education (DipHE)

#### **Foundation degree**

Foundation Degree Arts (FdA)

Foundation Degree Science (FdSc)

#### **Degree and degree with honours**

Bachelor of Arts (BA)

Bachelor of Business Administration (Honours) – BBA (Hons)

Bachelor of Education (BEd)

Bachelor of Engineering (BEng)

Bachelor of Laws (LLB)

Bachelor of Science (BSc)

#### **Degree**

Bachelor of Town Planning (BTP)

Bachelor of Architecture (BArch)

### **Integrated bachelor/masters degree**

Master of Engineering (MEng)  
Master of Planning (MPlan)  
Master of Architecture (MArch)

### **Graduate entry certificate and diploma**

Graduate Certificate (GradCert)  
Graduate Diploma (GradDip)  
Professional Graduate Certificate in Education (ProfGCE)

### **Postgraduate certificate and diploma**

Postgraduate Certificate (PGCert)  
Postgraduate Certificate by Research (PGCert)  
Postgraduate Certificate Education (PGCE)  
Postgraduate Certificate Education Learning and Skills (PGCert L&S)  
Postgraduate Diploma (PGDip)  
Postgraduate Diploma by Research (PGDip)

### **Taught higher degree**

Master of Arts (MA)  
Master of Arts by Research (MA)  
Master of Business Administration (MBA)  
Master of Design (MDes)  
Master of Education (MEd)  
Master of Laws (LLM)  
Master of Science (MSc)  
Master of Science by Research (MSc)  
Master of Fine Art (MFA)  
Masters in Teaching and Learning (MTL)

### **Research Degrees**

Research awards granted by the University can be found in Section K of the Academic Regulations.

#### **B2.1.4R Awards of other awarding bodies**

The University may grant the following awards to persons who successfully complete the approved taught route and satisfy the conditions in the Academic Regulations and Procedures for:

Higher National Certificate (HNC)  
Higher National Diploma (HND)

#### **B3 Standard of awards**

*Definition: The academic standard of an award is defined by reference to the threshold knowledge and skills required of a student on entry to an award and by reference to the stated learning outcomes required for successful completion of the prescribed study or supervised research. Such learning outcomes shall be stated in the approved programme specification for each award and are informed by the QAA Framework for Higher Education Qualifications and Subject Benchmark Statements.*

**B3.1R** For taught awards the standard shall be expressed by reference to the minimum number of credits at specified levels which a student must obtain from assessed learning. Learning achieved outside the University may, within limits set by the Academic Regulations and Procedures, contribute to an award of the University where it has been accredited or otherwise certificated by an institution of higher education or body and is recognised for credit purposes by the University, or where it results from experiential learning which has been successfully assessed and awarded credit by the University.

**B3.4R** The standard of Foundation Certificate awards shall be defined as:

Foundation Certificate - The standard expected of a student who has typically passed Grade 12 or equivalent in the home country and successfully completed the prescribed study.

**B3.5R** The standard of Certificate awards shall be defined as:

**Certificate** – the standard expected of a student with prior knowledge and skills equivalent to five GCSE passes who has successfully completed the prescribed study.

**Certificate in Education (Further Education)** – the standard expected of a student with prior knowledge and skills satisfying the University's general entrance requirements who has successfully completed prescribed study of the theory and practice of teaching education and who has demonstrated practical competence in teaching.

**Certificate of Advanced Professional Studies in Education** – the standard expected of a qualified teacher who has successfully completed prescribed study relevant to the practice of teaching.

**Certificate of Extension Studies** – the standard expected of a graduate who has successfully completed prescribed study designed to broaden skills or knowledge in a given area or who has undertaken a structured investigation.

**Certificate of Higher Education** – the standard expected of a student with prior knowledge and skills appropriate for the University's general entrance requirements who has successfully completed prescribed study.

**Certificate in Professional Development** – the standard expected of a student with the prior knowledge and skills appropriate for entry to an award route leading to a certificate, diploma or first degree, who has successfully completed a coherent area of study of a professional nature.

**B3.6R** The standard of Diploma awards shall be defined as:

**Diploma** - the standard expected of a student with prior knowledge and skills satisfying the University's general entrance requirements who has successfully completed prescribed study.



**Diploma of Extension Studies** – the standard expected of a graduate who has successfully completed a programme designed to broaden skills or knowledge in a given area or who has undertaken a structured investigation.

**Diploma of Higher Education** – the standard expected of a student with prior knowledge and skills satisfying the University's general entrance requirement who has successfully completed prescribed study.

**Diploma in Professional Studies** – the standard expected of a person with a relevant professional qualification and a specified period of professional experience who has successfully completed prescribed study of a professional nature.

**B3.7R** The standard of Foundation Degrees awards shall be defined as:

**Foundation Degree** – the standard expected of a student with prior knowledge and skills satisfying the University's general entrance requirements who has successfully completed required study which includes appropriate work related study.

**B3.8R** The standard of first degree awards shall be defined as:

**Degree** – the standard expected of a student with prior knowledge and skills meeting the University's general entrance requirement who has successfully completed prescribed study

**Degree with Honours** – the standard expected of a student with prior knowledge and skills meeting the University's general entrance requirement who has successfully completed prescribed study including having demonstrated the capacity for sustained independent work

**Integrated Bachelor/Masters Degree** – the standard expected of a student with prior knowledge and skills appropriate for the University's general entrance requirement who has successfully completed prescribed study which extends beyond the scope and length of award routes leading to a corresponding bachelors award.

**B3.9R** The standard of graduate awards shall be defined as:

**Graduate Certificate** – the standard expected of a graduate on entry who has successfully completed a prescribed programme, including a specified minimum of credit at levels 2 and 3, designed to build on existing intellectual attainment and develop new knowledge and skills in a professional discipline

**Graduate Diploma** – the standard expected of a graduate on entry who has successfully completed a prescribed programme, including a specified minimum of credit at level 3 and above, designed to build on existing intellectual attainment and develop new knowledge and skills in a professional discipline

**Professional Certificate in Education** – the standard expected of a graduate who has successfully completed prescribed study of the theory and practice of teaching and who has demonstrated practical competence in teaching. Such students shall

satisfy any additional requirements as determined from time to time by the Secretary of State for Education.

**B3.10R** The standard of postgraduate awards shall be defined as:

**Postgraduate Certificate** – the standard expected of a graduate having successfully completed prescribed study

**Postgraduate Certificate in Education** – the standard expected of a graduate who has successfully completed prescribed study of the theory and practice of teaching and who has demonstrated practical competence in teaching. Such students shall satisfy any additional requirements as determined from time to time by the Secretary of State for Education

**Postgraduate Diploma** – the standard expected of a graduate who has successfully completed prescribed study

**Masters Degree** – the standard is that expected of a graduate who has successfully completed prescribed study including successful completion of a compulsory element of advanced independent work.

#### **B4 Interim awards**

*Definition: an award for which a student may qualify at defined points during their progress on a programme of study having obtained a credit total which is less than is required for the highest award available.*

**B4.1R** An award may be approved to include interim awards at intermediate points of assessment.

**B4.2R** Acceptance by a student of an interim award terminates the student's registration on the award.

**B4.3R** Where an award board accepts extenuating circumstances and recommends an award for a student who has achieved at least 80% of the credit required for the award, the student may decline to accept the award and may enrol on a module or modules in order to achieve the credit required. This is possible only where the student has not already exhausted the assessments for modules valid for the award (See D4.5R and G2.1R).

**B4.4R** Where an award board recommends a lower award than that for which a student is registered, the student may decline the lower award and enrol on further modules to gain the necessary credits. This is possible only where the student has not already exhausted the assessments for modules valid for the award and, where relevant, that the student has not failed a professional practice module.

#### **B5 Default awards**

*Definition: a named award available only on a programme leading to a professionally recognised or accredited award and awarded where the credit requirements of the University are met but where the additional requirements of a professional body are not met.*

**B5.1R** A student who is unable or elects not to undertake a sandwich placement or who is deemed not to have completed satisfactorily a sandwich placement but who otherwise completes the requirements for a named award is eligible for that award in the full-time mode. Such an award may carry a different title to the award specifying the sandwich mode.

**B5.2R** The University reserves the right to terminate a student's registration for a named award incorporating professional practice where:

- a. the student voluntarily withdraws from a compulsory professional practice module whether or not the withdrawal from the module occurs within one quarter of the module delivery period or before the deadline for the submission of the first assessment; or
- b. the student is deemed by the Executive Dean and the Vice-Chancellor to be unfit to undertake the professional practice module.

## **B6 Differential levels of awards**

*Definition: a means of differentiating student performance within an award by denoting an honours classification or by awarding merit or distinction or by such other terms as specified in the regulations for the award.*

**B6.1R** An award may be granted with Merit, Distinction, or with Honours classification where:

- a. regulations B6.2R, B6.3R and B6.4R permit the granting of Merit, Distinction or Honours classification; and
- b. the approved assessment regulations specify the criteria for the granting of such differentiations.
- c. all credits required for the differential level of award are associated with marks and have not been transferred in as accredited learning.

**B6.2R** Awards granted with Merit are permitted for (See G1.8 and G1.9):

- a. Foundation Degree;
- b. Postgraduate Certificate;
- c. Postgraduate Certificate by Research;
- d. Postgraduate Diploma;
- e. Postgraduate Diploma by Research;
- f. Integrated Bachelor/Masters;
- g. Graduate Diploma;
- h. Masters;
- i. Otherwise only where Merit is specifically requested by a professional or statutory body.

**B6.3R** The following awards may be granted with Distinction (See G1.8 G1.9).

- a. Certificate of Higher Education;
- b. Certificate in Education Skills for Life;

- c. Diploma of Higher Education;
- d. Foundation Degree;
- e. Degree;
- f. Integrated Bachelor/Masters;
- g. Graduate Certificate;
- h. Graduate Diploma;
- i. Postgraduate Certificate;
- j. Postgraduate Certificate by Research;
- k. Postgraduate Certificate in Education;
- l. Postgraduate Diploma;
- m. Postgraduate Diploma by Research;
- n. Masters.

**B6.4R** First Degrees with Honours are awarded with the following classifications:

- a. First Class
- b. Second Class (Upper Division)
- c. Second Class (Lower Division)
- d. Third Class.

**B6.5R** The University may approve other forms of award differentiation where specifically required by a professional or statutory body and agreed by the University for the purpose of the professional recognition or accreditation of a University award.

## **B7 Aegrotat awards**

*Definition: an unclassified award granted to a student who is unable for reasons of illness or similar incapacity to complete or be assessed for the award.*

**B7.1R** An award may be granted in aegrotat form to a student who:

- a. is unable for reasons of illness or similar cause accepted by the examining board to complete or be assessed for the award; and
- b. for whom there is sufficient evidence from the work that has been submitted that the candidate would, had they been assessed, have successfully achieved the level necessary for the award for which they were registered.

**B7.2R** An aegrotat award is not classified neither is it awarded with merit, distinction or other differential level.

## **B8 Posthumous awards**

*Definition: an award granted to a registered student at the time of their death and for whom there is sufficient work available to enable an examining board to recommend an award.*

**B8.1R** Any award may be granted posthumously, either in normal or aegrotat form, in respect of a deceased student who was a registered student at the time of death and for whom there is sufficient evidence from the work that has been submitted that the candidate would, had they been assessed, have achieved the level necessary for the award for which they were registered.

## **B9 Professionally recognised or accredited named awards**

*Definition: a professionally recognised or accredited named award is an award of the University that has been approved / accredited by a named professional or statutory body as enabling the student to be admitted as a member to a professional body and/or granting the student licence to practise.*

**B9.1R** The Academic Regulations and Procedures apply to awards recognised or accredited by professional or statutory bodies. If specific professional body requirements conflict with the Academic Regulations and Procedures then the Academic Regulations and Procedures may only be varied with the agreement of the University to conform to those specific professional body requirements. Any such variations are documented in approved programme specifications and set out in the Academic Regulations and Procedures.

**B9.3R** If a professionally accredited award includes requirements equal to or in excess of the minimum credit requirements under the Academic Regulations and Procedures, a default award conforming to the University's minimum credit requirements for an award at the same level will be available. Students who do not meet the additional requirements for the professionally accredited award but who satisfy the minimum credit requirement for an award at the same level shall be eligible for the default award (See B5).

## **B10 Award titles**

*Definition: an award title is a university qualification (e.g. BA(Hons) History) granted to a student for successful completion of a programme of prescribed and assessed learning at a specified level conforming with the relevant provisions of the Academic Regulations and Procedures. An award descriptor is additional information provided in an award title to explain what has been studied, for example BA (Hons) History (Medieval).*

**B10.1R** Awards granted for successful completion of taught study may be named or unnamed. Named awards shall have entry conditions, curriculum and other particular requirements specified as necessary for the award.

**B10.2R** Students may obtain a named award only by satisfying the requirements for that award as set out in the approved programme specification.

**B10.3R** Joint or combined awards may be granted with descriptors showing the main fields of study. Such award descriptors shall be specified in the programme specification and assessment regulations for these awards.

## **B11 Unnamed awards**

*Definition: an award which can be achieved by the accumulation of credit outside of a prescribed programme of study or curriculum or where a student has failed to meet the specified curriculum requirements for a named award but has achieved the minimum required credit for a University award.*

**B11.1R** Students who satisfy the minimum credit requirements for a University award but do not meet the requirements of the named award for which they are registered shall be entitled to receive an unnamed award.

**B11.2R** The University does not permit application to unnamed awards. Students are not permitted to register at the point of entry to the University for an unnamed award.

**B11.3R** Students may become eligible for an unnamed award solely by credit accumulation. Faculty Award Boards determine eligibility for an unnamed award.

**B11.4R** An award may be unnamed:

- a. where the award itself is insufficiently descriptive; or
- b. where the award is an unnamed University award as permitted in the Academic Regulations and Procedures.

**B11.5R** Unnamed awards are not permitted for the HNC, HND, the Integrated Bachelor/Masters degree and the Masters Degree.

**B11.6R** A student may enrol on a module without registering for an award.

**B12 Minimum and maximum length of taught award routes**

**B12.1R** The following minimum periods of defined study for awards normally apply to award routes designed to admit to the start of the programme students meeting the University's general entrance requirements:

<b>Award</b>	<b>Minimum Number of Weeks</b>	<b>Credit Total</b>	<b>Notional Study Time</b>
Certificate	15 weeks	60 credits	600 hours
Foundation Certificate	15 weeks	80 credits	800 hours
Certificate of Advanced Professional Studies in Education	15 weeks	120 credits	1200 hours
Certificate in Professional Development	15 weeks	120 credits	1200 hours
Certificate of Extension Studies	15 weeks	120 credits	1200 hours
Certificate in Education Learning and Skills	30 weeks	120 credits	1200 hours
Certificate in Education Skills for Life	30 weeks	120 credits	1200 hours
Certificate of Higher Education	30 weeks	120 credits	1200 hours
Diploma	60 weeks	200 credits	2000 hours
Diploma in Extension Studies	30 weeks	240 credits	2400 hours
Diploma in Professional Studies	30 weeks	240 credits	2400 hours
Diploma of Extension Studies	30 weeks	240 credits	2400 hours
Diploma of Higher Education	60 weeks	240 credits	2400 hours
Foundation Degree	60 weeks	240 credits	2400 hours
Degree	90 weeks	300 credits	3000 hours
Honours Degree	90 weeks	360 credits	3600 hours
Graduate Certificate	30 weeks	60 credits	600 hours
Graduate Diploma	30 weeks	120 credits	1200 hours
Postgraduate Certificate in Education	36 weeks	120 credits	1200 hours
Professional Graduate Certificate in Education	36 weeks	120 credits	1200 hours
Postgraduate Certificate Learning and Skills	30 weeks	120 credits	1200 hours
Postgraduate Certificate	15 weeks	60 credits	600 hours
Postgraduate Diploma	30 weeks	120 credits	1200 hours
Masters Degree	45 weeks	180 credits	1800 hours
Masters by Research	52 weeks	180 credits	1800 hours
Integrated Bachelor/Masters Degree	120 weeks	480 credits	4800 hours

**B12.2R** The normal maximum period for completion of an award shall be determined by the assessment regulations for that award, including the maximum permitted opportunities for assessment.

**B12.3R** For awards which are recognised or accredited by professional bodies, specific maximum registration periods may be required in order to safeguard continuing currency of knowledge and its application in a professional context.

**B12.4R** The maximum period within which a student may complete the route to a specified award including permitted reassessment may also be constrained by limitations on the life span of a module or group of modules in order to safeguard the currency of knowledge and/or by the availability of resources to deliver a module or group of modules.

**B12.5R** The period of study for an award may be shorter or longer than the normal expectation stated in the regulations for the award depending on whether a student enters with knowledge or skills higher or lower than those specified for the award and on the rate of progress through the award.

### **B13 Registration for awards**

*Definition: following admission to the University all students are required to register at the start of their studies and in each subsequent year of study. Registration is the procedure by which students confirm personal information about themselves, pay their tuition (and other university) fees. Registration leads to the creation of an individual student record to provide the student with access to university facilities and resources and to enable the University to record academic information against the student record for the duration of their registration. Registration is also the means by which students formally agree to abide by the University's rules and regulations.*

**B13.1R** A student may register for more than one specific award simultaneously subject to not exceeding the maximum number of credits for which enrolment is permitted at any one time.

**B13.2R** A student may not receive more than one award of the University as a result of a continuous period of registration for a specific award.

**B13.3R** When a student achieves the credits required for the award on which the student is registered, that award will be made and the student's registration will be terminated.

**B13.4R** Acceptance by the student of the highest award for which they are eligible as determined by the decision of an examining board constitutes termination of the registration for that award. A student may, subject to gaining admission, commence a new registration for a higher award within the same subject or programme, or register for a different award. Such registration shall be treated as a new registration for the purpose of eligibility for that award.

**B13.5R** Registration for an award and enrolment on a module is subject to gaining admission to the award or module.



## Part C Quality and standards management

### **C1 Approval of programmes, awards and modules**

*Definition: the University regulations governing the approval of programmes, awards and modules.*

**C1.1R** The Academic Board has overall responsibility for the approval of awards and programmes leading to awards of the University whether such programmes are taught by the University or by another organisation operating in an approved relationship with the University.

**C1.2R** Academic Board may charge a committee or body established by such a committee to undertake on its behalf approval of programmes leading to awards of the University.

**C1.3R** The Academic Board shall establish procedures to enable proposed new awards and programmes to be approved and for the approval process to provide assurance of the standards of awards and the quality of learning and teaching.

**C1.4R** For each award of the University, there shall be an approved programme specification stating the award, award structure, curriculum, assessment regulations and other requirements as prescribed by the Academic Board.

**C1.5R** For each module there shall be an approved module specification stating the module learning outcomes and the means by which these outcomes are achieved and demonstrated.

### **C2 Fields of study**

*Definition: groups of cognate modules within which learning, teaching and assessment are organised. A field may represent a subject or disciplinary area, or group of disciplinary or professionally-related modules.*

**C2.1R** The approval of a new Field and its faculty location, the change of title of an existing Field or the reconfiguration of Fields within a faculty modular scheme require the approval of the Academic Board.

### **C3 Monitoring, evaluation and review**

#### **C3.1 Annual monitoring and evaluation**

*Definition: the University procedures for annual consideration of student performance at module and programme levels, external examiners' comments, identification and dissemination of best practice and successful innovations.*

**C3.1.1R** All awards, fields, modules and supervised research contributing to awards of the University shall be subject to annual monitoring and periodic evaluation to a University approved format and in accordance with policies and procedures established by the Academic Board.

**C3.1.2R** Faculties shall establish arrangements for the annual monitoring and regular review of all non-award bearing provision for which they are responsible.

**C3.1.3R** The Academic Board may charge a committee or body established by such committee periodically to review monitoring and evaluation by faculties and external institutions.

**C3.1.4R** The Academic Board may establish procedures for reviewing such other aspects of its educational provision as it may choose to specify from time to time. Such procedures shall have regard for the requirements of external organisations and professional bodies involved in recognition or accreditation of the University's awards, or where external organisations may request information on or arising from the University's quality assurance arrangements.

**C3.2 Internal Academic Review**

*Definition: internal academic review is concerned with academic standards and the quality of the subjects and/or programmes of study leading to University awards. It is a forward-looking peer based internal process involving internal and external peers in the periodic review of subjects and/or schemes within a defined area, normally bounded by a faculty's academic responsibilities.*

**C3.2.1R** The Academic Board shall establish procedures for the periodic review of academic provision.

## **D Credit**

*Definition: credit is a means of specifying and quantifying student achievement of assessed learning with reference to designated learning outcomes.*

### **D1 Learning and credit**

**D1.1R** All awards of the University are credit rated. All programmes of study leading to awards offered by the University shall be credit rated as an integral part of the validation process.

**D1.3R** Modules may lead to 5, 10, 15, 20, 30, 40, 45, 50 or 60 credits. A Masters dissertation module may lead to 40, 45, 50 or 60 or, in the case of Masters by Research, 120 credits at level M.

**D1.4R** Standard credit is awarded for the achievement of assessed learning at a specified level.

**D1.5R** The minimum credit requirements for eligibility for a University award refer to standard credit. Placement credit may not contribute to or be substituted for standard credit for the purpose of satisfying the required minimum credit total for an award.

**D1.6R** Only modules which are approved for a named award may contribute towards the credit requirements for that award. Credits transferred as accredited learning from another institution are deemed to be approved for the named award when the transfer has been approved. Students may not substitute credit achieved in other modules for failure to achieve credit in modules valid for the named award.

### **D2 Credit tariff**

*Definition: the credit tariff is the number of hours on average a student is expected to study to achieve specified learning outcomes at a specified level. This notional study time includes staff/student contact, independent study, private study, time spent in professional practice where required, revision and completion of assessment requirements.*

**D2.1R** Under the University's credit tariff 1 credit involves 10 hours of notional study time.

**D2.2R** The total notional study hours for a University award are determined by the credit requirements for that award.

**D2.3R** The minimum credit size of a module is 5 credits.

**D2.4R** The maximum credit size of a module is normally 60 credits. Normally only project or dissertation modules are approved at the value of 60 credits. Exceptions to the maximum are permitted only where a justification is accepted at validation.

### **D3 Credit level**

*Definition: a credit level is an indicator of the relative demand, complexity and depth of learning and of the autonomy expected of the learner. Levels are differentiated by*

*learning outcomes which are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.*

**D3.1R** A module shall be defined as being at a specified level.

**D3.2R** Learning outcomes and their assessment requirements specify what a student must achieve to be awarded credit.

**D3.3R** The assessment requirements of a module will be proportionate to the credit tariff and level of the module.

**D3.4R** The University defines the standard of each level of assessed learning in general terms as follows:

Main higher education qualifications	UWE Level	FHEQ level
Doctoral degrees (eg PhD/DPhil, EdD, DHealthPsych)	D	8
Masters degrees (eg MPhil, Masters by Research, MA, MSc) Master's degrees (integrated) (eg MEng, MPlan) Postgraduate Diplomas Postgraduate Certificate in Education (PGCE) Postgraduate certificates	M	7
Bachelors degrees with honours (eg BA/BSc Hons) Ordinary bachelor's degrees Professional Graduate Certificate in Education (ProfGCE) Graduate diplomas Graduate certificates	3	6
Foundation Degrees (FD) Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)	2	5
Higher National Certificates (HNC)	1	4

#### **D4 Credit structure of awards**

**D4.1R** Each award shall specify the minimum number of credits at stated levels which a student must obtain in order to receive the award.

**D4.4R** To be eligible for an award a student must have successfully completed the required number of credits at the required level as specified for that award.

**D4.5R** Where a student has not achieved the required credit total for an award, and an examining board has accepted extenuating circumstances affecting performance relating to the unachieved credit, the board may consider recommending an award where the student has achieved at least 80% of the required total of the award.

**D4.6R** Where a student has accepted an award on the basis of achieving at least 80% of the required credit, in the event of their return to register on a higher level award they must make up the outstanding credit in order to meet the minimum credit requirements of that award.

**D4.7 Undergraduate awards: minimum credit requirements**

**D4.7.1R** The following credit requirements are the minimum credit requirements for eligibility for the stated University award. Awards which are recognised or accredited by a professional body may require more than the minimum credit requirements. Where an approved award exceeds the minimum credit requirements a default named award not exceeding the minimum credit requirements for a University award at the same level shall be available (See B5).

<b>Undergraduate Awards</b>	<b>Total credits required</b>	<b>Level M</b>	<b>Level 3 or above</b>	<b>Level 2 or above</b>	<b>Level 1 or above</b>	<b>Level 0 or above</b>	<b>UWE level</b>	<b>FHEQ level</b>
<b>Foundation Certificate</b>	80					80	0	3
<b>Foundation Programme</b>	120					120	0	3
<b>Certificate</b>	60				At least 50	60	1	4
<b>Higher National Certificate</b>	120			At least 40	At least 100	120	1	4
<b>Certificate in Professional Development</b>	120				At least 100	120	1	4
<b>Certificate of Higher Education</b>	120				At least 100	120	1	4
<b>Certificate in Education Learning and Skills</b>	120			At least 70	At least 120		1	4
<b>Diploma</b>	200			At least 80	At least 180	200	2	5
<b>Higher National Diploma</b>	200			At least 60	At least 180	200	2	5
<b>Diploma in Professional Studies</b>	240			At least 100	At least 220	240	2	5
<b>Diploma of Higher Education</b>	240			At least 100	At least 220	240	2	5
<b>Foundation Degree*</b>	240			At least 100	At least 220	240	2	5
<b>Degree</b>	300		At least 60	At least 100	At least 280	300	3	6
<b>Degree with Honours</b>	360		At least 100	At least 200	At least 340	360	3	6
<b>Integrated Bachelor / Masters Degree**</b>	480	At least 120	At least 220	At least 320	At least 460	480	M	7

\*At least 30 credits of work based learning must be included at Level 1 or above.

\*\* May include any additional performance criteria as set out in the approved programme specification.

#### D4.8 Graduate entry awards: minimum credit requirements

Graduate Entry Awards	Total credits required	Level 3 or above	Level 2 or above	Level 1 or above	UWE level	FHEQ level
Graduate Certificate	60	At least 40		60	3	6
Professional Graduate Certificate in Education	120	At least 120			3	6
Graduate Diploma	120	At least 80		120	3	6

#### D4.9 Postgraduate awards: minimum credit requirements

Postgraduate Awards	Total credits required	Level M	Level 3 or above	Level 2 or above	Level 1 or above	UWE level	FHEQ level
Postgraduate Certificate	60	At least 40	60			M	7
Postgraduate Certificate Education (PGCE)	120	At least 40	At least 80		120	M	7
Postgraduate Certificate Learning and Skills	120	At least 40	At least 30	At least 20	120	M	7
Postgraduate Diploma	120	At least 80	120			M	7
Masters and Masters by Research	180	At least 120	180			M	7
Masters in Teaching and Learning*	180	180				M	7

\*The Masters in Teaching and Learning does not include a Masters dissertation but does include an extended independent study project.

**D4.10R** The credit for the Masters and Masters by Research dissertation and any other credit accumulated beyond the total required for a Postgraduate Diploma must be obtained under the Academic Regulations.

## D5 Work-based learning, professional practice, placements and credit

*Definitions:*

**Work-Based Learning:** means learning that has normally been achieved by learners in and through paid or unpaid work, which can be assessed as being at HE level, and can be recognised in terms of standard UWE academic credit. The focus of work-based learning is on learning in and from workplaces, critical reflection in and on this learning, and its relevance to learners in terms of enhanced skills, knowledge and understanding, and increased critical self-awareness and personal potential. The scope of work-based learning encompasses individuals undertaking units of study for which credit is awarded, professional practice and work placements through to whole programmes negotiated with employers.

**Professional Practice:** a period of approved work-based learning or study that includes a requirement for assessment of professional competencies by an appropriately qualified practitioner and is undertaken in a professional setting.

**Placement:** a significant period of approved work-based learning or study in a host organisation or institution approved by the University for this purpose, as defined in the requirements of a specific award. The word 'sandwich' is also sometimes used to describe placements

**Placement Credit (P Credit):** Where students are required only to complete a placement satisfactorily to pass, placement credit (referred to as P credit) is currently awarded. Placement credit defines the amount of credit achieved, but does not define a level.

**D5.1R** Any placement that is situated in the work place (as opposed for example to a period of language study abroad in another institution) must be articulated through clearly identifiable work-based learning outcomes and must comply with the University's policy on work-based learning.

**D5.2R** Learning that is achieved through an approved placement and is assessed under the Academic Regulations and Procedures of the University leads to standard University credit of an amount and at a level that is defined in the requirements of a specific award.

**D5.3R** All new students registering on sandwich degree awards of the University must undertake a minimum of 15 standard credits at level 2 or above that recognise and assess the learning and skills acquired during the approved placement, such as independent reflective and reflexive learning, enhanced levels of critical self-awareness and other achievements, in order to pass the placement.

**D5.4R** The required 15 credits of assessed placement learning is in addition to any non-credit-rated tasks that students may be required to undertake, record or pass in order to demonstrate satisfactory completion of the placement in compliance with the requirements of their award, but which are not otherwise assessed under the assessment regulations of the University.

**D5.5R** The required 15 credits of assessed placement learning may be in addition to, or embedded within, the credit structure and requirements of the student's sandwich degree award and associated work or practice based assessment.

**D5.6R** The required 15 credits is a minimum and departments are also encouraged to consider alternative and innovative ways of awarding larger amounts of assessed credit for work-based learning undertaken during the approved placement.

**D5.7R** Where an award requires professional practice, study or a work-based placement outside the UK, this shall be set out in the approved programme specification together with any assessment requirements for the study or placement.

**D5.8R** A period of study or professional practice undertaken outside the UK which is assessed under the Academic Regulations and Procedures leads to university credit. Placements involving work or study outside the UK may lead to standard credit depending on how they are assessed.

## **D6 Accredited learning and accreditation of experiential learning**

*Definitions:*

**Accredited Learning (AL):** is defined as formal learning which includes learning assessed and credit-rated and/or certificated by the University or an external institution of higher education or similar awarding body, and formal learning which has not been assessed but which is capable of assessment for the purpose of the award of University credit. Accredited and/or certificated learning may be recognised by the University as contributing to the credit requirements of its awards. Accredited learning may be prior to, or concurrent with, learning undertaken under the Academic Regulations and Procedures.

**Accredited Experiential Learning (AEL):** is defined as learning achieved through experience gained by an individual outside formalised learning arrangements where the learning outcomes are open to assessment by the University.

**D6.1R** The University may recognise credit or credit equivalence achieved from successful study in other institutions as contributing to awards of the University. Such study may have been completed before or be undertaken in parallel with assessment of a student for an award of the University.

**D6.3R** Students registered for a University award who undertake a period of approved study outside the UK which is assessed by another institution may in accordance with the Academic Regulations and Procedures for accredited learning transfer the credit achieved towards the University award.

**D6.4R** Marks or grades awarded by another institution may not be transferred to contribute towards a classification for honours or to the granting of an award with merit or distinction.

**D6.6** Maximum Permitted Recognition of Accredited Learning and Accredited Experiential Learning



**D6.6.1R** Where both accredited and/or experiential learning contribute to the credit requirements of an award of the University, the combination shall not exceed two-thirds of the total credit requirements for the award.

**D6.6.2R** The two-thirds ceiling shall not apply where a student has obtained all credit by study and assessment under the Academic Regulations and Procedures.

**D6.6.3R** Where a student fails to meet the requirements of the award on which he or she is registered but is eligible to receive a lower award, the two-thirds limit for credit gained by external accredited learning and/or accredited experiential learning shall be reduced accordingly for the lower award.

**D6.6.5R** For a Masters Degree, all credit beyond the credit total required to achieve a postgraduate diploma must be achieved by study and assessment under the Academic Regulations and Procedures.

## **D6.7 Recognition of accredited learning**

**D6.7.1R** Evidence of accredited learning shall be open to scrutiny and verification by the University in order to establish that the learning achieved by the student meets the learning outcomes of modules valid for the award for which the student is registered or with those required of programme learning outcomes within the Shell Award Framework.

**D6.7.2R** The University shall establish procedures for faculty scrutiny of applications for recognition of accredited learning to enable matching of the learning achieved by the student, with the specified learning outcomes for modules or groups of modules for which the accredited learning will be a substitute or with those required of programme learning outcomes within the Shell Award Framework.

**D6.7.3R** Recognised accredited learning shall identify the level and the amount of credit in accordance with procedures set down by the University. The amount of credit recognised must be of the equivalent level and size as the module against which it is being accredited.

**D6.7.7R** All decisions to recognise credit awarded by, or as a consequence of, learning certificated by an external institution of body shall be reported as accredited learning to the relevant examining board and identified against the relevant module(s) or unit(s) of study on the student's profile. Accredited learning shall be similarly identified on a student's Certificate of Credit.

## **D6.8 Recognition of experiential learning**

**D6.8.1R** The University may award credit for experiential learning. Such learning must be documented and open to assessment in accordance with University procedures including, where appropriate, by formal examination.

**D6.8.2R** Assessment of experiential learning shall require the matching of the learning achieved by the student with the learning outcomes specified for modules, groups of modules or other units of study valid for the award for which the student is registered.

**D6.8.3R** The University shall establish procedures for faculty assessment of experiential learning to lead to the award of university credit. All assessed experiential learning shall be considered for the award of credit by the appropriate examining board.

**D6.8.4R** Experiential learning that is assessed and confirmed by the University for the award of University credit shall be described as accredited experiential learning.

## **D7 Credit transfer between awards**

Definition: *credit gained under the Academic Regulations and Procedures and used by a student to transfer from one UWE award to another*

**D7.1R** A student may transfer credit gained in the context of one award to another award where the learning outcomes are deemed to be valid for the requirements of the new award. Such credit transfer shall be permitted to students of the University and to students external to the University who apply to register for an award of the University and who wish to transfer credit gained elsewhere.

**D7.4R** Students who are permitted to transfer credit awarded by another institution towards a University award shall have the minimum period for their registration reduced proportionately in respect of each block of 60 recognised credits.

**D7.5R** Credit transfer across named awards is not automatic.

**D7.6R** Where a student terminates registration and accepts an award, the credit gained may be used to contribute towards another same-level award, provided it is at Degree level or above, to a maximum of 20% of the credit required for that award. The recognition of such credit between awards at the same level is not automatic but at the discretion of an appropriate faculty committee. The recognised credit may be at any level. This applies to internal and external applicants for programmes at Honours degree level and above and interim awards from these programmes at Degree level or above. A faculty and award team retains the right to determine entry for both logistical and educational reasons.

**D7.7R** Achieved marks used in the Accredited Learning process are not transferable, with the exception of the following:

- an applicant for direct entry onto an honours degree who has already achieved more than two-thirds of the credit requirement for the award under the University's Academic Regulations and Procedures.

In this case, marks will be transferred and the student's honours degree classification will be based upon the marks for 120 credits (see G1.4R).

**D7.8R** It is not necessary for a student formally to request recognition of transferred credit to another award where that credit is for modules or units of study which are already valid for the award to which the student is seeking to transfer.

**D7.9R** A student who has discontinued registration without having achieved or accepted an award may resume registration for that award at a later date subject to continuing to meet the requirements of that award. Credit or marks achieved from modules or units

of study before registration ceased may contribute to the resumed award provided that the modules or units of study continue to be valid for the award.

## **D8 Credit records**

Definition: *the definitive record of modules undertaken and credit achieved.*

**D8.1R** The definitive record of the credit value of awards of the University and of other learning which is credit rated by the University shall be held by the Director of Corporate and Academic Services/Academic Registrar.

**D8.3R** The record of credit gained by a student enrolled on modules or registered for an award of the University and including students registered for awards of the University through an institution external to the University shall be maintained by Corporate and Academic Services within a framework determined by the Academic Regulations and Procedures taking responsibility for the field in which the module is located.

## **D10 Credit rating of award routes offered by external institutions leading to awards of the University**

### **D10.2 Affiliated Institutions**

**D10.2.1R** Where, exceptionally, an affiliated institution opts to credit rate routes leading to awards of the University according to its own credit scheme and procedures, the credit rating and transfer scheme must have been approved as part of the designation of the institution. The institution shall prepare and issue its own certificates of credit.

**D10.2.2R** Affiliated institutions which are required to involve the University in their approval and validation procedures, or be subject to the University's validation and approval procedures shall seek approval for credit rating of awards in accordance with the University's credit structure and requirements.

**D10.2.3R** Where credit rating is undertaken for affiliated institutions by the University as part of the University's validation process, Certificates of Credit for students studying in affiliated institutions shall be prepared and issued by the University.

## **D11 Credit rating of external non award-bearing provision**

**D11.1R** Learning offered by organisations external to the University may be calibrated for credit. Where such credit is valid for awards of the University, credit calibration will normally be undertaken in conjunction with validation of approval of the award or module and will confirm to the credit structure of the University.

**D11.3R** In order to be eligible for the award of University credit learning offered by external organisations must demonstrate that:

- a. the learning is concerned not only with the achievement of organisational objectives but also with the development of the individual;
- b. there is an appropriate learning environment with support for the learning experience;

- c. the specified learning outcomes are appropriately assessed and involve adequate external and independent examiners;
- d. the learning outcomes are adequately expressed in terms of knowledge, skills and competence;
- e. the learning provision is subject to regular monitoring, review and critical appraisal which is open to scrutiny by the University.

## **Part E The student academic experience**

### **E1 Principles**

**E1.1** In the management of academic standards and quality the University needs to ensure and demonstrate consistency of approach between different faculties and in the equitable treatment of all students in terms of admissions, learning, teaching and assessment, academic discipline and awards.

**E1.2** Students should be treated on the basis of capacity, potential and academic performance and should not be disadvantaged on any grounds irrelevant to academic study and within the context of the University's positive duty to promote diversity.

#### **E1.3 Communication with students**

**E1.3.1** Students should be provided with accurate, relevant and timely information and should be informed:

- a. of the primary means by which their faculty, department, Corporate and Academic Services, Student Services and other professional services will communicate with them and when this will happen;
- b. that the main communication channels used by the University are myUWE and the UWE student email account. Students are expected to check their UWE student email account regularly as this is the email address which will be used for communications. If students do not activate this account, or choose to automatically forward emails to a different email account, then the University will not be responsible if important information such as details about classes, assessments, examinations, fees, registration etc is missed.
- c. that it is the responsibility of students to maintain links with their academic department and the central administration, respond to requests for information, acknowledge specific communications related to the status of their registration and studies, and keep the University informed as to any changes in their contact details.

### **E2 Admission**

*Definition: a student is admitted to the University when he or she has satisfied the University's general entrance requirements or otherwise provided evidence of ability to achieve the required standard at entry, has registered for an award or enrolled on a module or short course and paid the required fees.*

**E2.1R** An applicant may seek admission to an award beyond the initial entry point subject to satisfying the entry requirements specified for the award and providing evidence which satisfies the University that the applicant has achieved the learning outcomes specified for any part of the award not undertaken under the assessment regulations for the award.

### **E3 General entrance requirements**

*For higher education programmes, there are no upper or lower age limits. However, the University requires all applicants to show evidence of being able to meet the specified entry criteria for the programme to which they have applied.*

**E3.1R** The general entrance requirements constitute the minimum entry requirements for entry to the first point of an award of the University. Particular awards may require specific levels of attainment in specific subject areas which are above these minima.

**E3.2R** English language requirements: an English language qualification recognised by UWE and/or UKBA is normally required for entry to all awards. Tests such as the British Council's International English Language Test (IELTS) are acceptable. All applicants must achieve a minimum grade of 6.0 and a minimum of 5.5 in each element; applicants for graduate entry awards, postgraduate certificates, postgraduate diplomas, masters and doctorate awards must achieve a minimum grade of 6.5 – 7.5 overall with minimum requirement in each element depending on the programme of study.

**E3.3R** English language requirements for entry to Bristol's International College Foundation Certificate:

- a. Applicants with an IELTS score of 4 or 4.5 will be considered for entry to the Foundation Certificate but will be required to complete Preparatory English study which is non credit bearing, before commencing any of the modules that contribute to the 80 credits required for the award.
- b. Applicants with an IELTS score of 5 will be considered for entry to the Foundation Certificate but they will be required to complete language modules which are non credit bearing before commencing the modules that contribute to the 80 credits required for the award.
- c. Applicants with an IELTS score of 5.5 will be considered for entry to the Foundation Certificate and will be eligible to commence the credit bearing modules.

**E3.4R** The minimum level of attainment required for entry to the start of a foundation degree or foundation route is:

- a. at least 40 UCAS tariff points in one subject at Advanced General Certificate of Education (GCE A level) or equivalent qualification supported by three subjects at General Certificate of Secondary Education (GCSE) at grade C or above; or
- b. a Quality Assurance Agency (QAA) recognised Access certificate awarded by an Authorised Validating Agency; or
- c. such other European and international qualifications and/or experience which the University considers equivalent to the above; or
- d. such other qualifications as may be recognised as equivalent by the Academic Board.

**E3.5R** The minimum level of attainment required for entry to the start of an undergraduate certificate, diploma or first degree (degree and degree with honours) for students studying national qualifications in England, Northern Ireland, Scotland and Wales is:

Three subjects, in General Certificate of Secondary Education (GCSE) at grade C or above or, in Intermediate 2 at credit level Standard Grade; supported by the award of a general or vocational qualification at level 3 in the Qualifications Curriculum Authority (QCA) or level 6 or 7 in the Scottish Qualifications Authority.

In addition to the minimum entry requirements required for a chosen course, applicants must have:

- a. at least 80 UCAS tariff points in two subjects at Advanced General Certificate of Education (GCE A ) or in one subject at GCE A level double award or equivalent qualification supported by three subjects at General Certificate of Secondary Education (GCSE\*) at grade C or above; **or**
- b. at least 120 UCAS tariff points with at least 40 points in each of three subjects at GCE A level or one GCE A level double award and one GCE A level (in different subjects) or an equivalent qualification supported by one subject at GCSE\* at grade C or above; **or**
- c. at least 80 UCAS tariff points in two subjects at GCE A level or in one subject at GCE A level double award or an equivalent qualification; and at least 40 UCAS tariff points in two subjects in an Advanced Subsidiary GCE (GCE AS) or one subject in a GCE AS double award supported by one subject at GCSE\* at grade C or above; **or**
- d. three subjects at grade C or above in Higher Grade of the Scottish Certificate of Education supported by two subjects at Standard Grade 3 or above or Intermediate 2; or four subjects at grade C or above at Higher Grade; **or**
- e. National Vocational Qualifications or Scottish Vocational Qualifications Level III in the number of subjects specified in the regulations for the award; **or**
- f. a QAA recognised Access to Higher Education Diploma awarded by an Authorised Validating Agency; **or**
- g. the European Baccalaureate; **or**
- h. the International Baccalaureate; **or**
- i. such other European and international qualifications which are nationally recognised as being the equivalent to the above; **or**
- j. such other qualifications as may be recognised as equivalent by the Academic Board.

**E3.6R** For entry to all undergraduate programmes international qualifications will be considered for their equivalency.

**E3.7R** For students who have other qualifications and life or work experience the University will consider each individually and on merit.

**E3.8R** The normal minimum level of attainment required for entry to postgraduate certificates, diplomas or masters degrees is a first degree and/or at least two years professional experience in an area relevant to the field of study of the award.

**E3.9R** The University reserves the right not to offer a place to an applicant who has previously been subject to formal proceedings at the institution which concluded they were unsuitable for a particular programme or for admission to the University in general.

#### **E4 Other entry profiles**

**E4.1R** Possession of knowledge and skills needed for admission to the University may be demonstrated by means other than possession of the normal entrance requirements.

**E4.2R** An applicant who does not satisfy the normal minimum entrance requirements for an award or module may be admitted on provision of evidence which demonstrates to the University's satisfaction that the applicant can benefit from study at the appropriate level and is likely on the evidence presented to achieve the required standard. The University may accept the following as satisfying all or part of its entry requirements:

- a. qualifications, credit or other forms of accredited learning from institutions of higher education or recognised bodies;
- b. evidence of experiential learning not previously assessed by or contributing to the awards of other institutions or bodies which is open to scrutiny and where necessary assessment.

#### **E5 Admission to programmes leading to awards of bodies other than the University**

**E5.1R** Admission to programmes conducted by the University leading to awards of other bodies shall be subject to the requirements of the body concerned.

#### **E6 Admission to non award-bearing provision of the University**

**E6.1R** Admission of students to non award-bearing provision of the University shall be as approved and as provided for in the information describing such provision.

#### **E7 Registration and enrolment**

*Definitions:*

**Registration** - following admittance to the University all students are required to register at the start of their studies and are required to re-register in each subsequent year of study. Registration is the process by which students provide personal and financial data to the university.

**Enrolment** - each year students are required to select/confirm the modules they intend /are required to undertake during that year.

##### **E7.1 Registration**

**E7.1.1R** All applicants who have firmly accepted offers of a place to study at the University shall be required to register to become students of the University. The administrative procedures for registration shall be organised by Corporate and Academic Services.



**E7.1.2R** Subject to the provisions of regulations E7.1.3R, E7.2.2R and E7.2.11R below a student or prospective student not having any outstanding debt or obligation to the University may apply to register for an award for which he or she meets the specified entry requirements including any requirements set by a professional body for recognition or accreditation of an award for professional employment.

**E7.1.3R** Registration is subject to the availability of the award and to any limit of the number of available places on the award. The University may take account of logistical and educational reasons in determining entry to an award.

**E7.1.4R** All students shall be required to re-register at the start of every succeeding academic session.

**E7.1.5R** Students shall be informed that the information they provide on registering with the University will be held securely and may be shared within the University for the purposes of managing and administering their programme of study.

**E7.1.7R** The University may in exceptional circumstances and at its sole discretion refuse to permit a student to register for an award.

## **E7.2 Module enrolment**

*Definition: each year students are required to enrol for the modules they intend/are required to undertake in the following year.*

**E7.2.1R** Newly registered students are required to enrol for the modules that determine their programme of study and must enrol for the appropriate number and type of modules for the programme of study for which they are registered.

**E7.2.2R** Subject to the provisions of E7.1.3R, E7.2.1R and E7.2.10R a student or prospective student not having any outstanding debt or obligation to the University may enrol on any module for which he or she meets the specified entry requirements, prerequisites or co-requisites.

**E7.2.3R** Enrolment is subject to the availability of the module and to any limit on the number of available places on the module. The University may take account of logistical and educational reasons in determining entry to a module.

**E7.2.4R** Subject to any restrictions in the assessment regulations for an award, a student may continue to enrol on modules for which he or she has satisfied any pre-requisites or co-requisites and subject to the University being satisfied they can meet their financial obligations (or has been given permission by the Vice-Chancellor to register despite the existence of the debt); is not subject to restrictions as a result of a breach of student conduct, suspension or investigation for other academic reasons; and has not been expelled from the award or the University.

**E7.2.5R** Except on postgraduate taught awards, or undergraduate awards that are delivered in an accelerated mode of delivery, students on a full time mode of delivery may enrol for a maximum of 165 credits including placement credits, in one academic year. Students in a part time mode of study may normally enrol on a maximum of 90 credits in one academic year.

**E7.2.6R** Students may enrol on a module or module(s) without registering for an award or on modules additional to those valid for their award subject to the maximum permitted enrolment of 165 credits.

**E7.2.7R** Students may enrol on any standard module or project module subject to:

- a. meeting the stated entry requirements of the University; and
- b. meeting any stated prerequisites and/or co-requisites for the module; and
- c. meeting any stated requirements of particular awards as specified in the relevant approved programme specification; and
- d. availability of the module; and
- e. availability of places on the module where a limit is set for module enrolment.

**E7.2.8R** Enrolment on a professional practice module, a masters dissertation, a placement, or a module involving a placement is permitted only where students are also registered for a named award for which the module, dissertation or placement is valid.

**E7.2.9R** Students are not permitted to enrol on a module later than 21 days after the start of teaching on the module.

**E7.2.10R** Irrespective of any fee liability, students may withdraw from a module without academic penalty (e.g. loss of the sit on that module) if withdrawal occurs within one quarter of the module's delivery period or before the deadline for submission of the first assessed element, whichever is the sooner. The exact date will be specified to students by Corporate and Academic Services.

**E7.2.11R** The University may in exceptional circumstances, and at its sole discretion, refuse to permit a student to enrol on a module or to continue in enrolment on a module.

## **E8 Responsibilities of students**

**E8.1R** The rights of students to tuition, assessment, certification and conferment of an award are subject to students remaining in good standing with the University.

**E8.2R** A student shall be individually responsible for providing the University with such information as it may require for admission, registration and enrolment, including any information specified as being necessary at the point of initial registration for a specific award, for the certification of credit and awards and for any other purpose connected with the University's functions. Such information shall include full and accurate details of name, permanent and, if different, local address and date of birth. Changes of name or address are to be notified to the University without delay, and in any event, before the termination of the student's registration.

**E8.3R** A student shall be individually responsible for paying fees for his or her award or module(s) as required by the University or for providing satisfactory evidence of sponsorship by a local authority, research council, employer or agency accepted by the University.

**E8.4R** Students are individually responsible for managing their study and are required to undertake all assessments in the format and at the time specified in module specifications and in information provided by faculties.

**E8.5R** A student shall be individually responsible for complying with all rules, Academic Regulations and Procedures applying to him or her as determined by the Academic Board, the Board of Governors or the Vice-Chancellor.

**E9 Academic guidance, tutorial and learning support**

*Definition: the provision of academic and pastoral advice and support available to students throughout their studies available at faculty and institutional levels.*

**E9.1R** Faculties are required by Academic Board to make arrangements for, and to monitor the provision of, academic guidance, tutorial and learning support and related services for students. The effectiveness of such provision is a key area for scrutiny through the University's internal academic audit of a faculty's quality assurance arrangements.

**E9.2R** Information on individual staff responsibilities related to programme and award management and student academic and pastoral support shall be conveyed to each student in the faculty's Student Handbook or equivalent document which may be available on-line.

**E11 Consultation with and feedback from students**

*Definition: the University collects feedback from students at a number of levels – modular, programme, institutional and via the National Student Survey (NSS). Student feedback is an important element of the University's quality management and enhancement framework and is used to review and develop policy and practice at all levels within the University that enhances the student learning experience.*

**E11.1R** The Academic Board shall require faculties and other approved units to establish and promulgate arrangements, including formal procedures, for securing consultation with and feedback from students on teaching, learning, assessment methods and procedures and other arrangements for awards, award routes and modules.

**E12 Student complaints about academic provision**

**E12.1R** The Academic Board shall establish procedures for dealing with complaints from students about any academic matter related to teaching and learning provision on award routes or modules or any academic matters relating to the provision for supervised postgraduate research.

**E12.2R** An academic complaint shall be defined as a matter of concern to a student about the delivery, management or assessment methods and procedures of an award, award route or module, or of supervised research, which has not been resolved through the normal consultation procedures as established under Regulation E12.1R.

**E12.3R** A complaint made in respect of an award route, module or supervised research shall be made whilst the study is in progress.

### **E13 Suspension and expulsion of students for academic reasons**

**E13.1R** The procedures established by Academic Board for the suspension and expulsion of students for an unsatisfactory standard of work or for other academic reasons shall:

- a. provide that, where an examining board has determined that a student has failed to meet the stated requirements for assessment after undertaking all permitted resits and retakes and is not eligible to enrol on other modules, the student may be required by the Executive Dean or his or her nominee to withdraw from the award;

and

- b. specify conditions under which the Vice-Chancellor may, after giving the student an opportunity to make representations, suspend or expel a student for academic reasons other than failure to meet the stated requirements for assessment.

## Part F Assessment

*Definition: assessment of student performance is an integral part of students' learning experience. Both summative and formative forms of assessment are used in the University. Formative assessment is where the assessment constitutes a learning experience in its own right and is usually not included in the formal grading of the work. Summative assessment is usually undertaken at the end of a period of learning (although it can also be during the period of learning) in order to generate a grade that reflects the student's performance.*

### F1 Principles

**F1.1** The purpose of assessment is to determine whether a student has met the objectives and learning outcomes set for awards and modules and has achieved the standard required of the module or of the award overall. This section of the Academic Regulations and Procedures specifies the conditions and requirements for assessment, including the circumstances and requirements for resits and retakes. The assessment of a student's performance must accord with the assessment regulations stated in the programme and module specifications applying to the award or module for which a student is registered or enrolled.

**F1.2** The University's policy governing the assessment of students is based on the following principles:

- a. that assessment is an integral part of a dynamic learning and teaching process and not separate from it;
- b. that assessment plays a key part in the rigorous setting and maintaining of academic standards;
- c. that all students are entitled to parity of treatment;
- d. that for assessment purposes, in relation to the same module, there should be no distinction between different modes of study;
- e. that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites;
- f. that due attention is paid to the assessment requirements of professional bodies;
- g. that different module learning outcomes should be recognised by and reflected in different forms of assessment;
- h. that explicit criteria against which student performance is assessed should be available to students in advance of their assessment;
- i. that all students should be afforded maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities;
- j. that assessment practice is scrutinised by external examiners in order to maintain and monitor standards and to ensure consistency and comparability across modules in the fields to which they are appointed;
- k. that the outcome of assessment at programme level is monitored by a chief external examiner in order to ensure consistency and parity of approach across all programmes offered by a faculty;

- l. that all students are consulted and kept fully informed about expectations, processes and the outcomes of assessment;
- m. that all methods used to assess student performance are fair and fit for purpose and are compliant with extant legislation;
- n. that the assessment process is carried out by appropriately qualified and competent staff.

## **F2 Assessment responsibilities**

### **F2.1R** The University shall:

- a. undertake the assessment of students in accordance with the assessment regulations of the module or award;
- b. provide invigilation for examinations undertaken in the University in accordance with procedures approved by the Academic Board;
- c. publish the results of students' assessments relating to their progress on awards or to completion of awards;
- d. issue individually to students their marks or grades;
- e. investigate allegations of assessment offences in accordance with procedures approved by the Academic Board;
- f. issue assessment regulations and requirements including timetables for examinations, instructions to candidates taking assessments or examinations under controlled conditions, and dates and any other requirements for submission of assessed work.

### **F2.2R** A student shall be individually responsible for:

- a. reading information issued to students on assessment arrangements, attending examinations and submitting work for assessment in the manner and at the time required. If a student fails to attend examination(s) or submit work for assessment, without an accepted valid reason, the examining board may determine that the student has failed the assessments concerned;
- b. providing, in accordance with such procedures as are approved by the University, the appropriate examining board before its meeting with written evidence of any illness or other accepted valid cause adversely affecting performance in assessment which the student wishes the examining board to take into account;
- c. undertaking assessments in a manner which does not seek to gain unfair advantage;
- d. ascertaining results as published by the University.

## **F3 Confirmation of standards**

*Definition: assessment is the means by which standards are confirmed in terms of an individual student's performance against agreed assessment criteria set to measure the achievement of learning outcomes at each level*

**F3.1R** No module or award route shall be approved without assessment regulations. These shall describe the nature and methods of assessment. The Academic Board may approve assessment regulations for specified categories of awards.

**F3.2R** Assessment regulations shall identify at a minimum:

- a. the requirements for satisfying the examiners for the award of credit for a module;
- b. the conditions for credit accumulation and for continuation of study within the award;
- c. the requirements for students to satisfy the examiners for a named award, and for meeting the requirements of differentiated levels of the award where applicable;
- d. the conditions under which resits and retakes are possible and any limitations on the marks achieved;
- e. the conditions which may lead the examining board to fail a student and/or to require the student to withdraw from a module/award;
- f. the conditions for the recommendation of intermediate awards;
- g. the involvement of external examiners in assessment, in addition to their participation in examining boards;
- h. the terms of reference and composition of the examining board and any subsidiary boards.

**F3.3R** The Academic Board shall establish procedures for consideration of requests from professional and statutory bodies for variations to assessment regulations in respect of awards recognised or accredited by such bodies (See B9.1R).

**F3.4R** Assessment shall be undertaken by competent and approved internal and external examiners.

**F3.5R** All recommendations leading to awards of the University shall be agreed by approved external examiners.

#### **F4 Anonymity in assessment**

*Definition: anonymous marking is an important element in the quality assurance of the assessment process. The rationale for anonymity is the protection of candidates against the possibility of bias in assessment.*

**F4.1R** At the beginning of the delivery period for each module, faculties shall inform students of those assessed activities for which their anonymity will be preserved and those for which it will not.

**F4.2R** With the exception of formative assessment which does not count towards the outcome of a module or an award and assessed activities for which anonymity of the candidate is impractical, impossible or undesirable, faculties shall implement the general marking practice whereby the identity of the student is unknown to the marker.

**F4.4R** Student anonymity shall be maintained where the assessor or second marker of a dissertation, project or creative artefact is a member of staff or other recognised authority appointed by the University who has not supervised the work directly or indirectly.

## **F5 Moderation of marks**

*Definition: moderation can be defined as a specific process that seeks to ensure consistency, fairness and rigour in the assessment of students. A typical outcome of the moderation of the marking process might be a rescaling of a whole batch of student outputs relating to a module.*

**F5.1R** All Level M dissertations shall be double marked with no marks or comments from the first marker visible to the second marker.

**F5.2R** All Level M projects shall be double marked with no marks or comments from the first marker visible to the second marker.

**F5.3R** All level 3 projects shall be double marked with no marks or comments from the first marker visible to the second marker.

**F5.4R** All level 2 projects shall be double marked with no marks or comments from the first marker visible to the second marker.

**F5.5R** A presentation which counts for more than one quarter of the total assessment weighting of a module shall be assessed by more than one member of staff.

**F5.6R** Sample double marking shall be carried out at element level (or component level where there is no sub-division into elements) for all other modules at all levels. Exceptions, for practical reasons are:

- a. the practice component of professional practice modules;
- b. any team taught element or component for which the work of an individual student is jointly assessed by more than one member of staff;
- c. placements.

**F5.7R** The sample to be double-marked shall reflect the full range of performance for each cohort on each module version run.

**F5.8R** The basis for sampling shall be determined collectively under the guidance of the Field Leader; the process shall be organised by the Module Leader who shall report to the field board any action taken to moderate marks as a result of the sampling process.

**F5.9R** Tutor-marked coursework and examination activities undertaken for formal assessment purposes at any level by any student of the University may be included in the sample from each module which is to be double-marked, drawing on the informed judgement of at least two appropriately qualified members of staff in the field owning the module.

## **F6 Assessment activities and assessment feedback**

**F6.1R** Assessed activities shall form an integral part of, and contribute directly to, the student's relevant learning experience.



- F6.2R** Responsibility for selecting assessment tasks shall lie with the module team, confirmed by the field owning the module.
- F6.3R** Assessed activities shall include as wide a range of assessment methods as possible and shall be made explicit in module specifications and the specification for which students are registered.
- F6.4R** The demands of any assessed activities shall be consistent with the credit level and rating of the module or part module to which they relate.
- F6.5R** Each faculty shall implement mechanisms to ensure comparability of the assessment demands of modules of the same type and level within and across its fields.
- F6.6R** Assessment requirements shall seek to provide a balance between formative and summative assessment at each level for the programme concerned.
- F6.7R** All students shall be given sufficient advance notice in writing of all assessed activities which will be explained clearly when assignment specifications are set; submission and assessment feedback dates for each assignment shall be specified at the beginning of the module delivery period. All faculties shall seek to avoid a concentration of submission deadlines and shall co-operate fully to endeavour to ensure that this is achieved for students whose programme includes modules from more than one faculty.
- F6.8R** With the exception of unseen examinations, the specifications of assessed assignments shall include an explicit statement of objective criteria by which each student's performance shall be assessed. Where this is impractical a broad statement shall be provided in advance of the assessment and a detailed explanation of the criteria which have been applied shall be attached when the work is returned to the student or, in the case of non-written performance, when the outcome is communicated to the student.

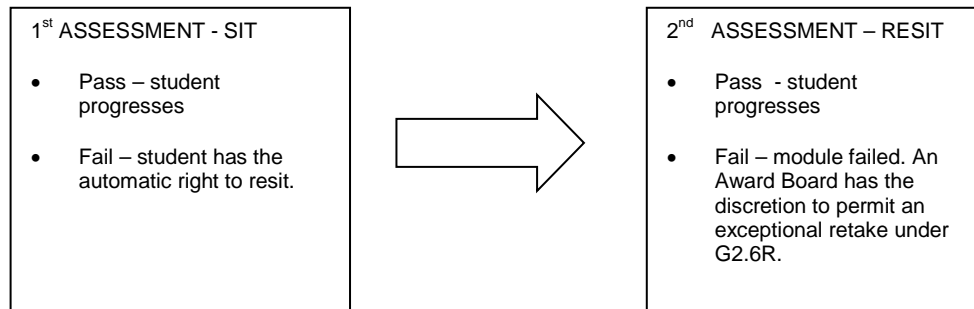
## **F7 Examiners' judgement**

- F7.1R** The final decision on the award of credit and the recommendation of awards to students rests with the judgement of examiners.
- F7.2R** Examiners' judgements are exercised within the framework of rules set by the assessment regulations for the module and award. Examiners may exercise discretion in relation to individual students only in so far as such discretion is consistent with the provision of the assessment regulations for the module and award.
- F7.3R** The academic judgements of the board shall be final.

## **F8 Module assessment**

*Definition: the learning outcomes of each module are assessed as described in module specifications. Students are required to undertake assessments as set out. Students have the right to one sit and a resit at modules. These are normally taken within the same academic session. The diagram below portrays the regulations.*

*The regulations explain the arrangements for sit and resit of assessment in the event of failure.*



**F8.1R** The assessment requirements of a module shall be stated in the module specification. The assessment requirements shall be proportionate to the credit value and level of the module.

**F8.2R** All modules shall have one or two components of assessment. Where there are two components they shall be referred to as component A and component B. Each component has a specified weighting, which determines its contribution to the overall module mark. Students who do not pass one or both components at the first sit are entitled to a resit in the component(s) which have not been passed. Only an award board has the discretion to permit an exceptional retake of a failed module beyond a resit.

**F8.3R** Irrespective of the level of award, the pass mark for modules at levels 0 to 3 is 40%, and for level M modules is 50%. The overall module mark is the mark for component A or the weighted average of components A and B where there is more than one component. For professional practice modules with a single component of assessment the module outcome is expressed as passed or not passed only.

**F8.4R** Subject to any operational constraints, module assessment shall be provided at least twice in any academic year in accordance with the [University's Academic Calendar](#).

**F8.5R** All standard modules have a component A which is assessed under controlled conditions. This component must count for at least 25% of the overall module mark. The module specification will state which is the component A assessment.

**F8.6R** Assessment under controlled conditions normally means assessment at a prescribed time and in prescribed conditions involving University-controlled invigilation or supervision. Other forms of assessment under controlled conditions can be undertaken, providing that the control exerted is sufficient to provide certainty that the work submitted for assessment is the student's own work and that there is parity of treatment between all students taking the assessment.

**F8.7R** Component B may be assessed under controlled conditions and/or by other means.

**F8.8R** Assessment 'by other means' normally means work undertaken outside the classroom or laboratory in the student's own time.

**F8.9R** Components of assessment may contain one or more elements of assessment. Marks from all elements are recorded and the overall mark for the component is the weighted average of all elements.

**F8.10R** Module specifications for modules which have assessed group work must clearly indicate which parts of the assessment are marked individually, and if applicable, where marks are allocated to the group.

**F8.11R** Students are expected to engage with all assessment required of them. In the event that a student is not fit to sit or hand in any assessment then students have the option to submit extenuating circumstances to justify any non-submission. In considering whether to permit a discretionary and exceptional retake of failed modules an award board will consider all non-submissions not supported by approved extenuating circumstances as evidence of non-engagement. Any such evidence may be considered such that an exceptional retake is not permitted.

An exceptional retake will not be considered for any failed module with a non-submission against both sittings of a component within the attempt for which no extenuating circumstances have been approved. In cases where modules have two components at the first sit and one component at the resit, the student must either have demonstrated engagement with both components by the completion of the attempt or have engaged with the resit component in order to be eligible for consideration.

## **F9 Reassessment**

*Definitions: There are two definitions of reassessment used by the University*

*A resit: having failed to reach the required pass standard at the first sit, the opportunity to be assessed for a second time in a module at the next scheduled assessment opportunity with or without further class attendance.*

*A retake: the exceptional opportunity to take the module again, having failed to reach the required pass standard at the first sit and resit. This allows a further sit and a resit. This is only available where an award board has exercised the discretion available to it and made the decision to permit an exceptional retake.*

**F9.1R** If students do not pass at the first sit, they are entitled to resit. If the module is not passed at the resit, it is failed.

**F9.2R** Normally, no further retake is permitted on a failed module even where students wish to re-enrol on the module for a different award at a later date unless a student is granted an exceptionally permitted retake.

**F9.3R** An award board shall only permit students a retake in a module in exceptional circumstances where either extenuating circumstances are accepted in relation to the sit or resit where the module was not passed, or it has exercised discretion to permit a retake taking into account the student's engagement with the failed module and their performance in other modules contributing to their award.

- F9.4R** Resit requirements for a module shall be stated in the module specification. The requirements and standard of attainment expected in the resit or in the exceptionally permitted retake shall be as demanding as the first sit.
- F9.5R** Subject to the conditions of F9.9R the module specification shall state where class attendance is mandatory for a resit or for a further exceptionally permitted retake. Where class attendance is optional, students must, on enrolling on modules for a resit, or for an exceptionally permitted retake, indicate whether they will attend classes.
- F9.6R** It may not be possible to provide an opportunity for a resit or a retake for some modules before the next occasion on which the module is run in its entirety. This will not affect the student's rights to a resit, or an exceptionally permitted retake, but it will affect the timing of that resit or retake.
- F9.7R** A resit, or an exceptionally permitted retake, is not permitted to improve a mark where a pass has already been achieved.
- F9.8R** An exceptionally permitted retake for an award or for credit shall normally take place within a reasonable time and within the maximum length of the award route where this is specified or within any limits specified for the life of a module.
- F9.9R** A student who is awarded an exceptionally permitted retake may not demand reassessment in components or modules which are no longer current within the programme.
- F9.10R** An exceptionally permitted retake for modules or awards recognised or accredited by professional or statutory bodies may be subject to restrictions on the number of times for which a retake is permitted to achieve a specific named award.
- F9.11R** Normally, opportunities for exceptionally permitted retakes for the purpose of obtaining university credit for assessed experiential learning shall be the same as in the assessment regulations for the retake of modules.
- F9.12R** Students failing a standard or project module which is compulsory for a named award will have their registration for that award terminated by the University.
- F9.13R** Students submitting evidence for assessment under accredited experiential learning in accordance with the Academic Regulations and Procedures shall be permitted a sit and a resit but no further retakes. The timing of the sit and resit shall normally coincide with the assessments on the module(s) for which the experiential learning is being considered.
- F9.14R** Capping applies at all levels.
- F9.15R** Once a module has been passed, no further assessments are permitted unless under exceptional circumstances in order to satisfy the requirements of professional bodies.

**F9.16R** The University may change module provision without notice but will ensure that students who have legitimately registered for an award will be able to follow an appropriate programme of modules to qualify for the registered award within the normal maximum period for completion (B12.2R).

## **F10 Module assessment, resits and retakes**

### **F10.1 Standard undergraduate and postgraduate modules**

*Definition: a standard module is usually classroom or laboratory based although it need not be. Some assessment is under controlled conditions and some may be by other means.*

**F10.1.1R** A standard module may have at most two components of assessment.

**F10.1.2R** The mark for a component of assessment is calculated as the weighted average of the marks for the individual elements of the component. The weighting of elements shall be set out in the module specification and shall be given to students no later than the start of the module delivery period. Students cannot be required to pass individual elements unless there are specific academic reasons for them to do so.

**F10.1.3R** Component marks and the overall module mark are expressed as percentages. Where one component of assessment is marked as passed/not passed only, the overall mark for the module is the mark awarded for the other component and shall be a minimum of 40%.

**F10.1.4R** In standard modules at level 0 and level 1, a component may be assessed as passed or not passed only. Where this is the case, students must pass this component and obtain a pass mark in the other component in order to pass the module.

**F10.1.5R** In standard modules with two components, where one component of assessment at level 0 or 1 is marked as passed/not passed only, the overall mark for the module is the mark awarded for the other component and shall be a minimum of 40%.

**F10.1.6R** The overall module mark for modules with more than one component is calculated as the weighted average of the marks for both components. The component assessed under controlled conditions must carry a minimum weighting of 25%. The weighting of the components is set out in the module specification and shall be given to students no later than the start of the module delivery period.

**F10.1.7R** To pass a module, students must achieve an overall module mark of not less than 40% (levels 0-3) or 50% (level M). Where the module assessment has two components, students must achieve at least 35% (levels 0-3) or 40% (level M) in each component in order to pass the module. A mark below 35% (levels 0-3) or 40% (level M) in either component means that the module has not been passed.

**F10.1.8R** The form of resit for a component shall be stated in the module specification.

**F10.1.9R** Students who do not pass a module at the first sit have a right to resit the component(s) which have not been passed.

**F10.1.10R** If the minimum mark of 35% (levels 0-3) or 40% (level M) is not achieved in both or one of two required components of assessment (and the other is passed) at the first sit the mark for the resit component is capped at 40% (levels 0-3) or 50% (level M). This is described as a partially capped mark. The mark for the other component is not capped nor is the overall module mark.

**F10.1.11R** To pass a module on a resit or exceptionally permitted retake, students must achieve not less than 35% (levels 0-3) or 40% (level M) in the resit or retake component(s) of assessment and an overall module mark of not less than 40% (levels 0-3) or 50% (level M).

**F10.1.12R** If one component of assessment in a level 0 or level 1 module is assessed as passed or not passed only, a pass must be achieved in any resit or retake component.

**F10.1.13R** Students who do not pass a module after the resit will be deemed to have failed the module. An award board may only permit students a retake in a module in exceptional circumstances where either extenuating circumstances are accepted in relation to the sit or resit where the module was not passed, or it has exercised discretion to permit a retake taking into account the student's engagement with the failed module and their performance in other modules contributing to their award (refer to F8.11R).

**F10.1.14R** Students who do not pass a module after the resit may take an alternative module if valid alternative modules are available. If students enrol on an alternative module, this module will be treated as a new enrolment and subject to the normal rules for assessment.

## **F10.2 Undergraduate and postgraduate project modules**

*Definition: a project module requires the completion of a project, dissertation or similar piece of extended, individual or group work.*

**F10.2.1R** A project module has a single component of assessment, component A, being the project report, dissertation or equivalent piece of work. This may include one or more elements as defined in the module specification. Students may be required to pass those elements which include the project.

**F10.2.2R** The mark for a project module is expressed as a percentage.

**F10.2.3R** The mark for a project module is the weighted average of the marks of the individual elements of the component. The weighting of the elements shall be stated in the module specification and shall be provided to students no later than the start of the module delivery period.

**F10.2.4R** The pass mark for a project module is 40% (levels 0-3) and 50% (level M).

**F10.2.5R** The form of resit or exceptionally permitted retake in a project module shall be the resubmission of the project report, dissertation or other requirement as defined in the module specification.

**F10.2.6R** Students who do not pass a project module at the first sit have a right to a resit in the module.

**F10.2.7R** To pass a project module at resit, students must achieve a mark of not less than 40% (levels 0-3) or 50% (level M). Where the component includes element(s) which must be passed, a mark of 40% (levels 0-3) or 50% (level M) must be achieved in those elements.

**F10.2.8R** Students who do not pass a project module after the resit will be deemed to have failed the module, unless an Award Board has exercised discretion to permit an exceptional retake.

**F10.2.9R** For the purposes of classification for honours or other differential award levels, the mark for a project module achieved at the resit, where no extenuating circumstances have been accepted, shall be capped at 40% (levels 0-3) or 50% (level M). The actual mark achieved for the capped module shall be recorded on a student's Certificate of Credit.

### **F10.3 Professional practice modules**

*Definition: a professional practice module is normally undertaken outside of the University in a professional setting, combining practice with related study. Assessment of competence in professional practice will always involve an appropriately qualified practitioner.*

**F10.3.1R** A professional practice module may have specified entry and assessment requirements as required by a professional or statutory body where the module contributes to an award which is recognised or accredited.

**F10.3.2R** A professional practice module shall have at most two components of assessment. Component A shall be the assessment of professional competencies by an appropriately qualified practitioner.

**F10.3.3R** Professional competencies shall be assessed as passed or not passed only. If the module assessment is based solely on the assessment of professional competencies, the assessment outcome is recorded as passed or not passed only and is not taken into account in determining eligibility for an award with classification for honours or other differential level of award.

**F10.3.4R** If additional means of differentiating performance in professional competencies have been agreed by the University at the request of a professional body, these shall be recorded on the Certificate of Credit.

**F10.3.5R** Assessment of professional competencies may include resit or retake of specific competencies subject to a maximum number of such resits or retakes as stated in the approved programme specification.

**F10.3.6R** Where there is a component B, the overall mark for the component is the weighted average of the marks of the individual elements of the component. The pass mark for the component is 40% (levels 0-3) or 50% (Level M). The weighting and the requirements for completion of the elements shall be described in the

module specification and shall be given to students no later than the start of the module delivery period.

**F10.3.7R** A professional practice module can only be passed if the component of assessment of professional competencies is passed.

**F10.3.8R** If a professional practice module assessment requires a single component of assessment of professional competencies, the outcome is recorded as passed or not passed.

**F10.3.9R** If a professional practice module has two components of assessment, the overall module mark is expressed as a percentage. The percentage mark is awarded for the component not relating to professional competencies. If either component is not passed, the module is not passed.

**F10.3.10R** Where the outcome of a professional practice module is expressed as passed or not passed only it does not contribute to an honours classification or other form of differential level of award. If a professional practice module includes a second component, the mark for the second component is the mark for the module and, if it is at level 2 or above, this will contribute to classification for honours or other differential level of award.

**F10.3.11R** In a professional practice module students do not have a right to an automatic resit after the first sit. A resit is subject to the discretion of the award board. Where a practice component has not been passed students are normally offered at most one further opportunity to resit.

**F10.3.12R** If an award board permits a resit, the professional component assessment must be repeated in addition to the non-professional component.

**F10.3.13R** The method of a resit or retake for the component not involving assessment of professional competencies shall be defined in the module specification.

**F10.3.14R** The method and attendance requirements for a resit and retake of the professional competencies component are at the discretion of the award board.

**F10.3.15R** Any overall pass mark obtained at a retake for a professional practice module shall be capped at 40% (levels 0-3) for classification for honours or other differential level of award or 50% (for the purpose of determining eligibility for a postgraduate award with merit or distinction) The actual mark achieved shall be recorded on the student's Certificate of Credit.

**F10.3.16R** Students enrolled on a professional practice module who fail to satisfy assessment of professional competence after any resit or retake as may be permitted by an award board will have their registration for that award terminated by the University and may not register for another award for which that module is compulsory.



## **F10.4 Masters dissertation modules**

**F10.4.1R** A masters dissertation shall be assessed as a project module.

**F10.4.2R** A masters dissertation module shall be undertaken as the final part of a masters award.

**F10.4.3R** Students are permitted a sit and resit only for a masters dissertation module, unless the Award Board has exercised discretion to permit an exceptional retake.

**F10.4.4R** Where students are eligible to resit, a maximum period of twelve months is permitted for the resubmission of the dissertation.

## **F11 Submission of work for assessment**

**F11.1R** A deadline shall be set for the submission of every element of assessment. Faculties shall inform students of the deadline by which work should be submitted.

**F11.2R** The hand in time for all assessments shall be 2.00pm.

**F11.3R** If a student does not submit coursework when instructed to do so, this will be considered a non-submission. If a module requires the submission of coursework electronically, work submitted in any other format will not be accepted. However, students who are given reasonable adjustments to their assessments due to disability or for health reasons may be permitted to submit in a different way.

## **F12 Late submission of work for assessment**

**F12.1R** Work submitted up to 24 hours after the published deadline will be penalised as follows:

- a. a mark of more than 40% (level 0-3) for the element will be reduced to the pass mark - 40%;
- b. a mark of more than 50% (level M) for the element will be reduced to the pass mark - 50%;
- c. the reduced mark for the element will be used in the calculation of the overall module outcome;
- d. a mark lower than the pass mark will stand and be used in the calculation of the overall module outcome.

These penalties will apply to work submitted online after the deadline but within the 24 hour period. Earlier versions of the work will not be marked.

An assessment under a pass/fail marking scheme will have no penalty if the work is submitted within 24 hours of the published deadline.

**F12.2R** Work will not be accepted after the 24 hour 'window' and will be recorded as a non-submission.

### **F13 Taking assessments under controlled conditions off campus**

**F13.1R** Assessments under controlled conditions, including examinations, shall normally take place on a University campus or at a venue determined by the University for the whole cohort of students taking that assessment, including at the University's partner institutions. It is the student's responsibility to attend examinations and assessments under controlled conditions. No student shall have the right to take any assessment off campus and permission to do so is at the discretion of the University.

### **F14 Instructions to examination candidates**

**F14.1R** The University operates a strict code relating to the behaviour of examination candidates. These expectations are listed on the following webpage: [Instructions for Candidates](#)

The list of items in the code is not exhaustive and any form of breach of examination regulations or procedures in addition to those listed will be treated as an Assessment Offence (F20).

### **F15 Examining Boards**

*Definition: examining boards are university bodies that have responsibility for confirming results, progression and classifying students' degrees. Examining boards operate at several levels in the University - examining boards for non-modular programmes; field boards and award boards.*

#### **F15.1 Examining Boards: general regulations**

**F15.1.1R** There shall be an examining board for each award of the University. Examining boards shall be accountable to the Academic Board and shall have a constitution approved by or on behalf of the Academic Board. Examining boards shall include the external examiner(s) approved by the Academic Board.

**F15.1.2R** The Academic Board may prescribe the terms of reference and composition for types of examining boards. These shall be specified in the assessment regulations for the award.

**F15.1.3R** Corporate and Academic Services shall provide full administrative and secretariat support for examining boards and shall ensure that all such boards maintain comprehensive and accurate records of proceedings which comply with any requirements of the University issued by the Director of Corporate and Academic Services/Academic Registrar and that the minutes of all examining boards are submitted to the Director of Corporate and Academic Services/Academic Registrar as soon after the examining board meeting as is practical.

**F15.1.5R** An examining board shall normally be chaired by the Executive Dean of the relevant faculty (or equivalent) or by an appropriately senior member of academic staff nominated by the Executive Dean.

**F15.1.6R** No student shall be a member of an examining board for his or her programme or attend an examiners' meeting for such programme other than as a candidate for assessment. No member of staff who is enrolled on a module or registered for an

award under consideration by the board shall be a member of the board whilst the module is under discussion.

**F15.1.7R** The quorum of an examining board shall be two-thirds of the members eligible to attend. For non modular programmes the quorum shall include the chief external examiner and where relevant at least one other external examiner where awards are to be recommended. For modular programmes the quorum shall include the chief external examiner for the award board and at least one external examiner at the field board. An examining board which does not include an external examiner either in person or via a video, telephone or other link is not authorised to assess students for an award or for credit or to recommend the grant of an award to a student.

**F15.1.8R** No other body or person may act on behalf of the Academic Board in recommending the award of credit or granting of an award or in amending the properly executed decision of an examining board acting within its terms of reference.

**F15.1.9R** Where there is a disagreement between the external examiner(s) and the internal examiners which cannot be resolved through discussion, the decision of the external examiner(s) shall normally be accepted as final by the examining board. Any unresolved disagreement between external examiners shall be referred to the Chair of the Academic Board for determination.

**F15.1.10R** No recommendation for the grant of an award may be made without the written consent of the approved external examiner(s).

**F15.1.11R** The proceedings of an examining board are binding on its members and confidential to it, to a panel of its members or to a review panel authorised by the Academic Board, or to such officers as may be authorised by the Vice-Chancellor for the purpose of considering an application for review of a decision of an examining board.

## **F15.2 University modular framework: Field and Award Boards**

*Definition: For programmes within the University's Modular Framework there shall be field boards and award boards. Each has a separate function and terms of reference. Responsibilities of field and award boards do not overlap. Field boards consider and approve module marks and award credit (i.e. they are module facing). Award boards decide the eligibility of students for awards, including intermediate and default awards, within their jurisdiction and the effect of approved extenuating circumstances relating to individual student performance on modules and awards (i.e. they are student facing).*

### **F15.2.1 Field Boards terms of reference**

**F15.2.1.1R** A field board is responsible for determining in relation to all modules within the field(s) assigned to the board:

- a. that all assessments undertaken for modules are properly scrutinised and marked;
- b. that all assessments are properly conducted;

- c. the impact, if any, of adverse circumstances affecting the delivery or assessment of a module on the performance of an identifiable cohort or an identifiable sub-group within a cohort on a component of assessment or a module as a whole;
- d. the mark or decision to pass/not pass made in respect of each student for assessment, resit or retake on each module;
- e. the award of credit, including placement credit, to a student where assessed performance meets the minimum threshold required for a pass in each module in accordance with the Academic Regulations and Procedures;
- f. to note all assessment offence penalties as imposed by the Assessment Offences Adviser / panel;
- g. any matters arising from analysis of assessment data for modules within the board's jurisdiction which it wishes to draw to the attention of appropriate bodies;

**F15.2.1.2R** A field board shall have no other terms of reference.

**F15.2.1.3R** A field board shall have as its membership:

- a. the Executive Dean, or authorised nominee, of the faculty having academic responsibility for the field (chair)
- b. the field leader;
- c. the module leader, or nominee, for all modules within the jurisdiction of the board under consideration at the meeting;
- d. the field external examiner(s) responsible for modules within the jurisdiction of the board under consideration at the meeting;
- e. the modular scheme director(s) or equivalent(s) from the faculty having academic responsibility for the field;
- f. representation, as appropriate, from academic partners.

**F15.2.1.4R** The board may have in attendance such other persons external to the University as may be designated by the Executive Dean of the faculty to assist the board with assessment of professional practice modules under the jurisdiction of the board and such other persons as may be designated by the Executive Dean of the faculty to assist the board in the exercise of its responsibilities.

**F15.2.1.5R** The quorum for the field board shall be two thirds of the members eligible to attend in categories a to f in F15.2.1.3R and include at least one external examiner. A field board which does not include an external examiner either in person or via a video, telephone or other link is not authorised to assess students for credit. Members may nominate a colleague to attend in their place provided that person is able to fully participate in the business of the board with regard to the module/s they are representing.

**F15.2.1.6R** The secretary to the field board shall be the nominee of the Director of Corporate and Academic Services/Academic Registrar.

## F15.2.2 Award Boards

**F15.2.2.1R** An award board is responsible for determining for all awards within a faculty's modular scheme:

- a. recommendations for named awards within the jurisdiction of the board;
- b. eligibility of a student for an interim, default or other award within the jurisdiction of the board including university unnamed awards;
- c. the effect of any extenuating circumstances on the performance of a student in relation to an award or to progression within an award;
- d. the progression of a student to further study on an award
- e. the classification for honours or any other differential level of an award as provided for in the Academic Regulations taking account of a student's overall assessment profile;
- f. whether a student has satisfied any additional requirements as specified for awards carrying professional recognition or accreditation for employment or practice;
- g. to note all assessment offence penalties as imposed by the Assessment Offences Adviser / panel, and as required, to take action in relation to the recommendation for an award;
- h. whether, in the case of students who have not passed more than 50% of the credits presented to the board, to permit them to enrol on more than 165 credits at any one time at their next enrolment;
- i. any matters arising from consideration of assessment practice and data within the board's jurisdiction which it wishes to draw to the attention of appropriate bodies.

**F15.2.2.2R** An award board shall have no other terms of reference.

**F15.2.2.3R** An award board shall have as its membership:

- a. Executive Dean, or authorised nominee, of the faculty holding academic responsibility for the modular scheme (chair);
- b. Director of UG/PG Studies or equivalent;
- c. Heads of Department;
- d. Chief external examiner to the modular scheme;
- e. For awards carrying professional recognition or accreditation, such other external examiners as are approved to represent the relevant professional body(ies) for awards under consideration by the board;
- f. Representation, as appropriate, from academic partners.

**F15.2.2.4R** The board may have in attendance such other persons as may be designated by the Executive Dean of the faculty to assist the board in the exercise of its responsibilities.

**F15.2.2.5R** The quorum shall be two-thirds of the members eligible to attend in categories a to f in F15.2.2.3R. For modular programmes, the quorum for the award board shall include the chief external examiner. An award board which does not include the chief external examiner either in person or via a video, telephone or other link is not

authorised to assess students for an award or to recommend the grant of an award to a student.

**F15.2.2.6R** The secretary to the award board shall be the Director of Corporate and Academic Services/Academic Registrar or authorised nominee.

**F15.2.2.8R** Having regard to the standard of the award and the student's overall profile of assessment an award board may exercise its discretion as permitted under the assessment regulations in recommending an award to a student.

### **F15.3 Non modular/linear Award Boards terms of reference**

**F15.3.1R** A Non Modular/Linear Award Board shall be responsible for determining:

- a. that all assessments undertaken for modules are properly scrutinised and marked;
- b. that all assessments are properly conducted;
- c. the impact, if any, of adverse circumstances affecting the delivery or assessment of a module on the performance of an identifiable cohort or an identifiable sub-group within a cohort on a component of assessment or a module as a whole;
- d. the effect of any extenuating circumstances on the performance of a student in relation to an award or to progression within an award;
- e. the mark or decision to pass/not pass made in respect of each student for assessment, referral or reassessment on each module;
- f. the progression of a student to further study on an award;
- g. eligibility of a student for an interim, default or other award within the jurisdiction of the board including university unnamed awards;
- h. the classification for honours or any other differential level of an award as provided for in the Academic Regulations taking account of a student's overall assessment profile;
- i. the award of credit; including placement credit, to a student where assessed performance meets the minimum threshold required for a pass in each module in accordance with the Academic Regulations;
- j. whether a student has satisfied any additional requirements as specified for awards carrying professional recognition or accreditation for employment or practice;
- k. to note all assessment offence penalties as imposed by the Assessment Offences Adviser / panel, and as required, to take action in relation to the recommendation for an award.
- l. whether, in the case of students who have not passed more than 50% of the credits presented to the board, to permit them to enrol on more than 165 credits at any one time at their next enrolment;
- m. any matters arising from consideration of assessment practice and data within the board's jurisdiction which it wishes to draw to the attention of appropriate bodies.

**F15.3.2R** A Non Modular/Linear Award Board shall have no other terms of reference.

**F15.3.3R** The composition of an examining board shall be:

- a. Executive Dean, or authorised nominee, of the faculty holding academic responsibility for the non modular/linear award (chair);
- b. the non modular/linear award leader;
- c. the module leader, or nominee, for all modules within the jurisdiction of the board under consideration at the meeting;
- d. Director of UG/PG Students or equivalent;
- e. Heads of Department;
- f. the chief external examiner and all other external examiners appointed to the award;
- g. For awards carrying professional recognition or accreditation, such other external examiners as are approved to represent the relevant professional body(ies) for awards under consideration by the board;
- h. Representation, as appropriate, from partner, international and/or UWE Federation partners.

**F15.3.4R** The board may have in attendance, such other persons as may be designated by the Executive Dean of faculty to assist the board in the exercise of its responsibilities.

**F15.3.5R** The quorum shall be two- thirds of the members eligible to attend in categories a to h in F15.3.3R. For non modular/linear programmes the quorum shall include the chief external examiner and at least one other external examiner where awards are to be recommended. A non modular/linear award board which does not include a chief external examiner either in person or via a video, telephone or other link is not authorised to assess students for an award or for credit or to recommend the grant of an award to a student.

**F15.3.6R** The secretary to the award board shall be the Director of Corporate and Academic Services/Academic Registrar or authorised nominee.

**F15.3.8R** Having regard to the standard of the award and the student's overall profile of assessment an award board may exercise its discretion as permitted under the assessment regulations in recommending an award to a student.

#### **F15.4. Reconvened examining boards**

**F15.4.1R** An examining board may be required by the Academic Board to review a decision under Regulation G3 or may have that decision annulled under Regulation G5. Where an examining board is required to review its decision, it may delegate its responsibility to a sub-committee established for this purpose with terms of reference limited to the review in question.

**F15.4.2R** An examining board may delegate its responsibility to review its decision in only two circumstances: when required to so under Regulation G3 by the Director of Corporate and Academic Services/Academic Registrar or by an Academic Board Review Panel or where an error or other procedural irregularity which may materially affect the integrity of the board's decisions is brought to the attention of the Chair of the board after a meeting of the full board.

**F15.4.3R** The examining board must at each meeting confirm authority for a sub-committee to act on its behalf if required. All sub-committees shall consist of at least five members, normally including at least three members present at the original meeting, one of whom shall be the Chair or his or her nominee. Where possible the membership of the group shall include an external examiner but where this is not possible an external examiner shall be consulted. The consent of an external examiner is required for any changes to the original decision of the examining board. Where the decision under review relates to an award the chief external examiner shall either be a member of the sub group or shall be consulted. The written consent of the chief external examiner shall be required for any changes to the award originally decided by the examining board.

**F15.4.4R** The quorum for a meeting of a sub-committee of an examining board shall be five. In all other respects the sub-committee's procedures shall accord with normal requirements and practices for examining boards.

## **F16 External examiners**

*Definition: external examiners are academics from other higher education institutions, or professional practitioners, who are appointed by the University in order to judge students for assessment, ensure that the approved assessment regulations are applied and ensure that provision is of an appropriate quality and comparable with similar provision in other UK HEIs.*

**F16.1R** At least one external examiner shall be associated with the assessment of each award of the University. This Regulation does not apply to honorary degrees of the University.

**F16.2R** The Academic Board shall establish procedures relating to the selection, approval, appointment, roles and responsibilities of external examiners.

**F16.3R** External examiners shall:

- a. be sent all necessary information and materials relating to their role and responsibilities and the University's requirements;
- b. as required by their specific responsibilities, judge students impartially for assessment without being influenced by previous association with the University, its staff, or any of the students;
- c. as required by their specific responsibilities, compare the performance of students with information available on the assessment of students elsewhere in higher education and/or with the standards expected by the appropriate professions;
- d. be knowledgeable about and competent in assessing student achievement in higher education at levels relevant to the subjects and awards to which their appointments relate;
- e. have broad and current knowledge and relevant expertise in the area of work related to their appointment.

**F16.4R** External examiners shall report annually in writing to the Vice-Chancellor of the University on the conduct of the assessments with which they have been involved



and on related matters taking account of the University's requirements for such reports as determined by the Academic Board.

**F16.5R** The appointment of an external examiner may be terminated by the University at its sole discretion if the external examiner has not fulfilled his or her duties in a manner consistent with the standards required by the University.

**F16.6 Chief external examiners**

*Definition: a chief external examiner is responsible for the oversight of a modular scheme.*

**F16.6.1R** A chief external examiner shall be appointed to each named modular scheme. A chief external examiner shall not have responsibility for any field in that modular scheme or in any other modular scheme.

**F16.6.2R** Chief external examiners shall:

- a. ensure that all assessments are conducted in accordance with the assessment regulations for the scheme;
- b. ensure that the responsibilities of the award board relating to a student's eligibility for an award are fully and properly discharged in accordance with the assessment regulations;
- c. may exceptionally, as permitted by the Academic Regulations and Procedures, conduct a viva voce examination of a candidate;
- d. attend the meetings of the award board to which they are appointed at which decisions on recommendations for award(s) are made and ensure that those recommendations have been reached by means consistent with the University's requirements and with normal practice in higher education;
- e. participate as required in any reviews of decisions about individual students' awards taken during the examiner's period of office;
- f. have access to relevant assessed work where necessary for the discharge of these responsibilities;
- g. report to the University on the effectiveness of the assessment and the conduct of the examining board and any matters arising in accordance with the University's requirements for such reports;
- h. report to the Vice-Chancellor on any matters of serious concern arising from the assessment which put at risk the standard of the award(s).

**F16.6.3R** Exceptionally, a chief external examiner, assisted as necessary by another examiner of her or his choosing, may conduct a viva voce examination to assist an award board in determining classification for honours or other differential level of an award. At the discretion of the Executive Dean of faculty, a field examiner approved by a professional body to have oversight of standards of a professionally recognised or accredited award may be present at the examination.

**F16.6.4R** A chief external examiner's annual report shall refer to the operation of the assessment process for the modular scheme as a whole.

**F16.7 Field external examiners**

*Definition: a field external examiner has responsibility for specified modules within their assigned modular field(s).*

**F16.7.1R** Field external examiners shall be appointed with responsibility for a module or specified group of modules within a named field.

**F16.7.2R** Field external examiners shall:

- a. ensure that the assessments are conducted in accordance with the approved regulations for the module;
- b. scrutinise a sample of the work, other than professional competencies assessed by an appropriately qualified practitioner, from each module for which they are responsible within the field to which they are appointed in order to ensure that marking is at an appropriate level and that candidates are fairly placed in relation to the cohort;
- c. have the right if necessary for the discharge of their responsibilities to have access to all assessed work for each module for which they are responsible within the field to which they are appointed;
- d. not be able to change a mark for an individual student. However, where scrutiny of the assessment for the whole cohort has taken place, they may recommend that the Module Leader or the Field Board reviews the marks awarded by the internal examiners, provided this is consistent with fairness to all candidates;
- e. in cases of proven cohort-wide extenuating circumstances, recommend to the Field Board that marks may be adjusted for the whole cohort, provided this is consistent with fairness to all candidates;
- f. attend the meetings of the field board to which they are appointed at which decisions on the award of credit are made and ensure that those decisions have been reached by means according with the University's requirements and with normal practice in higher education;
- g. participate as required in any reviews of decisions about individual students' performance on modules within the field taken during the examiner's period of office;
- h. report to the University on the effectiveness of the assessments and the conduct of the examining board and any matters arising in accordance with the University's requirements for such reports;
- i. report to the Vice-Chancellor or his or her nominee on any matters of serious concern arising from the assessments which put at risk the standard of module.

**F16.7.3R** The period of appointment for external examiners shall be for a maximum of four years although an extension for a fifth year may be possible in certain circumstances. No individual may be appointed to serve again within five years of the end of the previous period of appointment.

**F16.7.4R** Only as required by a professional body and as agreed by the University, a field external examiner shall exceptionally be permitted oversight of one or more awards

carrying professional accreditation or recognition within a modular scheme in addition to responsibilities relating to a field.

**F16.7.5R** Rights and responsibilities of field external examiners shall be interpreted to include scrutiny of a sample of work, other than professional competencies assessed by an appropriately qualified practitioner, from each module for which they are responsible within the field to which they are appointed.

**F16.7.6R** Field external examiners' annual reports shall refer to the specified field and modules for which the examiner is responsible. Where such examiners are approved to exercise oversight of a professionally accredited or recognised award they may comment on the academic standards achieved in the professionally accredited or recognised award as a whole.

### **F16.9 Non modular/linear awards**

**F16.9.1R** For non-modular (or linear) awards, external examiners are appointed to an award and are responsible for ensuring that assessment arrangements are properly undertaken at subject and award level. All external examiners attend the award examining board. One of the external examiners will be appointed as the chief external examiner for the award.

### **F17 Extenuating circumstances**

*Definition: extenuating circumstances are unforeseen, unexpected, significantly disruptive and beyond a student's control and must relate to a specific piece of assessment or examination rather than being problems of a kind that affect a year as a whole or parts of it.*

**F17.1R** The Academic Board shall determine procedures permitting students to submit evidence of extenuating circumstances to the appropriate examining board where such circumstances are believed by the student to have affected performance in an assessment or the ability to attend or complete required assessments in accordance with the University's definition of extenuating circumstances.

**F17.2R** In all cases, applications must be substantiated by original, independent documentary evidence. This must be an official document, e.g. a letter on official headed paper and must include the dates during which the circumstances applied.

**F17.3R** All medical certificates or statements should be:

- a. written by appropriately qualified professionals who are independent to the student;
- b. original and on headed paper and signed and dated by the author. Evidence presented by email may be acceptable if the email has been sent by the author from the official address of the relevant organisation;
- c. dated, with the date of any illness correlating with the dates of assessment;
- d. in English with any translation of supporting documentation organised and financed by the student and undertaken by an authorised translator.

**F17.4R** Documentation that has been amended either by the original author or the student for any reason will be deemed in-admissible by the University. If there is evidence that a student has fraudulently presented documentation to the University the matter

will be considered under the University's procedures for investigating alleged assessment offences.

**F17.5R** Where such information is not supplied, or not supplied in the proper manner, or is deemed by the examining board to be inadmissible, any subsequent application by the student for review of an examining board's decision may be rejected if based on claimed extenuating circumstances.

**F17.6R** Requests by students for consideration of extenuating circumstances shall normally be submitted prior to the assessment activity for which the request is being applied.

**F17.7R** Acting with delegated authority from the Award Board, designated staff and / or the members of the Extenuating Circumstances Panel are responsible for consideration of requests submitted by students for extenuating circumstances relating to performance in or work submitted for assessment. A designated staff member or and / or members of the Extenuating Circumstances Panel may determine that a student's performance on one or more components of assessment of a module was adversely affected by illness or other valid cause for which acceptable evidence has been submitted. Where cases are deemed to be complex they will be considered by the full Extenuating Circumstances panel rather than by designated staff.

**F17.8R** Designated staff and / or members of the Extenuating Circumstances Panel shall only consider matters of illness, hardship, personal problems or other disability if requested to do so by personal application from the student in accordance with this procedure. Field boards are not permitted to consider extenuating circumstances relating to individual candidates.

**F17.9R** If it is determined that a student's absence or failure to submit work or their performance in all or part of an assessment for an award was adversely affected by illness or other valid cause for which acceptable evidence has been submitted by the student at the proper time and in the proper manner, the Award Board shall, subject to the assessment regulations for the award, act as follows:

- a. permit a student to continue on an award despite a failure in one or more modules subject to the student satisfying any specific requirements, including any pre-requisites, for the award;
- b. permit the outcome of a resit or a retake as permitted by the assessment regulations for the award to be without restriction for the purpose of determining honours degree classification or other differential level of the award;
- c. where a resit is inappropriate, permit a student to repeat the module;
- d. accept performance which fails to achieve a pass in a module for the purpose of recommending a named award, subject to the student having met the minimum requirements including the minimum required credit for the award as stated in the assessment regulations for that award;
- e. recommend an award in aegrotat form where it has insufficient evidence of the student's achievements to recommend the award for which the student was a candidate and where an intermediate award would be inappropriate, but where it is satisfied that but for illness or other valid cause the student would have reached the standard required.

**F17.10R** Before a recommendation under F17.9R (e) is submitted to the University and other than in the case of posthumous awards, the student must have signified that he or she is willing to accept the award and understands that this waives the right to be assessed under F17.9R (b) above.

**F17.11R** Where an award board recommends an award under F17.9R (d), and students have not exhausted all the assessments valid for the award, they have the right to decline the award and to exercise the right to take the further assessments.

**F17.12R** The decision of an award board to recommend students for awards where students have failed a module does not mean that students are awarded credit for the failed module.

**F17.13R Circumstances likely to be accepted (with appropriate evidence)**

<b>Example of a Circumstance</b>	<b>Appropriate Evidence</b>
Serious personal accident or injury of self or close family member; <ul style="list-style-type: none"> <li>• car (or other transport) crash,</li> <li>• an acute episode within a longer term medical condition</li> </ul>	Medical certification of serious accident (doctor's note, hospital letters, hospital appointments).
Serious illness of self or close family member (including mental health); <ul style="list-style-type: none"> <li>• An incapacitating illness or unexpected deterioration in an ongoing illness or medical condition.</li> <li>• An assault where the student is the victim.</li> <li>• Breaks and sprains of the normal writing hand / arm</li> </ul>	Medical certification of serious illness (doctor's note, hospital letters, hospital appointments, copy of prescription or medication, letter from a counsellor).
Death of close family member (e.g. partner, parent, primary carer, child);  The definition of 'close' is not confined to partner, parent or child and might reasonably include significant others (e.g. primary carers, grandparents) where the relationship between the student and the deceased can be proven to be demonstrably close. Regardless of the type of relationship it is the impact of the death on the student that needs to be clearly explained.  It is recognised that the anniversary of a death might trigger a claim for extenuating circumstances – again it is the impact on the student's ability to undertake assessments that needs to be evidenced.	Death certificate, order of service, newspaper announcement or corroboration from a member of the student's family.
Major household problem e.g; fire, burglary, requirement to appear in court. All must be relevant to the date of the assessment event or the period leading up to it.	Independent (third party) evidence of serious personal disruption.
Impact of natural disaster, severe weather which prevents attendance or submission, civil disruption or other major hazard (including major breakdown in transport system);	A letter from the police or other authority depending on the nature of the incidence confirming its nature and severity; evidence of flight cancellations, evidence of local conditions (e.g. travel web pages), evidence from local web pages of road closures.

Example of a Circumstance	Appropriate Evidence
Major, unplanned and verified changes in work commitments.	Employer letter providing evidence of significant change of employment circumstances (not valid for full time students).
<p>Serious personal disruption e.g. victim of a crime, court attendance, relationship breakdown, unanticipated or non-negotiable commitment to duties associated with an elected office, membership of a voluntary organisation or service with reserve forces.</p> <p>Examples of relationships include husband/wife, civil partner; long term relationship.</p>	Independent (third party) evidence of serious personal disruption e.g. letter of corroboration from the relevant organisation, solicitor's letter, letter from courts or member of the student's family, written evidence from the police (including a crime reference number).
<p>Unplanned or unexpected circumstances during pregnancy</p> <p>In cases where a student becomes unwell during pregnancy or something unplanned or unexpected happens and the student needs additional support beyond that outlined in their pregnancy support plan.</p>	Medical certification (doctor's note, hospital letters, hospital appointments).
Highly contagious illness e.g. Swine flu / Norovirus.	Where medical advice is to stay at home and not visit a doctor, an application may be submitted without evidence if it is not possible to obtain any.
If evidence of a requirement for reasonable adjustments is provided too late to be taken into account in the delivery or assessment of a module.	Corroboration from a Dyslexia Adviser or Disability Adviser.
Religious observance and scheduled examinations (where a student misses an examination due to participation in collective worship, abstinence or a ritual). Applications may not be made for any other form of assessment	<p>One or more of the following:</p> <ul style="list-style-type: none"> <li>a. a letter from a religious leader (giving their title and role) explaining the nature of the obligation and how it impacts on the student;</li> <li>b. a personal statement by the student explaining the nature of the obligation and the way in which it impacts on their examination timetable supported by independent evidence such as a published timetable of festivals or events showing the date, time and nature of the observance.</li> </ul>
Verifiable university-wide, site-wide, nationally or internationally-wide failures of equipment.	

**F17.14R Circumstances unlikely to be accepted**

<b>Example of a circumstance which is unlikely to be accepted</b>	<b>Further explanation</b>
<p>Personal illness or disability for which reasonable adjustments are already in place; unless symptoms were exceptionally acute and were a major factor affecting performance at the relevant time in which case the appropriate evidence must be provided.</p>	<p>Where students are aware of a disability or long-term medical condition, or other circumstances that are expected to have an impact on their performance in assessment, they should make faculties aware of their disability or long-term medical condition at the earliest possible opportunity so that appropriate arrangements can be put in place.</p> <p>If a student does not declare a disability or long-term medical condition then alternative arrangements cannot be guaranteed. A disability or long-term medical condition cannot be taken into account after assessments have been marked.</p>
<p>Colds or known conditions such as hay fever;</p>	<p>Also sore throats, sprains (other than in the writing hand / arm). Accidents / illness affecting relatives or friends unless serious or if the student is the sole carer.</p>
<p>Normal examination stress or anxiety experienced during revision or the assessment period (unless corroborated by medical evidence as a chronic condition and the student is undergoing treatment);</p>	<p>Examination stress or stress in practice placement, will not, by itself, be considered as an extenuating circumstance. It is expected that individuals in higher education will develop the ability to manage this.</p>
<p>Non serious domestic or personal disruptions (e.g. moving house, change of job, holidays, weddings, normal job pressure, failed travel arrangements, financial difficulties, oversleeping);</p>	<p>It is the student's responsibility to ensure that:</p> <ol style="list-style-type: none"> <li>a. they arrive at the examination on time, irrespective of the form of transport used or relied upon. This includes mechanical failure of vehicles, traffic jams, flight/bus/taxi delays etc;</li> <li>b. they are available for all assessment periods. All holidays and vacations should take place at a time that will not impact on the student's availability to undertake or prepare for assessment;</li> <li>c. they have access to suitable accommodation during any period of assessment, including any assessments offered in the reassessment period.</li> </ol>



Example of a circumstance which is unlikely to be accepted	Further explanation
Study related circumstances (equipment failure including computing/printer difficulties (unless they occur in the examination itself), failure to have taken back up copies for work stolen or corrupted, bunching of deadlines/examinations, missing books, poor time management, misreading the examination timetable, taking the wrong examination);	It is the student's responsibility to: <ul style="list-style-type: none"> <li>a. ensure that they know and remember the location, time and duration of all formal assessments;</li> <li>b. ensure that all work which is electronically stored is sufficiently backed up;</li> <li>c. ensure that all hardware which is not owned by the University is reliable.</li> </ul>
Requests based on casual preferences or for social or domestic reasons such as weddings.	
Cultural adjustment / assimilation.	
Difficulty with the English language.	
Different teaching methods in the United Kingdom to a home university.	
Anxiety caused by visa issues.	
Examination conditions e.g. disruption in the examination room, excessive noise, behaviour of other students.	Normally such conditions will have been reported to the invigilators who will pass the reports onto the faculty.

### **F18 Viva voce assessment**

*Definition: used to determine a borderline degree classification or differential level of an award, normally involving the chief external examiner.*

**F18.1R** External examiners may exceptionally and as provided in the assessment regulations examine a student viva voce.

**F18.2R** Where the use of viva voce assessment is not provided for in the assessment regulations this form of assessment may only be used to determine difficult or borderline cases. In such cases, the viva voce assessment shall not lower a student's marks.

### **F19 Alternative assessment arrangements**

**F19.1R** Where a student is unable, through disability or specific learning difficulty as documented in accordance with procedures approved by the Academic Board, to be assessed in the way specified for the module, the examiners may in advance of offering the module vary the medium and way as appropriate, having regard to the objectives of the module and award and the need for fairness and the maintenance of standards.

**F19.2R** The Academic Board shall approve guidance to ensure consistent approaches to the provision of special arrangements for the assessment of students with disabilities or specific learning difficulties.

**F19.3R** Adapted assessment arrangements shall be provided where necessary for students with physical and sensory disabilities, with specific learning difficulties (including dyslexia), with psychological problems or with chronic medical conditions.

**F19.4R** In cases where there is no clear physical or sensory disability the candidate shall provide a doctor's letter or psychologist's report to support his or her request for adapted arrangements.

## **F20 Assessment offences**

*Definition: Passing off the work of others as one's own including copying (reproducing or imitating), cheating, collusion (agreement to deceive, using words or ideas of colleagues or other students and passing them off as your own, allowing another student to see or use your assessment), plagiarism, self-plagiarism and other breaches of assessment or other examination regulations or procedures. Cheating, collusion and plagiarism are the use of unfair means of presenting work for assessment or of aiding another student to do so. Also preventing or attempting to prevent another student from being able to be assessed properly.*

**F20.1.1** The University values a culture of honest and mutual trust (academic integrity) and expects all members of the University to respect and uphold these core values.

**F20.1.2** In all matters relating to assessment offences the University and its staff shall have regard to the principles of natural justice, the policies of the University and shall ensure that the interests of any student alleged to have committed an assessment offence are reasonably and fairly taken into account.

**F20.1.3** It is an assessment offence for a candidate to commit any act designed to obtain for himself or herself an unfair advantage with a view to achieving a higher grade or mark than he or she would otherwise secure.

## **F20.2 Process of investigation**

**F20.2.1R** The Academic Board shall determine procedures for investigating allegations of assessment offences by students. These shall make provision for the:

- a. allegation to be investigated;
- b. student to be invited to respond to the allegation before an outcome is determined;
- c. outcome to be reported to the examining board;
- d. determination of penalties and other necessary action;
- e. determination of the circumstances in which the Executive Dean may impose penalties or take other action.

**F20.2.2R** Subject to any specific requirements of external validating or professional bodies, where a student is found to have committed an assessment offence the Executive Dean (or nominee) must decide either to take no further action or to impose an appropriate penalty which may include failing the student and determining whether or not the student shall be permitted to be reassessed.

**F20.13R Summary of applicable penalties****Summary of applicable penalties**

<b>Offence deemed</b>	<b>Offence committed</b>	<b>Normal penalty to be applied</b>
First and lesser offence *	Poor scholarship	Student to meet with Assessment Offence Adviser. No penalty is applied but the element mark will take into account poor scholarship.
	Evidence shows plagiarism, cheating or collusion	Reduce the mark awarded for the relevant element to zero.
Second and lesser offence *	Evidence shows plagiarism, cheating or collusion	Reduce the mark awarded for the relevant element to zero and refer the component.
First and serious offence *	Evidence shows plagiarism, cheating or collusion	Reduce the mark awarded for the relevant element to zero and refer the component.
Second/Subsequent and serious *	Evidence shows plagiarism, cheating or collusion	Reduce the mark awarded for the relevant component to zero, no further sits or exceptional retakes will be permitted.

\*Aggravating factors include, but are not limited to, behaviour such as accusing another innocent student of complicity or other involvement. These factors will be taken into account when deciding on an appropriate penalty.

**Guidance to inform a serious offence outcome**

Key issues which should be considered when deciding an appropriate penalty for a serious offence are;

- a. Intent to deceive;
- b. How much of the assessment can be determined to be the student's own work;
- c. Size of assessment e.g. final year project dissertation or standard assignment weighting;
- d. Level of module e.g. level 3/M and the amount of previous study skill support having been undertaken.

## Part G Results and awards

### G1 Undergraduate awards: classification for Honours

**G1.1R** The classification of a degree with honours is determined by the weighted mean of the best module marks obtained for the minimum number of credits required at levels 2 and 3 (and level M where specified) excluding any modules where the assessed module outcome is not expressed as a percentage.

**G1.2R** The degree classification for the 360 credit honours degree is based upon the best marks achieved for 100 credits at level 3 and the next best marks achieved for 100 credits at level 2 or above (including any remaining level 3 marks). Marks achieved for the best 100 level 3 credits are weighted three times the value of the marks for the 100 credits at level 2 (or any remaining at level 3). Where the credit size of a module which is counted towards the 100 credit set of best marks would give a credit total greater than 100, only the relevant portion of credit needed to complete the 100 credit total is counted. The unused credit may be counted towards the second 100 credit set of best marks<sup>1</sup>.

**G1.3R** Classification may be based on less than 100 credits at level 3 and level 2 and above where some of the qualifying credits have been achieved on modules assessed as passed/not passed only or where some of the qualifying credits have been approved as accredited learning.

**G1.4R** Students whose marks have been transferred to an honours degree programme under regulation D7.7R will have their honours degree classification based upon 120 credits. The best marks for 100 credits at level 3 being weighted at three times the value of the marks for the remaining 20 credits.

**G1.5R** Where undergraduate awards require 480 credits, excluding placement credit, to meet professional body requirements, the honours degree classification is based upon the best marks achieved for the 200 credits required at level 3 or above and the best marks achieved for 100 credits at level 2 or above. The marks for credits achieved for the 200 credits at level 3 are weighted three times the value of those for the 100 credits at level 2 or above (including any remaining level 3 marks).

**G1.6R** A degree with honours shall be awarded with classification, with the exception of the following named awards: BA (Hons) Professional Acting, BA (Hons) Professional Stage management and BA (Hons) Costume for Theatre, Television and Film.

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<sup>1</sup> At its meeting on the 19<sup>th</sup> December 2012, the Academic Board agreed the following variant to G1.2R in order to meet the requirements of the Institution of Engineering and Technology. The degree classification for the 360 credit honours degrees BEng (Hons) Electrical and Electronic Engineering and BEng (Hons) Electronic Engineering is based upon all the marks achieved at level 3 and all the marks achieved at level 2. Marks achieved for level 3 credits are weighted three times the value of the marks for the level 2 credits.

**G1.7R** Degree classifications are:

70% or more	First Class
60% to less than 70%	Second Class (Upper Division)
50% to less than 60%	Second Class (Lower Division)
40% to less than 50%	Third Class

**G1.8R** An award board may at its discretion and having regard to a student's overall profile of assessment under the Academic Regulations and Procedures award one class of degree higher than that determined by the method set out above. Students who meet the requirements for an award including the specified amount and level of credit shall not be awarded a class of degree lower than that indicated by the method set out above.

**G1.9 Undergraduate awards: differential levels of awards**

**G1.9.1R** Differential levels of undergraduate awards other than honours degrees are limited to pass and distinction with the exception of Foundation Degrees which may also be awarded with merit, and the following named awards for which the level of the award is limited to pass: FdA Professional Acting, FdA Professional Stage Management, and FdA Costume for Theatre, Television and Film.

**G1.9.2R** An integrated Bachelor/Masters degree is not classified. It is awarded with distinction across 220 credits at level 3 or above, such that (i) an average of 70% is achieved on all level M modules to at least the minimum required for the award, and (ii) an average of 70% or more is achieved across level 3 modules required to make up the remaining credits to a total of 220. It is awarded with merit for performance across 220 credits at level 3 or above, such that (i) an average of 60% is achieved on all level M modules to at least the minimum required for the award, and (ii) an average of 60% or more is achieved across level 3 modules required to make up the remaining credits to a total of 220.

**G1.9.3R** A Degree with distinction shall be awarded where an average of 70% or more is achieved across any combination of modules at level 3 which are valid for the award and which total 60 credits or more.

**G1.9.4R** Students registered for a named honours award who fail to meet the requirements for an honours award but meet the requirements of G1.9.3 above shall be eligible for a Degree with distinction.

**G1.9.5R** A Diploma of Higher Education with distinction shall be awarded where an average of 70% or more is achieved across any combination of modules at level 2 or above which are valid for the award and total 100 credits or more.

**G1.9.6R** A Foundation Degree with merit shall be awarded when an average of 55% or more is achieved across any combination of modules at level 2 or above which are valid for the award and total 100 credits or more. The award of foundation degree with merit is not available for the following named awards: FdA Professional Acting, FdA Professional Stage Management, and FdA Costume for Theatre, Television and Film.

- G1.9.7R** A Foundation Degree with distinction shall be awarded when an average of 70% or more is achieved across any combination of modules at level 2 or above which are valid for the award and total 100 credits or more. The award of foundation degree with distinction is not available for the following named awards: FdA Professional Acting, FdA Professional Stage Management, and FdA Costume for Theatre, Television and Film.
- G1.9.8R** A Certificate of Higher Education with distinction shall be awarded where an average of 70% or more is achieved across any combination of modules at level 1 or above which are valid for the award and total 100 credits or more.
- G1.9.9R** A Certificate in Education Learning and Skills with distinction shall be awarded where an average of 70% or more is achieved across any combination of modules at level 1 or above which are valid for the award and total 100 credits or more.
- G1.9.10R** A Certificate in Education Skills for Life with distinction shall be awarded where an average of 70% or more is achieved across any combination of modules at level 1 or above which are valid for the award and total 100 credits or more.
- G1.9.11R** For a Certificate of Higher Education, a Certificate of Higher Education Learning and Skills or a Diploma of Higher Education an award board may at its discretion and having regard to a student's overall profile of assessment under the Academic Regulations and Procedures award one level of differential award higher than that determined by the method set out above (i.e. a distinction).
- G1.9.12R** Students who meet the requirements for an award including the specified amount and level of credit shall not be awarded a differential level of award lower than that indicated by the methods set out above.
- G1.9.13R** The Certificate, Certificate in Professional Development, Diploma in Professional Studies, Higher National Certificate and the Higher National Diploma are not awarded with distinction.
- G1.9.14R** Differential levels of award other than distinction that are agreed by the University upon request by a professional or validating body shall be set out in the approved programme specification.
- G1.9.15R** For the awards of Higher National Certificate or Higher National Diploma, module marks expressed as percentages shall be designated as:
- 70% or more – Distinction  
55% to less than 70% - Merit  
40% to less than 55% - Pass  
less than 40% - Fail.
- G1.9.16R** A Graduate Certificate with distinction is awarded where credit in all modules at level 3 or above is achieved within the sit or resit and where an average of at least 70% is achieved across any combination of modules at level 3 or above totalling 40

credits or more. Such modules must have been studied and assessed under the Academic Regulations and Procedures.

**G1.9.17R** A Graduate Diploma with merit is awarded where credit in all modules at level 3 or above is achieved within the first sit or resit and where an average of at least 60% is achieved across any combination of modules at level 3 or above totalling 80 credits or more. Such modules must have been studied and assessed under the Academic Regulations and Procedures.

**G1.9.18R** A Graduate Diploma with distinction is awarded where credit in all modules at level 3 or above is achieved within the first sit or resit and where an average of at least 70% is achieved across any combination of modules at level 3 or above totalling 80 credits or more. Such modules must have been studied and assessed under the Academic Regulations and Procedures.

### **G1.10 Postgraduate awards: differential levels of awards**

**G1.10.1R** Differential achievement on postgraduate awards shall be expressed as pass, merit and distinction, other than where specific designations are requested by a professional or statutory body and are approved by the University. Such other designations shall be as set out in the approved programme specification.

**G1.10.2R** A Postgraduate Certificate with merit shall be awarded where credit has been achieved in all level M modules within the first sit or resit and not less than 60% has been achieved as a weighted average of level M modules amounting to at least 40 credits.

**G1.10.3R** A Postgraduate Certificate with distinction shall be awarded where credit has been achieved in all level M modules within the first sit or resit and not less than 70% has been achieved as a weighted average of level M modules amounting to at least 40 credits.

**G1.10.4R** A Postgraduate Diploma with merit shall be awarded where credit has been achieved in all level M modules within the first sit or resit and not less than 60% has been achieved as a weighted average of level M modules amounting to at least 80 credits.

**G1.10.5R** A Postgraduate Diploma with distinction shall be awarded where credit has been achieved in all level M modules within the first sit or resit and not less than 70% has been achieved as a weighted average of level M modules amounting to at least 80 credits.

**G1.10.6R** A Masters Degree with merit shall be awarded where credit has been achieved in all level M modules within the first sit or resit and where not less than 60% has been achieved in the masters dissertation and not less than 60% as a weighted average of level M modules, amounting to at least 120 credits.

**G1.10.7R** A Masters Degree with distinction shall be awarded where credit has been achieved in all level M modules within the first sit or resit and where not less than

70% has been achieved in the masters dissertation and not less than 70% as a weighted average of level M modules, amounting to at least 120 credits.

## **G2 Award Board discretion**

*Definition: the power of an examining board to determine a higher classification for an individual student than the numerical outcome suggests.*

**G2.1R** An award board may recommend an award to students who have not achieved the credit specified for the award where the board has accepted their extenuating circumstances and they have achieved at least 80% of the credit required for the award and subject to students having met professional body requirements were appropriate.

**G2.2R** Having regard to a student's overall profile of assessment outcomes an award board may award one class or other differential level of award higher than that resulting from the methods for determining classification for honours or other differential level of award. In doing so the board must use the criteria on raising the classification/differential level of an award provided by Corporate and Academic Services prior to each exam board period. Students who meet the requirements for an award including the specified amount and level of credit shall not be awarded a class or other differential level of award lower than that resulting from the approved method for the award.

**G2.3R** Except where statutory or professional bodies require otherwise, any marginal failure (i.e. a module outcome with a mark of 37% or greater at levels 0 – 3; 47% or greater at M level) may be condoned by award boards as follows, provided students have passed modules worth a minimum of 90 credits at the same level or above :

All decisions to condone are final.

The Award Board may not consider modules for condonation with a lower module outcome than as set out in G2.3R even if the student has Extenuating Circumstances accepted.

- a. a maximum of 30 credits at level 0;
- b. a maximum of 30 credits at level 1;

But overall a maximum of 30 credits can be condoned at levels 0 and 1.

- c. a maximum of 30 credits at level 2;
- d. a maximum of 30 credits at level 3;

But overall a maximum of 45 credits can be condoned at levels 2 and 3.

- e. a maximum of 30 credits at M level.

**G2.4R** Condoned credit approved by an Award Board may contribute to the credit total for the highest level of interim award for which a student is eligible provided the criteria in G2.3R are met.



**G2.5R** An award board may not override a student's credit total as determined by field boards except where it decides on the basis of demonstrable and valid evidence of professional unsuitability to recommend that the student is not eligible for a professionally accredited or recognised award.

**G2.6R** Where an award board recommends that an award is not made to students on grounds of professional unsuitability, and providing the credit requirements have been met in full, students shall be entitled to receive a default named award as stated in the approved programme specification.

**G2.7R** Having exhausted the first sit and resit opportunities a student may be permitted an exceptional retake of a module by an award board if:

- a. designated staff and / or members of the Extenuating Circumstances Panel have accepted extenuating circumstances already submitted in relation to the sit or resit where the module was not passed; or
- b. the award board determines there is sufficient evidence to grant an exceptional retake. In order to be considered for the exceptional retake the student must normally have passed 50% of their module credit during the academic year and have shown full engagement with the failed module (refer to F8.11R).

**G2.8R** Where a student fails a compulsory module which is due to be replaced on a programme in the next full academic year, the Award Board may use its discretion to consider permitting the student to substitute the failed module with the replacement and to continue on their programme of study.

### **G3 Appeal against a decision of an examining board**

*Definition: a request within specified limited grounds by a student for the outcomes of an examining board to be reconsidered (Academic Appeal).*

**G3.1R** The Academic Board shall establish procedures for the consideration of applications from students for the review of decisions of examining boards where appeals are accepted.

**G3.3R** The only grounds for appeal shall be:

- a. that there has been material and significant administrative error or other material irregularity such that the assessments were not conducted in accordance with the approved regulations for the module/award;
- b. that exceptional circumstances, illness, or other relevant factors were not made known at the time for good reason, or were not properly taken into account. Students must give adequate reasons with supporting documentation why the information was not made available prior to the exam board decision being made.

'Good reason' requires a student to demonstrate that circumstances beyond their control prevented the disclosure of the relevant factors at the appropriate time. Personal embarrassment or unwillingness to disclose personal circumstances shall not count as 'good reason' for the purposes of these regulations.

**G3.4R** All appeals shall be considered on their merit; however the following shall not be deemed legitimate grounds for appeal. Any appeals founded exclusively on one or more of these grounds shall be rejected automatically:

- a. appeals against the academic judgement of internal or external examiners;
- b. appeals based upon the informal assessment of a student's work by members of academic staff;
- c. retrospective reporting of extenuating circumstances that might reasonably have been made known at the appropriate time;
- d. marginal failure to attain a higher classification of award;
- e. lack of awareness by a student of the relevant procedure or regulations.

**G3.5R** The Academic Board shall authorise arrangements for the receipt and consideration of appeals against a decision of an examining board.

**G3.8R Stage one**

In light of these enquiries, the Head of Complaints and Appeals shall either:

- a. determine that there is no basis on which the application can proceed using the grounds set out in G3.3R; or
- b. agree the action to be taken in relation to the appellant's academic profile in light of the appeal, or
- c. reject the appeal.

**G3.10R Stage two**

A student who believes that their appeal has not been dealt with properly and fairly has the right to request a review of the handling of their appeal by the University's Academic Appeal Panel.

**G3.12R** The Academic Appeal Panel shall have as its membership:

- a. Vice-Chancellor's nominee (Chair);
- b. One senior member of academic staff from each faculty, with considerable experience of examining board business;
- c. One senior member of academic staff from the Associate Faculty, with considerable experience of examining board business;
- d. Nominee of the Director of Student Services.

The officer to the Academic Appeal Panel shall be a nominee of the Director of Corporate and Academic Services.

No member of the Academic Appeal Panel shall consider an appeal in which he or she has a direct interest. The quorum shall be two-thirds of the members eligible to attend including the chair.

**G3.13R** The Appeal Panel will review the documents relating to the case in order to determine whether the case has been handled properly and the decision is reasonable in the light of the available evidence.

**G3.14R** The Academic Appeal Panel may:

- a. confirm the action that has been taken at stage one of this procedure has been appropriate;
- b. agree a different course of action to be taken in relation to the appellant's academic profile in light of the appeal.

#### **G4 Appeals from students at affiliated institutions**

*Definition: Regulations for students on programmes of study at affiliated institutions which lead to awards of the University and where the institution has been approved to conduct examining boards.*

##### **G4.1 Arrangements for appeals**

**G4.1.1R** The arrangements approved by the University for each affiliated institution shall normally include procedures for the consideration by the affiliated institution of applications from students for the review of decisions of examining boards for programmes leading to awards of the University.

**G4.1.2R** A student on a programme of study leading to an award of the university conducted in an affiliated institution may only make an appeal to the University concerning her or his assessment after he or she has completed all the procedures concerning reviews of decisions of examining boards and appeals approved by the University as applicable to the affiliated institution.

**G4.1.3R** The only ground on which a student may appeal to the University concerning her or his assessment is that the approved procedures were not followed by the affiliated institution in considering his or her appeal against the decision of an examining board.

#### **G5 Annulment of a decision of an examining board**

*Definition: a decision to declare a decision of an examining board null and void.*

**G5.1R** The Academic Board may annul a decision of an examining board if in its opinion proper account has not been taken by an examining board of the factors specified by the Director of Corporate and Academic Services/Academic Registrar or by a review panel when the board has been required to review a decision.

**G5.2R** Where an examining board for an award of the University which is offered in an affiliated institution is required to review a decision and it does not modify its decision, the Principal of an affiliated institution may recommend to the Academic Board that the decision of the examining board be annulled if in his or her opinion the examining board did not take proper account of the factors specified in the requirement for the review. The recommendation of the Principal shall be made in writing to the University.

**G5.3R** The Academic Board may annul a decision of an examining board without previously requiring reconsideration where there has been procedural or other irregularity or it is not possible to reconvene an examining board. If the error or irregularity is found to have affected more than one student, the Academic Board may annul all or part of the assessment.

**G5.4R** Where a decision has been annulled the Academic Board shall appoint an examining board with the power to make decisions on students' progress and/or awards, including, if necessary, the appointment of new external examiners.

## **G6 Results and granting of awards**

*Definition: marks and assessment outcomes recorded in any form, whether or not they are held on equipment capable of automatic processing.*

### **G6.1 Publication of results**

**G6.1.1R** The results of students' assessment and the awards for which they are recommended shall be published following the meeting of the appropriate examining board. The results shall be published in an approved form and be signed by the chair of the examining board.

**G6.1.2R** Publication shall normally be no later than five working days after approval of the results by the examining board. Publication on a later date shall be subject to the agreement of the Director of Corporate and Academic Services/Academic Registrar in consultation with the chair of the examining board.

**G6.1.3R** Publication shall be solely by an electronic means approved and designated for this purpose.

**G6.1.4R** Students shall be individually responsible for ascertaining their own results.

### **G6.2 Release of marks or grades and confirmation of credit**

**G6.2.1R** The Academic Board shall establish a procedure for the release of marks or grades and confirmation of the award of credit to individual students. The procedure shall provide for the release to students individually of their marks or grades and credit information in an approved format covering all components of the assessment scheme. For the purpose of this Regulation, assessment shall mean examinations, coursework, assignments, projects or other tests as required by the assessment regulations.

## **G7 Requirements for granting awards**

**G7.1R** An award may be granted when and only when the following conditions are satisfied:

- a. the student was registered on an award approved by the University at the time of his or her assessment and has paid the appropriate fees to the University and to the institution (if different) at which he or she was registered;
- b. the faculty or affiliated institution at which the student was registered has confirmed that the student has completed an award approved by the Academic Board as leading to the award being recommended;
- c. the award has been duly recommended by an examining board convened and constituted in accordance with the Academic Regulations and Procedures;
- d. the recommendation for the award has been signed by the chair of the examining board confirming that the recommendations have received the written consent of the external examiner;

- e. the student has no outstanding obligation to the University.

**G7.2R** The granting of the award shall be administered on behalf of the University by the Director of Corporate and Academic Services/Academic Registrar.

## **G8 Withholding of awards from students**

**G8.1R** The University may withhold awards from students who:

- a. have outstanding obligations to the University; or
- b. are the subject of an allegation of a breach of student conduct

## **G9 Level of award to be granted**

*Definition: determined by the approved programme structure and the credit achieved by an individual students.*

**G9.1R** The award recommended by an examining board shall be that for which the student is registered or a lower award, specified in the approved assessment regulations, for which the student has fulfilled the requirements.

**G9.2R** A faculty award board shall consider students who have failed to meet the requirements for a named award, but who, through the accumulation of credit may still be eligible for an unnamed University award (B11).

**G9.3R** Where the assessment regulations so provide, the award board shall confirm the eligibility of a student for an intermediate award where he or she has satisfied the requirements for that award whether or not he or she is proceeding directly to a further award. However, the intermediate award will only be granted if the student requests the award on terminating registration or is subsequently recommended for no higher award within the award route.

## **G10 Certificate of award**

*Definition: the formal university document confirming that an award of the University has been granted.*

**G10.1R** The certificate of award granted by the University shall record:

- a. the name of the University and, if appropriate, of any other organisation sharing responsibility for the programme of study or research;
- b. the student's name as held on the University's student record;
- c. the award including any differential level as appropriate;
- d. where appropriate, the award title as approved by the Academic Board for the purposes of the certificate;
- e. where appropriate, an endorsement:
  - i. that the award was studied in the sandwich mode;
  - ii. that the award was studied in the full-time mode where such information is needed to distinguish an award accredited by a professional body from a full-time award with the same title;
  - iii. to record the language of tuition and assessment where this was other than English.

**G10.2R** The certificate shall bear the signature of the Vice-Chancellor and the Director of Corporate and Academic Services/Academic Registrar.

**G11 Certificate of credit**

*Definition: the formal university record of modules taken and credit awarded.*

**G11.1R** A student shall be entitled to receive a certificate of credit showing all credit achieved at the point at which the student's registration or enrolment with the University ceases.

**G11.2R** The certificate of credit issued by the University shall record:

- a. the full name of the student as held on the University's student record;
- b. the start date of the student's registration for an award or enrolment on a module;
- c. where appropriate, the name of the affiliated institution at which the module(s) or unit(s) of study was (were) completed;
- d. the module(s) or similar unit(s) of study successfully completed with details of the level and amount of credit, the mark(s) gained and the date when credit was awarded;
- e. University credit awarded for Accredited Experiential Learning set against the module(s) concerned and the date when the credit was awarded;
- f. credit transferred through Accredited Learning and recognised by the University as contributing to the requirements of an award of the University, identified by level;
- g. where applicable, the qualitative level of performance achieved within professional practice modules or units where professional competencies have been assessed;
- h. credit gained from periods of supervised and assessed work experience or placement in the UK or abroad qualifying for either standard credit or placement credit;
- i. information on assessed key skills, where applicable
- j. as appropriate, credit equivalence for the European Credit Transfer Scheme (ECTS).

**G11.3R** The certificate of credit shall be issued by the University and shall bear the signature of the Director of Corporate and Academic Services/Academic Registrar.

**G12 Deprivation of award**

*Definition: the formal removal of an award from a graduate.*

**G12.1R** The Academic Board may deprive any person of any award granted to him or her by the University on the recommendation of the Vice-Chancellor where:

- a. the person has been granted an award and has been found to have been admitted to the award route or granted the award under false pretences or on material non-disclosure;
- b. the person has been granted an award or an honorary degree and has acted in a manner which the Academic Board considers would bring the name of the University into disrepute as a result of the granting of the award.

### **G13 Honorary degrees**

*Definition: a degree conferred in recognition of achievement, merit or public service and without the recipient having had to fulfil the usual prerequisites for the awarding of the degree.*

**G13.1R** The Academic Board shall establish a committee to which it shall delegate responsibility for approving nominations for the award of honorary degrees.

**G13.2R** The University reserves the grant of honorary degrees normally to persons who have made a major contribution to the work of the University or in recognition of achievement associated more widely with or supportive of its mission, aims and activities whether in business, cultural endeavour, education, the professions, public service, science or technology or otherwise.

**G13.3R** The award of an Honorary Masters degree will normally be reserved for persons of distinction whose achievements or attainments are of substantial significance or importance.

**G13.4R** The award of an Honorary Doctorate will normally be reserved for persons of distinction whose achievements or attainments are of outstanding significance or importance.

**G13.5R** The award of an Honorary Doctorate of the University will normally be reserved for persons who have demonstrated exceptional achievement and distinguished service to the University, the educationally disadvantaged and in areas of special educational concern to the University.

**G13.6R** The Vice-Chancellor shall establish the means of generating confidential nominations for consideration by the committee.

**G13.7R** Within the other provisions of the Academic Regulations and Procedures, the committee may establish more specific criteria for the honorary degrees to be awarded in a particular year or at a particular ceremony.

**G13.8R** Honorary degrees shall normally be conferred on behalf of the University by the Chair of the Academic Board at a suitable public ceremony and shall not normally be conferred in absentia.

### **G14 Professorial title**

*Definition: the highest title awarded to academic staff measured against a criteria to determine a proven record in their field as a scholar, teacher or practitioner.*

#### **G14.1 The designation of professors**

**G14.1.1R** Academic Board shall establish procedures for determining the criteria for eligibility for the granting of professorial titles, for the status and tenure of professorships and for the selection and consideration of applications.

**G14.1.2R** The title of professor, visiting professor, or visiting practitioner professor may be awarded to candidates who demonstrate a proven record of distinction as a scholar, teacher or practitioner in terms of one or more of the following criteria:

- a. contribution by research, consultancy, original work in the creative arts, or practice to the furtherance of knowledge, or to the advancement of the subject or to its application to society;
- b. academic leadership;
- c. standing in a particular subject or profession.



## **Part H Collaborative provision**

*Definition: collaborative provision denotes educational provision leading to an award or to specific credit towards an award of the University in conjunction with approved partners.*

### **H1 Principles**

- H1.1** The University's collaborative provision partnerships are based on the validation of programmes developed in collaboration with partners or approval of the partner to deliver existing UWE provision. They are grounded in the strengths of the partner and the University, with the objective of building future capacity, the provision of further levels of student attainment, and strategic and staff development. Partners in collaborative provision may be based in the UK or worldwide. To be a partner of the University for collaborative provision the proposed partner must first be designated an Affiliated Institution of the University by Academic Board. This process will normally include an institutional meeting.
- H1.2** Collaborative provision is approved, delivered, assessed, monitored and reviewed in accordance with UWE's regulations and procedures in common with all other provision of the University.
- H1.3** Students studying a programme or specific credit leading to an award of the University at an Affiliated Institution are students of the University and must be registered as such throughout the period of their study.
- H1.4** The University assesses a potential partnership through a due diligence process which enables analysis to be made of the risk involved. The due diligence process includes approval in principle by the appropriate committee(s) as delegated by Academic Board.
- H1.5** Corporate and Academic Services, working with Faculties and other Professional Services, as appropriate, takes responsibility for the due diligence process. A senior committee, reporting to the Academic Board, takes an overview of the University's collaborative partnerships and, where appropriate, recommends to Academic Board that a partner be designated an Affiliated Institution for the purposes of collaborative provision.
- H1.6** The register of partnerships is compiled and updated by Corporate and Academic Services on behalf of Academic Board.

### **H2 Overseas partnerships**

- H2.1R** The Academic Board shall approve procedures by which proposals to form relationships with organisations external to the University for collaborative provision may be considered and approved. The procedures shall provide for the development, approval, review, renewal and termination of approved arrangements.
- H2.4R** The Vice-Chancellor or nominee shall agree the financial arrangements, including student numbers, which will support the proposed partnership in consultation with the

Faculty, Professional Services and the external organisation. The financial arrangements must be agreed as part of the due diligence process and prior to the institutional meeting.

**H2.11R** Award planning may take place concurrently with the due diligence process, but no programme leading to an award of the University may be validated or delivered by the proposed partner prior to its designation as an Affiliated Institution by Academic Board.

### **H3 Joint and dual awards with other institutions and awarding bodies**

*Definitions:*

*A joint award: is a single programme leading to one certificate of award granted or conferred by the collaborating degree awarding institutions.*

*A dual award: is a collaborative arrangement whereby on completion of a single programme of study students receive separate awards from both UWE and a collaborating degree awarding institution. Each institution is responsible for ensuring that students meet the requirements of its own award.*

**H3.1R** The Academic Board may exceptionally approve awards offered by the University in conjunction with one or more institutions of higher education recognised by the University as having awarding powers comparable to those of the University.

**H3.2R** Dual and joint awards may be governed by existing UWE academic regulations and procedures, or specifically devised variations to these regulations and shall be governed by written agreement(s) specifying the responsibilities and obligations of the awarding institutions. These shall include responsibility for the maintenance of academic standards and quality, the assessment of students and arrangements for the granting of the award and the maintenance of award records.

## **Part I Variant regulations**

*Definition: University awards with separate and distinct assessment regulations that do not conform to the University's standard assessment regulations as permitted by Academic Board.*

The full list of variant regulations is available on the [Academic Regulations and Procedures](#) webpages.

## **Part J Academic dress**

*Definition: the agreed design of robes worn by the University's officers and graduates*

### **J.1R Certificate and Diploma**

Gown: Black traditional gown with ruched sleeves gathered with black cord and button  
Hood: Simple shape in black, part lined in plain red  
Hat: Black mortar board or Oxford soft hat

#### **First Degree**

Gown: Black traditional gown with ruched sleeves gathered with black cord and button  
Hood: Simple shape in black, fully lined in red brocade  
Hat: Black mortar board or Oxford soft hat

#### **Postgraduate Certificate and Diploma**

Gown: Black traditional gown with ruched sleeves gathered with black cord and button  
Hood: Simple shape in black, fully lined in red brocade and with red brocade ribbon on top edge  
Hat: Black mortar board or Oxford soft hat

#### **Masters Degree**

Gown: Black traditional gown with long hanging sleeves and fronts trimmed with red brocade  
Hood: Simple shape in plain red, fully lined with red brocade  
Hat: Black mortar board or Oxford soft hat

#### **Doctor of Philosophy**

##### **Professional Doctorate**

##### **Professional Practice Doctorate**

Gown: Red panama cloth traditional gown with fronts and sleeves trimmed with grey silk  
Hood: Simple shape in plain red, fully lined with grey silk  
Hat: Black cloth Tudor bonnet with red cord and tassel

#### **Honorary Fellow of the University**

Gown: Red panama cloth traditional gown with fronts and sleeves trimmed with grey silk  
Hood: No hood  
Hat: Grey cloth Tudor bonnet with red cord and tassel

#### **Higher Doctorate**

Gown: Grey panama cloth traditional gown with fronts and sleeves trimmed with red brocade  
Hood: Simple shape in grey panama, fully lined with red brocade  
Hat: Black velvet Tudor bonnet with grey cord and tassel

**J.2R** The Academic Dress of the senior officers of the University shall be:

**Vice-Chancellor**

Gown: Black with fronts and sleeves trimmed and decorated in red and silver  
Hat: Black mortar board with silver cord and tassel

**Chair of the Board of Governors**

Gown: Black with fronts and sleeves trimmed and decorated in red and silver  
Hat: Black mortar board with silver cord and tassel

**Pro-Chancellor**

Gown: Black with fronts and sleeves trimmed and decorated in silver  
Hat: Black velvet Tudor bonnet with silver cord and tassel

**Chancellor**

Gown: Black brocade with gold facings and sleeves trimmed in gold  
Hat: Black velvet Tudor bonnet with gold cord and tassel

## Part K Research degree regulations

### K1 Postgraduate research code of practice

*Definition: The University has adopted a Postgraduate Research Degree Programmes [Code of Practice](#), based upon the QAA Quality Code which sets out the responsibilities and expectations of research staff and candidates. Other key reference points include the Graduate School Handbook.*

### K2 Awards

**K2.1R** The following awards may be granted to persons who successfully complete approved supervised research (including, where required, taught units of study) and satisfy the conditions in the Academic Regulations and Procedures:

Master of Philosophy (MPhil)  
Doctor of Philosophy (PhD)  
Master of Philosophy by publication (MPhil)  
Doctor of Philosophy by publication (DPhil)  
Professional Doctorate (award titles as approved by the Academic Board from time to time)

#### K2.2 Research degree by published research

**K2.2.1R** The awards of Doctor of Philosophy (DPhil) and Master of Philosophy (MPhil) may be granted to persons who successfully submit evidence of scholarship through a collection or substantial piece of published work and satisfy the conditions in the Academic Regulations and Procedures.

#### K2.3 Professional Doctorate

**K2.3.1R** The University may award an appropriately-titled professional doctorate to persons who successfully complete an approved programme requiring completion of taught elements and supervised research of relevance and application to a defined area of professional practice and appropriate to the level and nature of the award. The following award titles have been approved by Academic Board and others may be approved from time to time:

Doctor of Biomedical Sciences (DBMS)  
Doctor of the Built Environment (DBEnv)  
Doctor of Business Administration (DBA)  
Doctor of Counselling Psychology (DCounsPsych)  
Doctor of Education (EdD)  
Doctor of Health Psychology (DHealthPsych)  
Doctor of Health and Social Care (DHSC)  
Doctor of Spatial Planning (DPlan)  
Doctor of Engineering (DEng).

## **K2.4 Creative practice**

**K2.4.1R** A candidate may undertake research in which the principal focus is the preparation of a scholarly edition of one or more texts, works of fiction, musical or choreographic works, or other original artefacts.

**K2.4.2R** A candidate may undertake research in which the candidate's own creative work forms, as a point of origin or reference, a significant part of the intellectual enquiry where:

- a. such creative work shall have been undertaken as part of the registered research programme. In such cases, the presentation and submission may in part be other than in written form;
- b. the creative work is clearly presented in relation to the argument of a thesis written by the candidate and set in its relevant theoretical, historical, critical or design context;
- c. the final submission is accompanied by some permanent record (for example, video, photographic record, musical score, or diagrammatic representation) of the creative work and bound with the thesis where practicable;
- d. the application for registration shall set out the form of the candidate's intended submission and of the proposed methods of assessment.

## **K2.5 Higher Doctorate**

**K2.5.1R** The following awards may be granted to persons who provide evidence of work of high distinction in accordance with the Academic Regulations and Procedures:

Doctor of Letters (DLitt)  
Doctor of Science (DSc).

## **K3 Qualifications descriptors**

*Definition: descriptors exemplify the outcomes and expectations of the main qualification at each level within Chapter A1 of the QAA Quality Code: The Framework for Higher Education Qualifications, and demonstrate the nature of change between levels. They provide clear points of reference at each level, and describe outcomes that cover the great majority of existing qualifications. The University's research degrees align to the descriptors for Masters (MPhil) and Doctoral level awards which may be found in section K3 of the Academic Procedures.*

## **K4 Collaboration with other bodies**

**K4.1R** The University shall encourage co-operation with industrial, governmental, commercial, professional or research establishments for the purposes of research leading to research degree awards.

## **K5 Admissions**

*Definition: a student is 'admitted' to the University when he or she has satisfied the University's entrance requirements or otherwise provided evidence of ability to achieve the required standard at entry and been accepted on to a programme of study. Further information about admissions can be found in the Postgraduate*

*Research Degree Programmes Code of Practice and the [UWE Graduate School web pages](#).*

**K5.1R** The Academic Board shall approve procedures governing the application, interview, registration, supervision and examination of research candidates and shall delegate its powers to an appropriate committee or committees to approve registration, supervision and examination arrangements of research candidates.

**K5.3R** Research may be proposed in any field of study where the proposal is capable of leading to scholarly work and to its presentation in a written thesis for assessment by appropriate examiners and provided that the University has the expertise and resources to offer supervision. For the professional doctorate, the research proposal must be capable of research-based enquiry involving the understanding or application and dissemination of knowledge within a defined professional context which might include the acquisition and development of skills in the chosen professional field.

**K5.5R** All research proposals shall be considered for research degree registration on their academic merits without reference to the concerns or interests of any funding or sponsoring body.

**K5.6R** Registration shall be subject to approval by the faculty research degrees committee of:

- a. the suitability of the applicant to undertake research and, for applicants for the professional doctorate, for applying such research to a defined area of professional practice;
- b. the candidate's command of the English language sufficient to complete the programme of work satisfactorily;
- c. the research topic; and
- d. the director of studies and research facilities.

**K5.8R** Applicants may apply to register full-time or part-time for programmes leading to the award of Master of Philosophy, Doctor of Philosophy, Professional Doctorate. Applications for DPhil are de facto part-time.

## **K5.9 Entry requirements**

**K5.9.1R** Candidates accepted for registration for the degree of Master of Philosophy, Doctor of Philosophy or professional doctorate shall normally hold a first or second class honours degree of a UK university, or of a university of comparable standard outside the UK and shall fulfil the requirements of the University's general entrance regulations at E3 as applicable. The normal expectation is that applicants will hold at least a 2:1 honours degree classification or a Masters qualification.

**K5.9.2R** Candidates accepted for registration for a professional doctorate shall in addition to the requirements specified in K5.9.1R have such experience of relevant professional practice as determined by the regulations for the named professional doctorate.



**K5.9.3R** Professional doctorate candidates may also be required to demonstrate that they have access to a suitable professional context in which to conduct the research and advanced study, as may be specified in the regulations for the award.

### **K5.10 Entry requirements for research degree by publication**

**K5.10.1R** Applicants for the Master or Doctor of Philosophy by publication (MPhil/DPhil) shall only be eligible to register for the award if they meet one or more of the following criteria:

- a. they are employed by the University, or employed by an affiliated institution of the University;
- b. the applicant has a close association with the University, as determined for this purpose by the Executive Dean of the relevant Faculty or, for applicants not linked to a particular faculty, by the Vice-Chancellor.

### **K5.12 Funding and resources**

**K5.12.1R** A candidate shall pay the fees determined by the University which shall cover module fees contributing to the training requirement up to at least the minimum specified for the award.

### **K5.13 Induction**

*Definition: the process whereby the University and the faculty introduce a student to the various elements of their programme and experience including the provision of information. Information about induction can be found in the Postgraduate Research Degree Programmes Code of Practice and the [UWE Graduate School Handbook](#).*

## **K6 Registration**

*Definition: the process by which a student (hereafter the research candidate) becomes a member of the University and is subject to university rules and regulations and gains access to facilities. Confirmation of project registration is the process by which full details of the supervisory team, the training needs analysis and programme of related study are agreed.*

**K6.1.1R** The normal minimum and maximum periods of registration shall be as follows:

	<b>Minimum</b>	<b>Maximum</b>
Master of Philosophy (F/T)	18 months	36 months
Master of Philosophy (P/T)	30 months	48 months
Doctor of Philosophy (PhD) (F/T)	24 months	48 months
Doctor of Philosophy (PhD) (P/T)	36 months	84 months
Professional Doctorate (F/T)	36 months	48 months
Professional Doctorate (P/T)	48 months	72 months
Doctor of Philosophy (DPhil) (PT)	12 months	72 months
Master of Philosophy by publication (MPhil) (PT)	12 months	48 months

**K6.1.2R** Where a candidate applies to change from full-time to part-time study or vice versa, the minimum and maximum registration periods shall be determined by the faculty research degrees committee at the time of change within the normal limits.

## **K6.2 Confirmation of project registration**

*Definition: approval by the appropriate faculty research degrees committee of the candidate's registration for a specific research award based upon the committee's consideration of a submitted project proposal to include:*

- *definition of the research project title;*
- *supervision arrangements;*
- *a detailed schedule of work for the first year and an outline of work proposed for the remainder of the project thereafter;*

*Requirements for professional and research skills development including modules and other learning to be undertaken identified within the training needs analysis should also be confirmed at this stage.*

## **K6.3 Changes to registration**

### **K6.3.6 Suspension of registration**

**K6.3.6.1R** Where the candidate is prevented, by ill-health or good cause accepted by the faculty research degrees committee, from making progress with the research, the registration may be suspended normally for not more than one year at a time.

### **K6.3.7 Extension of the registration period**

**K6.3.7.1R** The Research Degrees Award Board, by recommendation of the faculty research degrees committee, may exceptionally extend the period of registration upon application from a candidate for a maximum of one year at a time.

### **K6.3.8 Withdrawal of registration**

**K6.3.8R** Withdrawal of registration may be initiated by the student or the University via application to the faculty research degrees committee

## **K6.6 The supervisory team**

*Definition: a team of approved academics and/or professionals who support a research candidate throughout the duration of their studies. Information about supervisory teams can be found in the Postgraduate Research Degree Programmes Code of Practice.*

**K6.6.1R** For each research degree candidate the appropriate faculty research degrees committee shall appoint at least two supervisors, one of whom shall be designated Director of Studies. At least one supervisor shall normally have had experience of supervising candidates to the successful completion of a UK research degree at the appropriate level, which in the case of a doctoral registration shall normally be at doctorate level.

**K6.6.2R** Faculty research degrees committees need to exercise caution when appointing a Director of Studies if the individual is themselves a candidate for a research degree at UWE to ensure that there is no potential for conflict of interest. A candidate for DPhil may be a supervisor where the faculty research degrees committee considers that he or she has completed publications to demonstrate sufficient experience of research.

## **K7 Professional development and research training**

*Definition: Professional development and research training at UWE is aligned to recognised external descriptors and frameworks e.g. the Vitae Researcher Development Framework, and provides research candidates with opportunities that are appropriate to their needs in order to acquire the skills required to become effective researchers and to fulfil the requirements of their research programme.*

**K7.1R** All research candidates are required to undertake an assessed training programme appropriate to their needs, of a minimum credit value, to enable them to fulfil the requirements of the UWE MPhil or Doctoral Descriptor.

**K7.2R** The credit requirements for the assessed training are:

Master of Philosophy  
60 of which at least 60 are at level M

Doctor of Philosophy (PhD)  
60-120 of which at least 60 are at level M

Professional Doctorate  
120 – 270 at level M

Master of Philosophy by publication  
60 of which at least 60 are at level M

Doctor of Philosophy by publication (DPhil)  
60-120 of which at least 60 are at level M.

**K7.4R** Where the programme of related studies includes approved studies leading to a taught award and a candidate is registered for that award and fulfils all its requirements, he or she may be recommended for that award in addition to the degree of MPhil or PhD.

**K7.7R** Where accredited and/or experiential learning contribute to the credit requirements of a professional doctorate, the combination shall not exceed two-thirds of the total credit requirements for the award. The two-thirds ceiling shall not apply where a student has obtained all credit by study and assessment under the UWE Academic Regulations and Procedures.

**K7.8R** Where a professional doctorate candidate fails to meet the requirements of the award on which he or she is registered but is eligible to receive a lower award, the two-thirds limit for credit gained by external accredited learning and/or accredited experiential learning shall be reduced accordingly for the lower award.

## **K12 Progression and progress review monitoring**

*Definition: Progression relates to the stages through which candidates, their research project and their associated learning advance. Progression for most research candidates is dependent upon the successful achievement of the progress point relevant to each stage of the candidate's award registration. For professional*

*doctorate programmes there may be additional progression points set down in the programme specification.*

*Progress review monitoring is the process by which the candidate's achievement thus far is measured and objectives for future progress points are agreed; it is both retrospective and prospective. It incorporates formal events such as the confirmation of project registration (K6.2) and the progression examination (K12.2) as well as less formal progress review at the end of each subsequent year of the candidate's registration. It provides candidates with formative feedback throughout their project to ensure that the project remains on track and is completed within the allowable registration period.*

**K12.1R** Faculties are required to ensure that they have in place appropriate processes for the review and monitoring of candidate's progress. Further information can be found in the Postgraduate Research Degree Programmes Code of Practice and the UWE Graduate School Handbook.

### **K12.2 Progression examination**

*Definitions: the progression examination is a formal test of progress in the early stages to ensure a suitable basis for continuation on the programme has been established. Details of the progression examination may be found in Academic Procedures K12 and further guidance is provided in the Graduate School Handbook.*

**K12.2.2R** In the case of PhD candidates the progression examination shall be completed no later than the end of the first twelve months of a registration period, or no later than nine months in the case of an MPhil registration. In the case of part-time candidates, the progression examination shall be completed no later than the end of the first eighteen months of the registration period.

**K12.2.25R** The candidate shall have the right to apply for a review of progression decisions in accordance with Academic Regulation G3.

### **K12.3 Progress review monitoring in subsequent years**

*Definition: progress is monitored throughout the remainder of the candidate's registration with the University, subsequent to the progression examination by a process of annual review normally undertaken at the end of each year of the candidate's registration and pro-rata for part-time candidates. Guidance on the timing, content and completion of progress monitoring is provided in the Graduate School Handbook.*

**K12.3.2R** Faculties shall publish procedures for each member of the supervisory team and the candidate to report on and / or demonstrate progress to the faculty research degrees committee annually. The procedures shall provide for the annual progress reports and / or other evidence demonstrating progress to be in an approved written format and for it to be considered by the faculty research degrees committee. Guidance on the content and completion of annual progress review reporting shall be provided by the University Graduate School.

## **K13 Assessment**

*Definition: assessment at research level is usually through the means of a thesis and viva voce examination although candidates are also assessed on research training*

*activities. Details of assessment processes may be found in Academic Procedures K13. Further information and guidance is provided in the Postgraduate Research Degree Programmes Code of Practice, and the UWE Graduate School Handbook.*

### **K13.1 Appointment of examiners for the thesis or collection of published works**

**K13.1.1R** The Academic Board shall establish procedures relating to the selection, approval, appointment, roles and responsibilities of examiners.

**K13.1.3R** A candidate for PhD, MPhil and professional doctorate shall be examined by at least two and normally not more than three examiners, of whom at least one shall be an external examiner and one an internal examiner. Candidates for MPhil and DPhil by publication are examined by two external examiners.

### **K13.2 Internal and external examiners**

**K13.2.1R** An internal examiner shall be:

- a. a member of staff of the University; or
- b. a member of staff of the candidate's collaborating establishment; or
- c. a member of staff of an affiliated institution where the candidate is registered.

An internal examiner shall not have acted previously as the candidate's examiner or supervisor.

**K13.2.2R** External examiners shall be independent of the University and affiliated institutions registering students with the University for research degrees, and any collaborating establishment linked to the research project, and shall not have acted previously as the candidate's supervisor or adviser. Former members of staff are eligible for appointment as external examiner after a period of 5 years.

**K13.2.3R** Where the candidate and the internal examiner are both on the permanent staff of the same institution or establishment, a second external examiner shall be appointed. This shall not normally apply if the candidate is on a fixed contract of employment of 12 months or less.

**K13.2.7R** Faculty committees need to exercise caution when appointing internal examiners where the individuals themselves are candidates for research degrees at UWE to ensure that there is no potential for conflict of interest.

### **K13.4 Confidentiality of thesis**

**K13.4.1R** The University may at the time of registration determine that a thesis should remain confidential.

**K13.4.2R** Where the need for confidentiality emerges at a subsequent stage, a special application for the thesis to remain confidential after submission can be made.

**K13.4.4R** The approved period of confidentiality shall normally not exceed two years from the date of the confirmation of the award. Full details may be found in Academic Procedures K13.4.

### **K13.5 Research Degrees Award Board**

**K13.5.1R** There shall be a Research Degrees Award Board with a constitution approved by or on behalf of the Academic Board in accordance with section F15 of the regulations. The Research Degrees Award Board will receive the recommended outcome from the viva voce examination alongside outcomes in taught modules from field boards and on this basis will make recommendations for the award of the appropriate research degree to the Academic Board. The Research Degrees Award Board shall include a chief external examiner appointed by the Director of Corporate and Academic Services/Academic Registrar on behalf of the Academic Board.

**K13.5.2R** The appropriate field board is normally responsible for assessment in “taught” modules.

### **K13.6 Examining boards: Professional Doctorate**

**K13.6.1R** An award board may need to be established to be responsible for:

- a. any taught units which are not covered by the University’s standard assessment regulations;
- b. any progression points defined in programme-specific assessment regulations.

**K13.6.2R** The Research Degrees Award Board will receive the outcomes of assessment in “taught” units from field boards and from the viva voce examination of the thesis and will make recommendations on awards to the Academic Board.

### **K13.7 The thesis (PhD, MPhil, Professional Doctorate)**

*Definition: a thesis is a document with a prescribed word length that presents the author's research and findings and is submitted in support of candidature for a degree or professional qualification. Details about the required format of the thesis and method of submission may be found in Academic Procedures K13.*

**K13.7.1R** The language of the thesis shall normally be English. Permission to present the thesis in another language shall normally be sought at the time of the application for registration and shall normally only be given if the subject matter of the thesis involved substantial language and related studies and if appropriate supervision and examination arrangements are available.

**K13.7.2R** The candidate will submit a full first draft to the supervisory team for comment and receive their comments on it prior to submission for assessment.

**K13.7.4R** Candidates are normally required to have completed taught elements including the credit requirement before submitting the thesis for examination. The results of assessed taught elements shall be communicated to the Research Degrees Award Board by arrangements approved by the Academic Board.

**K13.7.6R** The final decision on the content of the thesis and when to submit it rests with the candidate, subject to the satisfactory completion of required taught elements and of the agreed minimum period of registration.

**K13.8 The collection of published works (DPhil/MPhil by publication)**

*Details of the required format of the collection of works may be found in Academic Procedures K13.8.*

**K13.8.1R** For the purposes of the award of DPhil/MPhil by publication, 'published work' may encompass books, original and exhibited creative work in any medium, peer reviewed publications in the public domain or any other form of scholarly publication.

**K13.9 Viva voce examination**

*Definition: an examination (normally oral) which may be used to help determine a candidate's overall result in addition to the normal methods of assessment.*

**K13.9.1R** The examination shall have two stages:

- a. the candidate's submission of the thesis/collection of published works and the examiners' independent preliminary assessment of it; and
- b. the defence of the thesis/collection of published works by the candidate by viva voce or approved alternative examination.

**K13.9.2R** A candidate shall normally be examined by viva voce examination on the research covered by the thesis/collection of published works and on the field of study in which the research lies. Where for reasons of sickness, disability or other valid cause the Research Degrees Award Board is satisfied that a candidate would be under serious disadvantage if required to undergo a viva voce examination, it may approve an alternative form of examination. Such approval shall not be given on the grounds that the candidate's knowledge of the language in which the thesis is presented is inadequate.

**K13.12 Examiners' recommendations**

**K13.12.1R** The Research Degrees Award Board will make recommendations for the award of research degree to Academic Board on the basis of the reports and recommendation of the examiners following the viva voce examination and in consideration of outcomes from taught components.

**K13.12.2R** Following the viva voce examination the examiners may recommend that:

- a. the candidate be awarded the degree;
- b. the candidate be awarded the degree subject to minor amendments as follows:
  - (i) corrections being made to the thesis/critical commentary (DPhil/MPhil) in which case the examiners shall indicate to the candidate in writing the corrections which are required;
  - or
  - (ii) amendments being made to the thesis/critical commentary (DPhil/MPhil) in which case the examiners shall indicate to the candidate in writing the amendments which are required;
- c. the candidate be permitted to re-submit for the degree and be re-examined, with or without a viva voce examination;

- d. the candidate be not awarded the degree and be not permitted to be re-examined;
- e. in the case of DPhil/MPhil by publication an unsuccessful candidate may be permitted to reapply after a period of three years;  
or
- f. in the case of a PhD or DPhil examination, the candidate may resubmit for the award of MPhil subject to the presentation of the thesis/collection of published works amended to the satisfaction of the examiners with or without the requirement for an additional viva.

**K13.12.10R** Where the examiners' recommendations are not unanimous, this shall be reported by the Independent Chair to the Research Degrees Award Board which may:

- a. uphold a majority recommendation (provided that the majority includes at least one external examiner);
- b. uphold the recommendation of the external examiner; or
- c. require the appointment of an additional external examiner, once only, to participate in the examination of the candidate as if for the first time.

**K13.13 Re-examination of thesis or collection of published works**

**K13.13.1R** A candidate who submits a thesis or collection of published works for re-examination shall be required to pay the appropriate fee.

**K13.13.2R** One re-examination may be permitted by the Research Degrees Award Board subject to the candidate submitting for re-examination within one calendar year from the date of the latest part of the first examination.

**K13.13.3R** The Research Degrees Award Board may require that an additional external examiner be appointed for the re-examination.

**K13.13.4R** Where a viva voce examination has been dispensed with, the re-examination shall take place within one calendar year of the date of this dispensation.

**K13.13.5R** The Research Degrees Award Board may, where there are good reasons, approve an extension of the resubmission period.

**K13.13.6R** In all other respects the re-examination shall be conducted as the first examination.

**K13.13.7R** Following the completion of the re-examination the examiners may recommend in accordance with the provisions set out in K13.12.2R, excepting that option (c) shall not apply.

**K13.13.8R** Where the examiners' recommendations are not unanimous, the Research Degrees Award Board may:

- a. uphold a majority recommendation (provided that the majority includes at least one external examiner); or



b. uphold the recommendation of the external examiner.

**K13.13.9R** Where the degree is not awarded, the examiners shall prepare an agreed statement of the deficiencies of the thesis or collection of published work and the reason for their recommendation, to be forwarded to the candidate by the Officer to the Research Degrees Award Board.

**K13.14 Publication of results and completion of the award**

**K13.14.1R** Once the examiners have confirmed that the thesis meets all their requirements satisfactorily and subject to confirmation that the candidate has complied with all the requirements of the award, the Research Degrees Award Board will consider its recommendation that the award be granted.

**K13.14.2R** The result of the candidate's assessment and the award for which they are recommended shall be produced by the Graduate School and published in an approved form and be signed by the Chair of the Research Degrees Award board.

**K13.14.3R** The candidate shall be deemed to have completed his or her award on the date that the Award Board recommends that the award be granted.

**K13.15 Final bound version of thesis or collection of published work**

**K13.15.1R** A thesis shall be presented in a permanent binding of the approved type and deposited in electronic format on the UWE Research Repository before the degree may be conferred. For the awards of DPhil/MPhil by publication where this is not possible due to the nature of the submission, the submission should be presented enclosed in a bright red (DPhil) or black (MPhil) box file. For the awards of DPhil/MPhil by publication only the submission commentary and bibliography listing the works submitted (K13.8.2P refers) shall be added to the UWE Research Repository.

**K14 Assessment Offences in MPhil and Doctoral level awards**

*This includes: first and lesser offences, first and serious offences, all subsequent offences, and all offences relating to the thesis once it has been submitted by the candidate for final examination. Procedures for the investigation of assessment offences may be found in Academic Procedures K14.*

**K14.7R Summary of applicable penalties**

The penalty tariff is designed with due regard to:

- the intent to deceive;
- the proportion of the material affected;
- the level of study;
- the amount of previous skills support training having been undertaken.

Offence deemed	Offence committed	Normal penalty to be applied
Poor scholarship	Incomplete, inaccurate or missing citation in a small number of instances.	<ul style="list-style-type: none"> <li>• Details of areas for concern are included in written feedback and sent to both the candidate and the Director of Studies (DoS), who must meet to agree a plan of action to improve the candidate's understanding of good academic practice.</li> <li>• All examples must be rectified within the work concerned.</li> <li>• Poor scholarship within a thesis submitted for final examination will be raised as part of the viva process and will require correction and/or amendment as appropriate.</li> <li>• Incident will not be recorded on the student ISIS record.</li> </ul>
First and lesser offence  ( <b>Not</b> applicable for offences found in a thesis submitted for final examination)	Evidence shows plagiarism or other assessment offence of a minor nature in terms of volume and of little significance to the overall piece of work.	<ul style="list-style-type: none"> <li>• FRDC Chair issues a formal written warning to the candidate copied to the DoS, advising that further offences will be deemed 'serious' and may result in a severe penalty being applied from the range described.</li> <li>• The offence is recorded on the candidate's ISIS record.</li> <li>• Candidate and DoS must meet to agree an action plan as above which will be subject to FRDC scrutiny.</li> <li>• All examples must be rectified within the work concerned.</li> </ul>

Offence deemed	Offence committed	Normal penalty to be applied
<p>All other offences including:</p> <ul style="list-style-type: none"> <li>• First and serious offence;</li> <li>• Second/subsequent offences;</li> <li>• All offences detected within the thesis after its submission for final examination.</li> </ul>	<p>Evidence shows plagiarism or other assessment offence that is:</p> <p>Substantive but not key to the overall piece of work or thesis;</p> <p><b>or</b></p> <p>Substantive and central to the piece of work or thesis;</p> <p><b>or</b></p> <p>Amounts to a considerable portion of the piece of work or thesis.</p> <p><b>or</b></p> <p>The candidate has committed a second/subsequent offence, where previously found guilty of a first offence.</p>	<ul style="list-style-type: none"> <li>• Candidate is required to resubmit the work or thesis in a manner and within a timescale approved by RDAB;</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• Candidate is required to withdraw and their registration is terminated, no further resubmission permitted, will not qualify for the award on which they are registered;</li> </ul> <ul style="list-style-type: none"> <li>• In all cases the offence will be recorded on the student ISIS record and included in future academic references.</li> </ul>

## **K15 Appeal against a decision of the examiners**

**K15.1R** Academic Regulation and Procedure G3 applies.

## **K17 Higher Doctorate**

*Definition: a higher tier of research doctorates, awarded on the basis of a formally submitted portfolio of published research of a very high standard. Higher doctorates are often also awarded honoris causa when a university wishes to formally recognise an individual's achievements and contributions to a particular field.*

### **K17.1 Application**

**K17.1.1R** The Academic Board shall delegate its authority to a committee to consider applications for higher doctorates and to determine whether to recommend to the University that it grant such degrees.

**K17.1.3R** Applications, specifying the higher doctorate applied for, as listed in K2.5 shall be made in writing to the Officer to the Research Degrees Award Board.

**K17.1.4R** An applicant shall normally be a holder of at least seven years' standing of a first degree or a holder of at least four years' standing of a taught or research Masters degree or of a Doctor of Philosophy awarded by the University, the CNAA or a university in the United Kingdom or of a qualification of equivalent standard.

**K17.1.5R** Applicants will be leading authorities in their field or fields of study, as evidenced by, inter alia, an established reputation in an academic community, evidence of citation of published work, contribution to the public domain.

**K17.1.7R** The application shall comprise:

- a. a statement of not more than 6000 words setting out the applicant's view of the nature and significance of the work submitted;
- b. where joint authorship or other types of collaboration are involved, a statement of the extent of the applicant's contribution to the work submitted;
- c. a statement confirming which part of the work submitted, if any, has been submitted for another academic award;
- d. normally three copies of the work submitted or such copies as are agreed by the Officer. The submission may take the form of books, contributions to journals, patent specifications, reports, specifications and design studies and may also include other relevant evidence of original work. The work shall be submitted in accordance with procedures approved by the Academic Board; and
- e. the applicant's curriculum vitae.

**K17.1.8R** Parts a, b, c and e of the application shall be in English. Part d of the application shall normally be in English unless the field of study is another language or unless the subject matter involves substantial language and related studies. Permission to submit in another language will need to be considered as part of the application taking account of expertise and examining arrangements.

**K17.1.12R** Exceptionally, a person acting as an external adviser to the committee may be appointed as an examiner.

**K17.1.13R** The applicant shall pay such fees and at such time as are determined by the University.

## **K17.2 Examination**

**K17.2.2R** The examiners shall advise on whether the applicant has fulfilled the following criteria:

- a. that the work submitted is of high distinction;
- b. that it constitutes an original and significant contribution to the advancement of knowledge or to the application of knowledge or to both; and
- c. that the work has established that the applicant is a leading authority in the field or fields of study concerned, as evidenced by, inter alia, established reputation in an academic community, citation of published work, contribution to the public domain.

**K17.2.4R** Each examiner shall report independently to the committee. If the examiners disagree the committee may appoint a third examiner.

**K17.2.6R** The committee may, at its discretion, invite the applicant to discuss his or her submitted work with the committee and the appointed examiners.

**K17.2.7R** The committee may decide:

- a. taking account of the recommendation of the examiners, to recommend to the University that the degree be awarded;
- b. not to recommend the award of the degree.

**K17.2.9R** There shall be no appeal against the decision of the committee nor shall the committee provide any feedback at any stage of the process, nor shall there be any refund of any part of the fee in the event of an unsuccessful application. Unsuccessful applicants are not precluded from re-applying after an appropriate passage of time.

**K17.2.11R** The University shall retain in its library one copy of the full documentation submitted as part d of a successful application as detailed in K17.1.7R.

## Appendix 1 Glossary of Terms

### **Academic complaint**

The expression of a specific concern about the provision of a course/module, or a programme of study, or a related academic service.

### **Academic regulations and procedures**

The Academic regulations and procedures of the University provide a point of reference on academic regulations and procedures across the University.

### **Accredited experiential learning (AEL)**

Experiential learning undertaken outside the University which is assessed and confirmed by the University for the award of University credit.

### **Accredited learning (AL)**

Learning which is accredited or otherwise certificated by an institution of higher education, including the University, or other external body and is recognised by the University as contributing to a student's credit total for a University award.

### **Appeal**

A request for a review of a decision of an academic body charged with decisions on student progression, assessment and awards.

### **Award**

An award (e.g. BA (Hons)) is granted on completion of an approved programme of study.

### **Capping**

The restriction of the mark gained on resitting to the minimum pass mark.

### **Component of assessment**

The required assessment (one or a maximum of two components) for a module.

### **Compulsory module**

The module must be taken and passed to ensure progress to the following stage, or to pass the course.

### **Controlled conditions**

Completion of work for assessment under conditions prescribed by the University to guarantee that the work is that of the student alone and that there is parity of treatment between all students undertaking the assessment.

### **Core module**

Students have a restricted option, taking a specified minimum number of credits from a core group of modules.

**Credit**

A means of quantifying and recording the achievement of assessed learning and of specifying academic level.

**Default award**

A named award available only on a programme leading to a professionally recognised or accredited award and awarded where the credit requirements of the University are met but where the additional requirements of a professional body are not met.

**Differential level of award**

Indicates a particular level of achievement on an award. For honours degrees this is expressed as classification.

**Element**

An assessment requirement within a component.

**Enrolment**

The process each year by which students select/confirm the modules they intend / are required, to undertake during that year.

**Examining board**

University bodies that have responsibility for confirming results, progression and classifying students' degrees.

**Extenuating circumstances**

Evidence submitted by a student in explanation for absence from study, attendance, assessment or examination, or for poor performance in assessment, which an Award Board may, at its discretion and as the regulations for the award shall allow, take into account when considering a student's assessment profile.

**In good standing**

When a student is not in financial debt to the University or not being subject to any University student conduct proceedings or proceedings relating to expulsion for academic reasons at the point specified.

**Integrated Bachelor/Masters degree**

An extended programme, normally lasting four years, where a three year undergraduate curriculum leads directly into an integrated level M programme. Students are normally required to meet specified performance criteria as stated in the approved programme specification in order to progress to level M study.

**Interim award**

A lower level award available to students who decide not to complete their award or who fail to achieve it, but who have achieved the credit requirement for the interim award.

**Moderation**

The process by which assessment processes can be confirmed as being consistent across modules – examples of moderation include double marking and sampling of assessment by the external examiners.

**Modular programme**

An approved programme of study leading to an award within a named faculty's modular scheme.

**Modular scheme**

An approved undergraduate or postgraduate modular scheme managed by a named faculty which leads to one or more awards.

**Module**

The smallest sub-division of teaching and assessment for which credit is awarded within the University's Modular Framework. Modules are of different sizes and have correspondingly different credit values.

**Module delivery period**

The dates between which a module runs as specified in the University Calendar. Where the dates do not correspond to the University Calendar they will be specified by the faculty responsible for the module.

**Module specification**

The approved and authoritative statement of the teaching, learning and assessment requirements for a module. Module specifications are published on the University website.

**Named award**

An award with a descriptor which has specified entry, curriculum and assessment requirements (e.g. BA (Hons) Historical Studies). It may have other requirements as described in the approved programme specification.

**Optional module**

Where the course structure permits students to choose a module from a list of options. An option must be attempted but it does not have to be passed in order to proceed or graduate. An alternative module may be taken if necessary to achieve the minimum number of required credits.

**Ordinances**

The Ordinances are authorised by the Board of Governors and provide the framework for the University's academic activity. The Ordinances are implemented through the Academic Regulations.

**Other conditions/other means of assessment**

The completion of work for an assessment other than under controlled conditions subject to meeting any stated deadline for submission of the work for assessment.



**Placement**

A period of approved work-based learning or study in a host organisation or institution approved by the University for this purpose, as defined in the requirements of a specific award.

**Placement credit**

Where students are required only to complete a placement satisfactorily to pass, placement credit (referred to as P credit) is currently awarded. Placement credit defines the amount of credit achieved, but does not define a level.

**Prima facie**

At first sight / based on what seems to be the truth when first seen or heard.

**Professional practice module**

A module which includes a requirement for assessment of professional competencies by an appropriately qualified practitioner and is normally undertaken by study and practice in a professional setting.

**Programme**

A programme is a degree scheme that leads to a UWE award.

**Programme specification**

The authoritative statement of the teaching, learning and assessment requirements for a programme leading to a University award. Approved programme specifications are published on the University website.

**Project module**

A module which has as its principal focus a project, dissertation or other form of individual or group study.

**Registration**

The process by which students at the start of each academic session confirm personal and financial details and confirm their ongoing membership of the University.

**Resit**

The opportunity to be assessed for a second time in a module, having failed to reach the required pass standard at the first sit.

**Retake**

The exceptional opportunity to be assessed in a module for the third time, having failed to reach the required pass standard at the first sit and resit.

**Sandwich placement**

A period away from the University involving a work experience which is a requirement for a sandwich award.

**Second resit**

The exceptional opportunity to be assessed for the fourth time in a module having failed to reach the required pass standard at the first sit, resit and retake.

**Sit**

The opportunity to be assessed for the first time in a module.

**Standard module**

The default type of module. Unless otherwise stated in the module specification, a module is classed as a standard module.

**Study placement**

A period of approved study in a host organisation or institution approved by the University for this purpose, as defined in the requirements of a specific award.

**Study year abroad**

Where students registered on a University award undertake a period of approved study outside the UK which is assessed by another institution. In accordance with the Academic Regulations and Procedures for accredited learning, the credit achieved may be transferred towards the University award.

**Unnamed award**

An award without a descriptor (e.g. Bachelor of Arts). It may be achieved by the accumulation of credit outside a prescribed programme or curriculum or where a student has failed to meet the specified curriculum requirements for a named award but has achieved the minimum credit total for a University award. The higher national certificate and higher national diploma, the integrated masters degree (e.g. MEng) and a masters degree are not available as unnamed awards.

**University modular framework**

The University-wide modular and credit Framework.

**Viva voce examination**

to determine a borderline degree classification or differential level of an award, normally involving the chief external examiner

or

to determine, whether a candidate for a research degree has met the criteria of the relevant descriptor; normally conducted by both internal and external examiners.

**Work based placement**

A period of approved work-based learning in a host organisation or institution approved by the University for this purpose, as defined in the requirements of a specific award.