

# Academic Regulations and Procedures 2016/2017

**Academic Services**

**August 2016**

# Contents

Contents .....	1
Introduction .....	3
Part A: The academic regulatory framework.....	5
Part B: Awards of the University .....	14
Part C: Credit .....	26
Part D: Admission and study.....	40
Part E: Conduct of assessment .....	50
Part F: Assessments – marking and feedback.....	68
Part G: Assessment offences .....	72
Part H: Assessment decisions .....	77
Part I: Operation of examining boards (undergraduate and postgraduate taught) .....	90
Part J: Collaborative provision (academic partnerships).....	104
Part K:	
K1-8: General regulations for postgraduate research degrees and signposts to other published sources of information and guidance.....	107
K9: Postgraduate research degrees - admissions.....	112
K10: Postgraduate research degrees - registration.....	117
K11: Postgraduate research degrees – the supervisory team and supervision process .....	122
K12: Postgraduate research degrees – registration of the research project.....	126
K13 and K14: Postgraduate research degrees - professional development and research training	130
K15: Postgraduate research degrees – progression and progress review .....	133
K16: Postgraduate research degrees - assessment .....	141
K17: Postgraduate research degrees – assessment offences in MPhil and doctoral level awards	161
<b>Appendices</b>	
Appendix B1: Process for the designation of professors .....	168
Appendix C1: Credit rating of award routes offered by external institutions leading to awards of the University .....	170
Appendix D1: Consultation with and feedback from students.....	172
Appendix E1: Assessment principles .....	174
Appendix E2: Extenuating circumstances regulations .....	175
Appendix E3: Process for arranging to sit controlled assessments requiring prescribed conditions off campus (examinations) .....	194
Appendix H1: Procedure for withholding awards from students .....	197
Appendix H2: Appeal against a decision of an examining board .....	199
Appendix H3: Appeals from students at affiliated institutions.....	203

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

Appendix H4: Process governing the suspension and expulsion of students for academic reasons .....	205
Appendix J1: Establishing a relationship with external institutions for delivery of programmes of supervised postgraduate research study .....	207
Appendix K18: Postgraduate research degrees – higher doctorates.....	209
Glossary of Terms.....	213

## **Introduction**

The Academic Regulations 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.

### **Operation of the regulations**

The Academic Regulations apply to all categories of students, all academic programmes and all types of award. They 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 and may only be varied for a particular award following approval by the Academic Board.

Arrangements for implementing the regulations are identified as 'application of the regulation' or are referred to in associated appendices. Changes to these are reviewed and agreed through consultation with the Director of Academic Services.

### **External guidelines**

The Academic Regulations are subject to the rules and regulations of relevant Professional Statutory and Regulatory Bodies. They are also subject to the provisions of UK legislation including (without limitation) any requirements set down by United Kingdom Visas and Immigration (UKVI) or any subsequent replacement agency. These provisions may be amended from time to time.

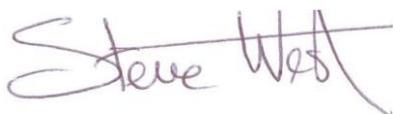
### **Annual review**

The Academic Regulations are reviewed annually, and students will be asked to familiarise themselves with them as part of the registration process at the start of each year of study. If the details of the regulations should change, the University will determine the extent to which the changes apply and students will be advised by direct communication to their UWE live email addresses and via myUWE. Prospective students will be contacted directly via their welcome website.

### **Information and advice**

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

A record of the changes for the 2016/2017 academic year is available on the Academic Regulations and Procedures web pages and further advice and guidance is available from the Director of Academic Services.



Professor Steven West  
Vice-Chancellor, President and Chief Executive Officer

# Essential information part A: the academic regulations

## **Why are the regulations important?**

The regulations assure our academic standards and ensure all students are treated consistently and equitably. When students enrol on a programme, they are agreeing to abide by the University of the West of England's regulations.

Information which is particularly important for students is set out in an overview at the start of each part of the regulations.

## **Overview of section**

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.

# Part A: The academic regulatory framework

## A1. Introduction to the academic regulations

### 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 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 Academic Board;
- c. provide a point of reference on academic regulations 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 Academic Regulations and Policy Manager.

**A1.4** The Academic Regulations are updated annually by the Academic Regulations and Policy Manager and reflect any changes that may have been approved by Academic Board during the previous year. The Academic Regulations are published annually during the first full working week of August each year on the Academic Services website together with a clear statement about changes that have been made since the previous publication.

## 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 by its different faculties and academic partners and for the equitable and consistent treatment of its students in terms of admissions, learning, teaching and assessment, academic discipline and awards. It must therefore regulate these areas to ensure that its responsibilities are appropriately discharged.

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

**A2.2** 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.

**A2.3** Supporting the need for the University to maintain appropriate institutional oversight of learning, teaching and assessment activities, the Academic Regulations are structured as follows:

**A2.4 Principles** – these inform the Academic Regulations and set out the reason(s) for regulating.

**A2.5 Regulations (denoted by an '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.

**A2.6 Application of the regulation** – reflects established good practice, represents the most efficient and effective way of working and complies with the principles and regulations. The expectation is that the process described will normally be followed at all levels.

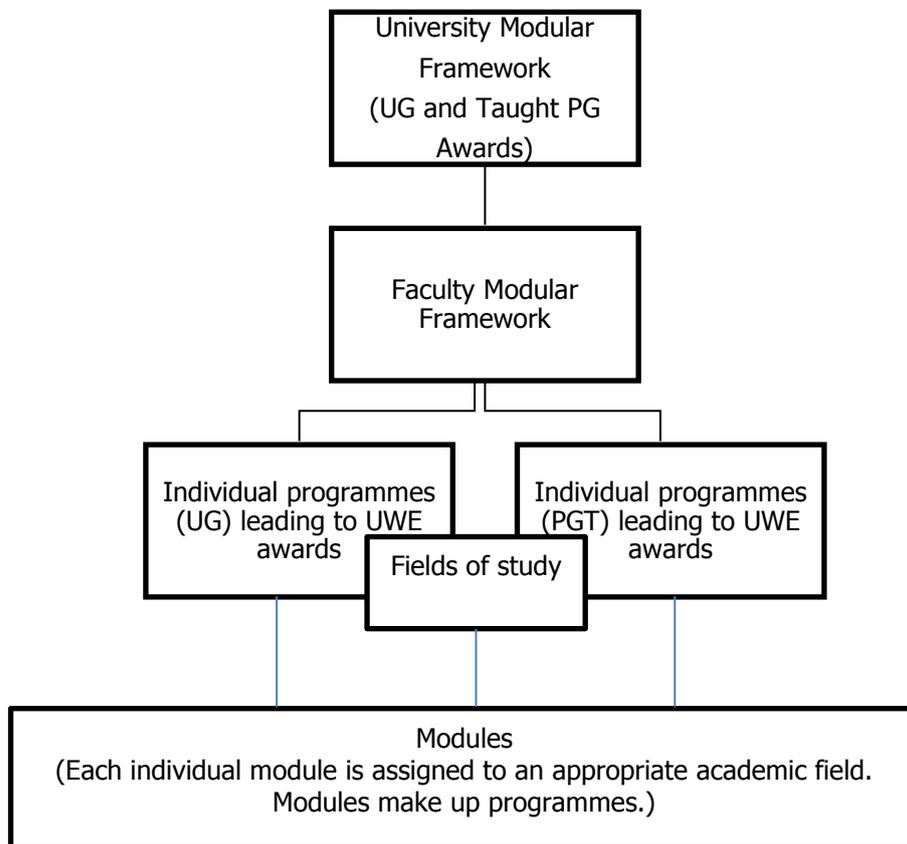
**A2.7** The Academic Regulations apply in all cases except where expressly stated within the approved programme specification. For example, the University does exceptionally permit 'non-standard' regulations for awards where there are specific professional body requirements that cannot be accommodated within the framework.

## **A3. The University's modular framework**

**A3.1** 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.

**A3.2** To be eligible for an award, students must have successfully completed the required number of credits at the level(s) specified for that award except where an examining board determines otherwise (e.g. aegrotat or posthumous awards).

**A3.3** 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. Breaking down learning into manageable units supports student choice and promotes flexibility in the design of individual programmes of study.



**A3.4** Key features of the Modular Framework are:

- a. all University awards within it are credit based;
- b. credit is awarded for successful completion of module(s);
- 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 of study' (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. the requirement for external examiners to be appointed to discipline specific fields of study where credit for learning is awarded;
- h. the requirement for a chief external examiner to be appointed to a cognate group of programmes and be responsible for the overall assessment process and for assuring parity of approach to assessment across all awards available within the programme.

**Fields of study**

**A3.5** All modules belong to fields of study which are defined as groups of cognate modules within which learning, teaching and assessment are organised. In some faculties fields of study are synonymous with departments/subjects; in other faculties fields of study may represent a group of disciplinary or professionally-related modules. The approval of a new field of study and its faculty location, the change of title of an existing field of study or the reconfiguration of fields of study within a faculty modular framework require the approval of the University.

## Modules

**A3.6** Modules are the academic building blocks for programmes 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. Students are assessed during and at the end of each module.

## Notional study time

**A3.7** 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. At UWE, modules may be of different lengths depending on their credit value: 1 credit equals 10 notional hours of study. Notional study time includes formal staff/student contact time, independent study, private study, time spent in professional practice when required, revision and the completion of assessment requirements.

## Awards

**A3.8** Modules make up programmes and programmes lead to awards. Each award will have an approved programme specification. This states the award, award structure, curriculum, teaching, learning and assessment requirements for the programme and modules making up the programme as well as the assessment regulations and other requirements as prescribed by Academic Board.

## A4. Academic structures and quality management and enhancement responsibilities

### Academic structure

**A4.1** 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.

**A4.2** 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.

## A5. University level responsibilities

### Academic Board

**A5.1** 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 details of which can be found on the [UWE Governance website](#).

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

The Academic Board acts on behalf of, and reports to, the Board of Governors and its responsibilities include:

- a. monitoring policy and practice on recognised prior learning generally and the rigour and consistency in the application of both processes across the University;
- b. oversight of the broad policy framework for admissions to taught programmes and awards;
- c. approval of guidance to ensure consistent approaches to the provision of reasonable adjustments for the assessment of students with additional support needs, for example, disability.

**A5.2** 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.

### **Vice-Chancellor**

**A5.3** Drawing on the expertise of faculties and the advice of 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 approve 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 coordinated and used to best effect.

## **A6. Faculty level responsibilities**

**A6.1** Faculties are responsible for managing the quality and the delivery of teaching, learning, and assessment in all provision. Each faculty manages individual programmes of study which lead to UWE awards. 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:

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

- 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 provision;
- 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;
- f. designation of individuals with particular responsibilities for fields of study.

### **A6.2** Executive Deans are 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** 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** – one Associate Dean will have designated responsibility for academic related areas including learning, teaching, quality and the student experience. 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/Associate Head of Department)** - oversight of the academic coherence and quality assurance of the modules within the programmes aligned to the department, maintaining the formal record of modules within the field of study, contributing to the smooth running of the Field Boards, liaison with the leaders of the modules within the field of study and ensuring that the field of study operates within the Academic Regulations.

**Director of Undergraduate/Postgraduate students or equivalent** - 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. To enhance the student experience through a focus on the recruitment, retention and achievement of students on the programme and be the key interface with staff from services, faculties and external bodies where relevant.

**Module Leader** – overall academic management of the module including determining content for a module, planning its delivery, coordinating the module team, ensuring quality assurance and enhancement. To have overall responsibility for the academic health and currency of the module and be accountable for the quality of the student learning and assessment experience. Provide a visible and focal leadership role for those delivering on the module.

## **A7. Student representation**

**A7.1** The Students' Union at UWE has devolved responsibility from the University for the co-ordination of the Student Representation System. The Students' Union facilitates 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. Hartpury have a nominated equivalent Students' Union.

## **A8. Quality management and enhancement**

**A8.1** Academic Board has delegated responsibility for the management of Quality and Standards and the procedures can be found within the [Quality Management and Enhancement Framework](#) (QMEF). These internal processes reflect the QAA UK Quality Code for Higher Education.

## **A9. Approval of programmes, awards and modules**

**A9.1R** Academic Board has overall responsibility for the approval of all programmes, modules and awards taught by the University and by academic partners. The approval process is regulated and operationalised through the Quality Management and Enhancement Framework and by committees set up for this purpose.

## **A10. Monitoring, evaluation and review**

### **Annual monitoring and evaluation**

**A10.1R** All taught provision 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.

**A10.2R** All provision contributing to doctoral awards of the University shall be subject to annual monitoring to a University approved format and in accordance with policies and procedures established by the Academic Board.

**A10.3R** 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.

## **A11. Periodic curriculum review**

**A11.1R** Periodic Curriculum Review is concerned with the academic quality and standards of subjects/programmes of study leading to University awards. All University taught provision will be re-approved every six years.

**A11.2R** The Academic Board shall establish procedures for the periodic review of academic provision.

References: QAA UK Quality Code for Higher Education Part B Chapter B1 The Expectation, Part B Chapter B6 Indicator 18, Chapter B8 Indicators 1-2, 4, 6.

## Essential information part B: awards of the University

### **Overview of section**

This section includes the list of awards approved by the University and the associated standards expected of students. Academic standards describe the level of achievement that a student has to reach in order to gain an academic award.

## Part B: Awards of the University

### B1. Principles governing the regulation of awards

**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 promoted, 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; advice from academic external advisers; the requirements of professional statutory and regulatory bodies; employers; any relevant QAA subject benchmark statements; the QAA UK Quality Code 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.

**B1.3** The procedures for approving and updating programmes are available in the programme approval section of the Quality Management and Enhancement Framework. They set out the requirements for ensuring that new and existing programmes and awards comply with the assessment regulations for the award and credit requirements for each level of study.

### B2. Professionally recognised or accredited named awards

**B2.1R** The Academic Regulations apply to awards recognised or accredited by professional or statutory bodies. If specific professional body requirements conflict with the Academic Regulations

then they may only be varied with the agreement of Academic Board. Any such variations are documented in approved programme specifications.

### Application of the regulation

**B2.2** Awards which are validated by an accredited institution as leading to an award of the University, or which are validated by the University to be offered by an external institution leading to an award of the University, are required to adopt the same credit structure as that used by the University.

**B2.3R** If a professionally accredited award includes requirements equal to or in excess of the minimum credit requirements under the Academic Regulations, 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 H20).

## B3. Award titles

**B3.1R** Named awards shall have entry conditions, curriculum and other particular requirements specified as necessary for the award. Students may obtain a named award only by satisfying the requirements for that award as set out in the approved programme specification.

**B3.2R** An approved change to an award title should normally be introduced on a phased basis so it does not impact upon current students. Exceptionally, if a change is deemed to be desirable for existing cohorts all students must be consulted with and give their unanimous consent to the change in writing.

### Application of the regulation

**B3.3** Joint or combined awards may be granted with descriptors showing the main fields of study. The award descriptors shall be specified in the programme specification and assessment regulations for these awards. Joint awards shall be described with '*and*' to mean an approximately equal balance and '*with*' to mean that the minor subject accounts for at least a quarter of the programme.

## B4. Awards of the University

**B4.1R** The University may grant awards as provided for in Ordinance 1.1 and as further specified and approved by Academic Board.

**B4.2R** 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 Architecture (MArch)

Master of Business (MBus)

Master of Computing (MComp)

Master of Design (MDes)

Master of Engineering (MEng)

Master of Environment (MEnv)

Master of Equine Science (MEqSci)

Master of Geography (MGeog)

Master of Mathematics (MMath)

Master of Planning (MPlan)

Master of Science (MSci)

Master of Sports Coaching (MSCo)

**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 in 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)\* *this award is to be phased out but will be retained here during the transitional phase.*

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)\* *this award is to be phased out but will be retained here during the transitional phase.*

Master of Fine Art (MFA)

Masters in Research (MRes)

Masters in Teaching and Learning (MTL)

## B5. Awards of other awarding bodies

**B5.1R** The University may grant the following awards to persons who successfully complete the approved taught route and satisfy the conditions in the Academic Regulations for:

Higher National Certificate (HNC)

Higher National Diploma (HND)

## B6. Standard of awards

**B6.1R** 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.

**B6.2R** 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 (UWE Bristol's International College only).

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.

**B6.3R** 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 requirements and 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.

**B6.4R** 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.

**B6.5R** The standard of first degree awards shall be defined as:

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

**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 requirements 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 requirements who has successfully completed prescribed study which extends beyond the scope and length of award routes leading to a corresponding bachelors award.

**B6.6R** 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 (FHEQ levels 5 and 6), 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 (FHEQ level 6) 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.

**B6.7R** 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 expected of a graduate who has successfully completed prescribed study including successful completion of a compulsory element of advanced independent work.

## **B7. Research degrees**

**B7.1R** The list of research awards granted by the University can be found in section K1 of the Academic Regulations.

## **B8. Minimum and maximum length of taught award routes**

**B8.1R** 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>
Honours Degree (including a foundation year)	120 weeks	480 credits	4800 hours
Integrated Bachelor / Masters Degree (including a foundation year)	150 weeks	600 credits	6000 hours

<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

## UWE Bristol Academic Regulations and Procedures 2016/2017

Postgraduate Certificate in Education	36 weeks	120 credits	1200 hours
<b>Award</b>	<b>Minimum Number of Weeks</b>	<b>Credit Total</b>	<b>Notional Study Time</b>
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
Masters in Research (MRes)	45 weeks	180 credits	1800 hours
Integrated Bachelor / Masters Degree	120 weeks	480 credits	4800 hours

**B8.2R** 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.

**B8.3R** 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. Where required the maximum period will be stated in the programme specification.

**B8.4R** 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.

## B9. Joint and dual awards with other institutions and awarding bodies

**B9.1R** 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.

**B9.2R** Dual and joint awards may be governed by existing UWE academic regulations and procedures, or by 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.

## B10. Honorary degrees

**B10.1R** The Academic Board shall establish a committee to which it shall delegate responsibility for approving nominations for the award of honorary degrees.

**B10.2R** 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.

**B10.3R** 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.

**B10.4R** The award of an Honorary Doctorate will normally be reserved for persons of distinction whose achievements or attainments are of outstanding significance or importance.

### **Application of the regulation**

**B10.5** Honorary Degrees and Honorary Doctorates which may be granted by the University are listed in section 1.7 of the Ordinances.

**B10.6R** 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, to the educationally disadvantaged and in areas of special educational concern to the University.

**B10.7R** The Vice-Chancellor shall establish the means of generating confidential nominations for consideration by the committee.

**B10.8R** Within the other provisions of the Academic Regulations, the committee may establish more specific criteria for the honorary degrees to be awarded in a particular year or at a particular ceremony.

**B10.9R** 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.

## **B11. The designation of professors**

**B11.1R** 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.

**B11.2R** 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:

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

- 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.

### **Application of the regulation**

**B11.3R** The process for the designation of Professors is set out in Appendix B1.

## **B12. Academic dress**

### **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**

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

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

**B12.1** 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

References: QAA UK Quality Code for Higher Education Part A Chapter A2 Expectations A2.1 and A2.2, Part A Chapter A3 Expectations A3.1, A3.3 and A3.4, Part B Chapter B6 Indicators 1-7 Chapter B8 Indicator 6.
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## Essential information part C: credit

### Overview of section

Credit is a means of specifying and quantifying student achievement. This section includes details about the size of modules and the credit structure of awards, as well as the regulations and procedures governing work based learning and recognised prior learning.

### Additional information

Recognised prior learning is in two forms:

- Prior certificated learning (also known as accredited learning)
- Prior experiential learning (also known as accredited experiential learning)

Achieved marks used in the recognised prior learning process are not transferable.

Details relating to the recognition of prior learning at postgraduate research level are outlined in section K13 of the Academic Regulations.

## Part C: Credit

### C1. Principles

**C1.1** 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.

**C1.2** Students accumulate credit as they complete modules at the University. If students choose or find it necessary to end their studies earlier 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.

### C2. Credit tariff

**C2.1R** Under the University's credit tariff 1 credit involves 10 hours of notional study time.

**C2.2R** The total notional study hours for a University award are determined by the credit requirements for that award.

**C2.3R** Learning outcomes and their assessment requirements specify what a student must achieve to be awarded credit.

**C2.4R** The assessment requirements of a module will be proportionate to the credit tariff and level of the module.

### C3. Credit structure of awards

**C3.1R** Each award shall specify the minimum number of credits at stated levels that a student must obtain in order to receive the award.

#### Application of the regulation

**C3.2** The distribution of credit within a programme and/or award must conform to the University's credit requirements for:

- a. level of study;
- b. credit tariff (amount of learning achieved at a specified level with reference to notional student study time);

and with the assessment regulations for:

- c. the named award.

**C3.3** The distribution of credit must be broadly consistent with the distribution of notional study hours. It must also be consistent with the relative importance of the various elements of assessment required of students.

**C4. Undergraduate awards: minimum credit requirements**

**C4.1R** The following table shows 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. Where this is the case, a default named award not exceeding the minimum credit requirements for a University award at the same level shall be available (See H20.1R).

<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>
Degree with Honours (including a foundation year)	480		At least 100	At least 200	At least 340	480	3	6
Integrated Bachelor / Masters Degree** (including a foundation year)	600	At least 120	At least 220	At least 320	At least 460	600	M	7

**UWE Bristol Academic Regulations and Procedures 2016/2017**

<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<sup>1</sup></b>	80					80	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>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>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

<sup>1</sup> To be used by UWE Bristol's International College only, not to be used as an interim award for the 120 credit Foundation Programme.

## UWE Bristol Academic Regulations and Procedures 2016/2017

\*At least 30 credits of work-based learning must be included at Level 1 (FHEQ level 4) or above.

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

### C4.2R Foundation programme

A foundation programme provides a progression route into a specific award or group of awards as set out in the approved programme specification.

	Total credits required	Level M	Level 3 or above	Level 2 or above	Level 1 or above	Level 0 or above	UWE level	FHEQ level
<b>Foundation Programme</b>	120					120	0	3

### C4.3R 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
<b>Graduate Certificate</b>	60	At least 40		60	3	6
<b>Professional Graduate Certificate in Education</b>	120	At least 120			3	6
<b>Graduate Diploma</b>	120	At least 80		120	3	6

### C4.4R 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
<b>Postgraduate Certificate</b>	60	At least 40	60			M	7
<b>Postgraduate Certificate Education (PGCE)</b>	120	At least 40	At least 80		120	M	7
<b>Postgraduate Certificate Learning and Skills</b>	120	At least 40	At least 30	At least 20	120	M	7
<b>Postgraduate Diploma</b>	120	At least 80	120			M	7
<b>Masters and Masters by Research</b>	180	At least 120	180			M	7

<b>Masters in Research (MRes)</b>	180	At least 120				M	7
<b>Masters in Teaching and Learning*</b>	180	180				M	7

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

**C4.5R** The credit for the Masters, Masters in Research (MRes) and Masters by Research dissertation and any other credit accumulated beyond the total required for a Postgraduate Diploma must be obtained by study and assessment under the Academic Regulations.

## **C5. Credit records**

**C5.1R** The Director of Academic Services holds the definitive record of the credit value of awards of the University and of other learning credit rated by the University.

### **Application of the regulation**

**C5.2** Credit awarded by the University may be credit rated in accordance with the European Credit Transfer Scheme (ECTS) and recorded using the ECTS conversion method on a student's certificate of credit. 10 University credits equates to 5 ECTS credits: therefore, 120 UWE credits equates to 60 ECTS credits.

**C5.3R** The record of credit gained by a student of the University, including those registered for a University award through an external institution will be maintained by Academic Services.

## **C6. Learning and credit**

**C6.1R** Standard credit is awarded for the achievement of assessed learning at a specified level.

**C6.2R** All awards of the University are credit rated. All programmes of study leading to awards offered by the University are credit rated as an integral part of the validation process.

### **Application of the regulation**

**C6.3R** Credit rating is undertaken simultaneously with the validation of programmes, awards and modules, including that for awards and modules offered outside the University. Applications for credit rating of existing awards which were not credit rated when the award was validated or for periods of study must be submitted to the Director of Academic Services for scrutiny. The advice of other appropriate persons from inside or outside the University may be sought as necessary but the procedure should be similar to that for awards and modules offered within the University.

**C6.4R** Periods of study such as short courses, overseas study, exchanges and other periods of formal learning undertaken as study leading to an award may also be credit rated. To be eligible

they must generate at least 5 credits at undergraduate or postgraduate level and evidence must be available of appropriate procedures for assessing the learning outcome of the study for which credit is sought.

## **C7. Module credit sizes**

**C7.1R** Modules may lead to 5<sup>2</sup>, 10, 15, 20, 30, 40, 45, 50 or 60 credits<sup>3</sup>. A Masters dissertation module may lead to 40, 45, 50 or 60<sup>4</sup> or, in the case of Masters by Research, 120 credits at level M.

**C7.2R** The minimum credit size of a module is 5 credits. 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.

### **Application of the regulation**

**C7.3** Changes to the level or amount of credit for an approved module constitutes a new module. Proposals for change must be submitted for consideration and approval by the committee within the relevant faculty that has responsibility for the approval of new modules.

**C7.4R Only modules which are approved for a named award may contribute towards the credit requirements for that award.** Credits transferred as recognised certificated learning (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.

## **C8. Credit level**

**C8.1R** The University defines the standard of each level of assessed learning in general terms as follows:

<b>Main higher education qualifications</b>	<b>UWE level</b>	<b>FHEQ<sup>5</sup> level</b>
Doctoral degrees (e.g. PhD / DPhil, EdD, DHealthPsych)	D	8
Masters in Research (MRes) Masters degrees (e.g. MPhil, Masters by Research, MA, MSc) Masters degrees (integrated) (e.g. MEng, MPlan) Postgraduate Diplomas Postgraduate Certificate in Education (PGCE) Postgraduate Certificates	M	7

<sup>2</sup> Exceptionally for faculties requiring 5 credit modules to facilitate the provision of continuing professional development (CPD)

<sup>3</sup> In October 2011, Academic Board approved paper AB11/10/8 which introduced the Common Credit Framework which envisages a credit structure based upon multiples of 15.

<sup>4</sup> In August 2014, Academic Board approved an 80 credit level M dissertation exclusively for the joint award developed with the University of Bristol (FARSCOPE Doctoral Training Programme).

<sup>5</sup> Framework for Higher Education Qualifications. The FHEQ has five levels, three of which are undergraduate and two are postgraduate. These five levels are numbered 4-8.

Bachelor’s degrees with honours (e.g. 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

## **C9. Placements**

**Definition:** 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.

**C9.1R** In order to pass the placement all students registering on sandwich degree awards of the University must undertake a minimum of 15 standard credits at level 2 or above (FHEQ level 5 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.

**C9.2R** 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. They 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.

**C9.3R** 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.

**C9.4R** Learning that is achieved through an approved placement and is assessed under the Academic Regulations 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.

**C9.5R** Placements involving work or study outside the UK may lead to standard credit depending on how they are assessed.

**C9.6R** A student who is unable or elects not to undertake a sandwich placement or who is deemed not to have satisfactorily completed 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.

## **C10. Professional practice**

**Definition:** 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

**C10.1R** 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.

**C10.2R** A period of study or professional practice undertaken outside the UK, which is assessed under the Academic Regulations, leads to standard University credit.

### Application of the regulation

**C10.3** 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. More information is set out in the University's policy on Work-based learning.

## C11. Recognition of prior learning

**Definitions:** The terminology 'recognition of prior learning' is used to describe the process which relates to awarding credit based on recognising learning achieved within a defined or formal higher education programme, or outside of it. It occurs in two forms:

- Prior certificated learning (or accredited learning) is accredited or otherwise certificated by an institution of higher education, including the University of the West of England, or other external body.
- Prior experiential learning (or accredited experiential learning) is that which is achieved through experience gained by an individual outside formalised learning arrangements and where the learning outcomes are open to assessment by the University.

**C11.1R** Learning achieved outside the University may, within limits set by the Academic Regulations, 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.

## C12. Credit for learning undertaken within the University

**C12.1R** There is no limit to the amount of credit from prior certificated learning that a student may transfer from one award achieved from study and assessment under the University's academic regulations to another, provided that the student is proceeding towards a higher award (and subject to the provisions of C4.5R and C15.14R). Students must seek approval to transfer between awards and apply for credit to be accredited against the learning outcomes of the new award.

### Application of the regulation

**C12.2** The process is not automatic and the programme team retain the right to determine entry for both logistical and educational reasons.

### **C13. Credit for prior learning undertaken externally to the University**

**C13.1R** Where prior certificated learning (accredited learning) or prior experiential learning (accredited experiential learning) or a combination of the two contribute to the credit requirements of an award of the University, this shall not exceed two-thirds of the total credit requirements for the award.

**C13.2R** Where a student fails to meet the requirements of their award they may be eligible to receive a lower award. In such cases, the two-thirds maximum will then become directly proportional to the overall number of credits required for the lower level award.

### **C14. Re-using credit towards another same-level award**

**C14.1R** Where a student has previously accepted an award which is at non-honours degree level or higher, they may re-use a maximum of 20% of the credit achieved to contribute to another **same-level** award.

**C14.2R** This regulation applies only to awards achieved at non-honours degree level or above (including interims at postgraduate level).

**C14.3R** The recognition of such credit between awards at the same level is not automatic but at the discretion of an appropriate faculty committee. A faculty and programme team retains the right to determine entry for both logistical and educational reasons.

**C14.4R** The recognised credit may be at any level.

#### **Application of the regulation**

**C14.5** With regard to this regulation, a non-honours degree is judged to be at the same-level as another non honours degree and at a lower level than an honours degree.

### **C15. Approval process for the recognition of prior certificated learning (accredited learning)**

**C15.1R** The University shall establish procedures for faculty scrutiny of applications for the recognition of prior certificated learning (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.

#### **Application of the regulation**

**C15.2** To be recognised as contributing credit to an award of the University, the evidence of prior certificated learning (accredited learning) must be capable of demonstrating:

- authenticity, the applicant completed what was claimed;
- direct comparison, by matching the learning outcomes with those of comparable specified modules approved for the award sought, or with those required of programme learning outcomes within the Shell Award Framework;
- currency, the learning is in keeping with expectations of current knowledge in the area of expertise required.

**C15.3** The scrutiny of prior certificated learning (accredited learning) for the purpose of University recognition of credit towards a named award shall be undertaken by designated staff within each faculty. Such staff shall have appropriate subject, discipline and/ or professional expertise and shall have regard for relevant University information and guidance on recognised qualifications and certificated learning.

**C15.4** The recognition of prior certificated learning (accredited learning) shall identify the level and the amount of credit in accordance with procedures set down by the University. The amount of credit being recognised must be of the equivalent level and same or greater size as the module against which it is being accredited.

**C15.5** Prior certificated learning (accredited learning) may be recognised by the University as contributing to the credit requirements of its awards.

**C15.6** Recognition of prior certificated learning (accredited learning) may be internal (credit achieved under the regulations of the University of the West of England) or external (credit achieved through study at another UK or overseas institution).

**C15.7** Prior certificated learning (accredited learning) may be achieved prior to, or concurrent with, learning undertaken under the Academic Regulations.

**C15.8R** Evidence of the prior certificated learning (accredited learning) shall be open to scrutiny and verification by the University. This is in order to establish that the learning achieved by the student meets the learning outcomes of modules or groups of modules valid for the award for which the student is registered or with those required by programme learning outcomes within the Shell Award Framework.

**C15.9R** The University may recognise credit or credit equivalence from successful study in other UK and overseas institutions which can then contribute towards the University's awards. Such study may have been completed before or be undertaken in parallel with a student's registration at the University.

**C15.10R** Students who are registered for an award and undertake a period of study outside of the UK which is assessed by another institution may transfer the credit achieved towards the University award.

**C15.11R** All decisions to recognise credit awarded by, or certificated by an external institution or body will be reported to the relevant examining board and identified against the relevant module/s. This will be identified as recognised certificated learning (accredited learning) on the student's certificate of credit.

### Application of the regulation

**C15.12** An applicant for the recognition of external prior certificated learning (accredited learning) may receive credit through University recognition of the following if supported by verifiable evidence:

- credit awarded by other Higher Education Institutions;
- qualifications or credit awarded by recognised agencies (e.g. professional bodies or other awarding bodies).

**C15.13** Applicants to a programme or award may wish to transfer credit achieved elsewhere or seek University recognition of certificated learning to contribute credit to the award. Faculties must have procedures in place to verify such credit or learning before it can be formally recognised and recorded as contributing to the requirements of the UWE award.

**C15.14** Registered students who wish to apply for recognition of prior certificated learning (accredited learning) or prior experiential learning (accredited experiential learning) as contributing credit towards their credit total for an award are required to apply to the relevant faculty.

**C15.15R** Credit awarded for prior certificated learning (accredited learning) will not:

- carry marks or grades awarded by another institution;
- carry marks achieved under study and assessment under the University's assessment regulations;
- be used to gain an award in its entirety.

**C15.16R** Marks or grades used in the prior certificated learning (accredited learning) process will not be shown on the University of the West of England Notification of Credit and Assessment Marks, nor will they be used in the calculation for honours or other differential level of award<sup>6</sup>.

## C16. Approval process for the recognition of prior experiential learning (accredited experiential learning)

**C16.1R** The University shall establish procedures for awarding credit for prior experiential learning (accredited experiential learning); this is learning that has not yet been assessed for example, from work experience. Credit, but not a mark may be awarded if the applicant's experience can either be matched against the learning outcomes of a module or group of modules, by way of the presentation of documentation or through University assessment procedures.

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<sup>6</sup> Academic Board has agreed the transfer of credit and marks in respect of the following: Virginia Commonwealth University (AB08.02.7.1.3); Taylor's University College Malaysia Dual Awards Framework (AB09.10.1.6); the Shell Award Framework (AB10.3.8.5); and the LLB (Hons) only with INTI University Malaysia, HELP University College Malaysia, or PTPC Penang and University of London External Law Degrees (AB10.6.20.1.1-3).

### Application of the regulation

**C16.2** The assessment of applications for prior experiential learning (accredited experiential learning) must be undertaken by designated staff within each faculty. The designated staff must have appropriate subject, discipline and/or professional expertise and must have relevant experience of, or training in, the appropriate procedures.

**C16.3R** Assessment of prior experiential learning requires the matching of the learning achieved by the student with the learning outcomes specified for the module/s valid for the award for which the student is registered.

### Application of the regulation

**C16.4** Applicants are required to apply to the relevant faculty or affiliated institution conducting the programme.

**C16.5** Assessment of prior experiential learning (accredited experiential learning) may take a variety of forms, including the following:

- a structured interview plus corroborating evidence;
- work based observation plus a portfolio or other record;
- a form of assessment, including assessments and examinations set for relevant approved modules devised to meet the specific requirements of a programme or award.

**C16.6** The outcome of the assessment of applications must be reported as recommendations for the award of credit to the relevant Field Board for a decision, referencing the module/s against which the assessed learning outcomes are being matched. Where credit is awarded, this will be identified as recognised experiential learning (accredited experiential learning) on the student's certificate of credit.

**C16.7** The module outcome will be pass or fail.

## C17. Monitoring and review

**C17.1** Monitoring the prior certificated learning (accredited learning) and prior experiential learning (accredited experiential learning) processes is the responsibility of appropriate faculty committees and reference to it shall be included in the faculty's annual monitoring processes and the faculty's report on the programme or award.

## C18. Transfer of marks

**C18.1R** 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 and marks achieved from modules passed before registration ceased may contribute to the resumed award provided that the modules continue to be valid for the award.

**C18.2R** Where an individual module or group of modules have been achieved and are valid for another award, the credit and the marks may be transferred provided the credit has not already been used to contribute towards the attainment of another award.

**C18.3R** When the credit for a non-honours degree awarded for study and assessment under the University's academic regulations, has been used towards a subsequent honours degree, relevant marks will be used in the calculation of the honours degree classification. In such cases the classification will be based upon the marks for 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 see H5.6R).

References: QAA UK Quality Code for Higher Education Part A Expectations Chapter A1 and Chapter A2 A2.1, Part B Chapter B6 Indicators 1, 2, 3, 5, 6 and 15

## Essential information part D: admission and study

### Overview of section

This section contains general information on admissions criteria, eligibility for being able to register at the University and any restrictions on this. It sets out the deadlines for enrolling on a new module or for transferring out of a module and what happens when registration on an award is terminated.

The section concludes with the regulations relating to communication and consultation with students about their studies.

### Additional information

Module enrolment and transfer Students are not permitted to enrol upon or transfer onto modules later than 14 calendar days after the start of teaching (the regulation applies to modules which newly commence in any one of the teaching blocks).

Suspension of studies means taking a break from University, with a plan to return.

Withdrawing permanently means leaving the programme of study with no intention of returning.

For overseas students, withdrawing or suspending studies may have implications for their visas.

For more information visit the [Withdrawing from the University](#) web pages.

The entry requirements for research degree programmes are set out in section K9 of the Academic Regulations.

### Key dates

Teaching blocks normally commence in September and January and in May for selected PG programmes.

## Part D: Admission and study

### D1. General entrance requirements

#### Principles

**D1.1R** 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.

**D1.2R** The general entrance requirements constitute the minimum 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.

#### Application of the regulation

**D1.3** The Admissions and International Development Service manage admission to taught programmes and awards. [Entry requirements](#) for standard and non-standard applications, are available on the University's website.

**D1.4** Where the admission of students is the sole responsibility of faculties, they shall observe the provision of relevant University policies and have regard for guidelines relating to the admission of students with disabilities and other groups requiring specialist support.

**D1.5R** For entry to all undergraduate programmes, international qualifications will be considered for their equivalency.

**D1.6R** 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.

**D1.7R** 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 its assessment regulations.

**D1.8R** 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.

### D2. English language requirements

**D2.1R** An English language qualification recognised by UWE and/or UKVI is normally required for entry to all awards.

### **Application of the regulation**

**D2.2** English language requirements for undergraduate and postgraduate entry are available on the [international students](#) web page.

**D2.3** English language requirements for entry to Bristol's International College Foundation Certificate are available on the [international college](#) web page.

## **D3. Other entry profiles**

**D3.1R** For students who have other qualifications and life or work experience, the University will consider each individually and on merit.

**D3.2R** Possession of knowledge and skills needed for admission to the University may be demonstrated by means other than possession of the normal entrance requirements.

**D3.3R** 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, to assessment.

### **Application of the regulation**

**D3.4** Admission to certain programmes may require an enhanced Disclosure and Barring Services check.

## **D4. Admission to programmes leading to awards of bodies other than the University**

**D4.1R** Admission to programmes conducted by the University leading to awards of other bodies shall be subject to the requirements of the body concerned.

## **D5. Admission to non-award-bearing provision of the University**

**D5.1R** 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.

## **D6. Registration and enrolment**

**D6.1R** All applicants who have firmly accepted offers of a place shall be required to register to become students of the University. The administrative procedures for registration are organised by Academic Services.

**D6.2R** Subject to the provisions of regulations D6.3R, D6.13R and D7.2R below, a student or prospective student not having any outstanding tuition fee 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.

**D6.3R** 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.

**D6.4R** All students are required to re-register at the start of every succeeding academic session.

**D6.5R** 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.

### **Application of the regulation**

**D6.6** Academic Services is responsible for creating and maintaining the definitive student record which is used for registration, results and awards, tuition fee billing, timetabling of teaching and examinations and returns to HESA and HEFCE. Academic Services is also responsible for ensuring that student personal and academic data are up to date and accurate.

**D6.7R** The rights of students to tuition, assessment, certification and conferment of an award are subject to remaining in good standing with the University.

**D6.8R** Registration for an award and enrolment on a module is subject to gaining admission to the award or module.

**D6.9R** 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.

**D6.10R** 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.

**D6.11R** When a student achieves the credits required for the award on which they are registered, that award will be made and their registration will be terminated.

**D6.12R** 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

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

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.

**D6.13R** The University may, in exceptional circumstances and at its sole discretion, refuse to permit a student to register for an award.

### **D7. Module enrolment**

**D7.1R** A student may enrol on a module without registering for an award.

**D7.2R** 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.

**D7.3R** 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.

**D7.4R** A student or prospective student may enrol on any module for which they meet the specified entry requirements, professional body requirements, prerequisites or co-requisites subject to the following:

- a. the provisions of D6.3R, D7.2R, D9.1R and D9.2R and any restrictions in the assessment regulations for an award;
- b. not having any outstanding tuition fee debt or obligation to the University OR the University being satisfied they can meet their financial obligations (or have been given permission by the Vice-Chancellor to register despite the existence of the debt);
- c. is not subject to restrictions as a result of a breach of student conduct, suspension or investigation for other reasons;
- d. not being expelled from the award or the University;
- e. students are not permitted to attempt to improve their classification by enrolling on a module with the sole intention of using it to replace the mark for another which they have already passed.

**D7.5R** 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.

### **D8. Module enrolment/transfer deadlines**

**D8.1R** Students are not permitted to enrol upon or transfer onto modules later than 14 calendar days from the start of the teaching period.

#### **Application of the regulation**

**D8.2** The regulation applies to modules which commence in any teaching block.

**D8.3** A transfer between modules and/or a programme of study may have funding implications.

## **D9. Maximum credit enrolment**

**D9.1R** 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 150 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.

**D9.2R** 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 150 credits.

## **D10. Enrolment on standard and project modules**

**D10.1R** 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; and
- f. meeting the provisions of D7.4R above.

## **D11. Enrolment on professional practice, masters dissertation modules and placements**

**D11.1R** 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.

## **D12. Withdrawal from modules**

**D12.1R** Irrespective of any fee liability, students may withdraw from a module without academic penalty (e.g. loss of the attempt) 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. Academic Services will specify the exact date to students. Students may still withdraw from a module after this point but will incur an academic penalty.

### **Application of the regulation**

**D12.2** Students should be aware that withdrawing from a module at any stage may have implications for their funding and fee liability.

**D12.3** The outcomes of transferring or withdrawing from individual modules:

<b>Scenario</b>	<b>Outcome</b>
Transfer/change a module before 14 calendar days have elapsed from the start of the teaching period	Module is removed from the student's record – the attempt is not lost
14 calendar days after the start of the teaching period	No more transfers permitted
Withdrawal <b>before</b> one quarter of the delivery period or the date of the first assessment	Module is removed from the student's record – the attempt is not lost
Withdrawal <b>after</b> one quarter of the delivery period or the date of the first assessment	Module remains on the student's record and its status is 'withdrawn' – an attempt is lost unless another is granted on the basis of accepted extenuating circumstances.

**D12.4** Students may not withdraw from an individual module after the module completion date.

### **D13. Communication with students**

**D13.1R** Students should be provided with accurate, relevant and timely information and should be informed:

- a. of the primary means by which their faculty, department and 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 and, if appropriate, Hartpury student email accounts. Students are expected to check their UWE and where applicable, Hartpury student email accounts regularly as these are the email addresses 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.

### **D14. Responsibilities of students**

**D14.1R** The rights of students to tuition, assessment, certification and conferment of an award are subject to remaining in good standing with the University.

**D14.2R** 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.

**D14.3R** Students are expected to be familiar with and comply with the expectations upon them as set out in the [UWE Charter](#).

### D15. Academic student guidance, tutorial and learning support

**D15.1R** Information on individual staff responsibilities related to programme and award management and student academic and pastoral support will be conveyed to each student in the faculty's Student Handbook or equivalent document which may be available online.

#### Application of the regulation

**D15.2** In developing and maintaining its procedures for student guidance and support, a faculty is required to ensure that students have:

- a. access to tutoring provision through forms of support aimed at ensuring that there are adequate referral points for students in the context of the size, location and organisation of the faculty, this may include year/award or similar group-organised points of contact and communication;
- b. provision for personal welfare in conjunction with specialist services outside the faculty;
- c. access to informed, impartial academic advice and appropriate guidance to allow students to make informed choices;
- d. access to appropriate assistance and support to enable students to maximise their learning potential through acquisition and refinement of learning skills;
- e. advice on career planning.

and that there is:

- f. provision for informing staff and students on the purpose and scope of a faculty's and the University's provision for personal and tutorial support for students;
- g. provision for staff induction / preparation and support for their tutorial roles;
- h. provision for keeping and maintaining records of contact and follow-up action, where necessary, including where students fail to attend;
- i. observation and implementation of equal opportunities policies;
- j. a means of monitoring the adequacy of student support arrangements and periodically reviewing these to meet changing needs and circumstances;
- k. effective communication and liaison with relevant services in support of students' learning and related matters.

**D15.3** More specialist provision of academic guidance relating, for example, to information needed for choices of modules, placement or professional practice matters and certain forms of careers' guidance may be located with designated staff, including Student Support Advisers and other professional administrative staff carrying a particular responsibility for the function or area.

**D15.4** Further information on the support available can be found on the [Students](#) pages on the UWE website.

## **D16. Consultation with and feedback from students**

**D16.1R** The Academic Board requires faculties and Academic Partners to establish and promote arrangements for securing consultation with and feedback from students on teaching, learning, assessment methods and procedures as well as other arrangements for awards, award routes and modules. These arrangements include formal procedures.

<b>Application of the regulation</b>
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**D16.2** The formal consultation procedures are available in Appendix D1.

References: QAA UK Quality Code Part B Chapter B2 and Chapter B5 Indicator 3
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## Essential information part E: conduct of assessment

### Overview of section

This section covers the regulations associated with the assessment of students.

It includes:

- the requirements for passing modules with one or two components;
- the regulations governing module resits and retakes;
- capping of module marks for resits and retakes;
- format for the submission of work;
- eligibility for applying for extenuating circumstances and associated processes;
- the provision of reasonable adjustments and processes for applying for alternative assessments;
- regulations and procedures governing examinations.

### Additional information

Passing a module 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 (FHEQ levels 3-6) have an overall minimum pass mark of 40%, whilst modules at Level M (FHEQ level 7) have an overall 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.

**Assessment submission** Assessments must be submitted on or before the published hand in date by 14:00 or they are treated as late work.

Work submitted up to 24 hours after the deadline (24 hour window) will incur a mark penalty:

Level 0 – 3 (FHEQ levels 3-6) A mark of more than 40% for the element will be reduced to 40%

Level M (FHEQ level 7) A mark of more than 50% for the element will be reduced to 50%

Work cannot be submitted after the 24 hour 'window' and will be recorded as a non-submission.

**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. myUWE is the UWE student portal. Students use it to view their own record and marks.

UWE also uses an electronic learning system called Blackboard.

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

**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 includes a sit and a resit and the student must pay the whole module fee. Information on fee liability is available in the [University's Tuition Fee Policy](#).

**Extenuating circumstances** Students may use the extenuating circumstances process if something adversely affects their ability to attend an exam or submit a piece of coursework. Extenuating circumstances are defined as significantly disruptive matters which are outside of the control of the student.

At the discretion of the Award Board, students may be allowed the following if their extenuating circumstances are accepted:

- to resit a module where the regulations would not normally permit it (if the module has not already been passed);
- a further retake of a module if the module has not already been passed (a module fee will normally apply);
- the mark from a resit or retake may be uncapped (unless previously capped).

For more information visit the [Extenuating Circumstances](#) web pages.

**Key dates**

Standard University exam periods – January, April/May, July/August

Standard examining board periods – October (PG Dissertations), February, June, July/August

**Final deadlines for submission of extenuating circumstances applications 2016/2017**

Postgraduate Dissertation modules (for students completing their award)	14:00 14 October 2016
Health and Applied Sciences (November 2016 exam boards)	14:00 18 November 2016
Modules completed by the end of assessment period 1	14:00 3 February 2017
Health and Applied Sciences (March 2017 exam boards)	14:00 17 March 2017
Modules completed by the end of assessment period 2	14:00 2 June 2017
Modules completed by the end of assessment period 3	14:00 28 July 2017
Modules completed by the end of assessment period 4	14:00 18 August 2017

## Part E: Conduct of assessment

### E1. Assessment

**E1.1R** The assessment principles and regulations outline the aims, purpose and methods of assessment.

**E1.2R** The University's regulations set out the purpose, conditions and requirements of assessment. The principles underpinning these are available in Appendix E1.

**E1.3R** The responsibilities of the University and of the student in regard to assessment are set out in the UWE Charter.

**E1.4R** 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 (B2.1R).

**E1.5R** Students are expected to engage with all assessment required of them. In the event that a student is affected by significant personal difficulties or circumstances which may impact on their ability to complete, submit or attend a specific assessment, they should advise the University **as soon as possible** and preferably before the assessment takes place. If they choose not to sit an exam or submit coursework, then they may submit an extenuating circumstances application to justify any non-submission for the sit or resit (see Appendix E2). If a student has chosen to submit an assessment or attend an exam, the implication will be that there were no extenuating circumstances present which could have adversely affected them and so it will not normally be possible to submit an application (but see Appendix E2 E16.62R-E16.67R).

**E1.6R** 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.

**E1.7R** 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.

**E1.8R** Assessment shall be undertaken by competent and approved internal and external examiners.

**E1.9R** All recommendations leading to awards of the University shall be agreed by approved external examiners.

## **E2. Module types**

**E2.1R** All modules are classified as one of four types which determines how they are assessed:

### **Standard modules**

**E2.2R** 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 (see E3.5R).

**E2.3R** A standard module may have at most two components of assessment.

**E2.4R** All standard modules must have a component A, which must count for at least 25% of the overall module mark.

**E2.5R** Component marks and the overall module mark are expressed as percentages, however, at levels 0 and 1 only (FHEQ levels 3 and 4); standard modules may include one component assessed as passed or not passed. Students must pass this component and obtain a pass mark in the other component in order to pass the module. The overall mark for the module is the percentage awarded for the other component. In order to pass this must be a minimum of 40%. These criteria must also be met in order to pass a resit or retake.

### **Professional practice modules**

**E2.6R** A professional practice module is normally undertaken outside of the University in a professional setting and combines practice with related study. Assessment of competence in professional practice will always involve an appropriately qualified practitioner.

**E2.7R** 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.

**E2.8R** A professional practice module shall have at most two components of assessment.

**E2.9R** Component A shall be the assessment of professional competencies by an appropriately qualified practitioner.

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

**E2.10R** Where the overall outcome of a professional practice module is expressed as passed or not passed; it will not be taken into account in determining eligibility for an award with classification for honours or other differential level of award.

**E2.11R** 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.

**E2.12R** 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.

**E2.13R** 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.

**E2.14R** If an award board permits a retake, the professional component assessment must be repeated in addition to the non-professional component.

**E2.15R** The method and attendance requirements for a resit or retake of the professional competencies component are at the discretion of the Award Board.

**E2.16R** 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.

### **Project modules**

**E2.17R** A project module requires the completion of a project, dissertation or similar piece of extended, individual or group work.

**E2.18R** A project module has a single component of assessment, which must be component A. This is the project report, dissertation or equivalent piece of work. It may include one or more elements as defined in the module specification.

**E2.19R** The overall mark is the weighted average of the marks of the individual elements of the component and is expressed as a percentage.

**E2.20R** Students may be required to pass those elements which include the project.

**E2.21R** 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.

### Masters dissertation modules

**E2.22R** A Masters dissertation is a particular form of project module. It is only available at Level M and is undertaken as the final submission of a Masters award.

**E2.23R** A Masters dissertation shall be assessed in the same way as a project module. It has a single component of assessment, which must be component A.

**E2.24R** Students are permitted a sit and resit only for a Masters dissertation module, unless the Award Board accepts any extenuating circumstances applications and permits a further attempt.

**E2.25R** Where full time students are eligible to resit, a maximum period of six months is permitted for the resubmission of the dissertation. Where part time students are eligible to resit, a maximum period of twelve months is permitted for the resubmission of the dissertation.

### E3. General module information

**E3.1R** The assessment requirements of a module will be proportionate to its credit value and level.

**E3.2R** Subject to any operational constraints, module assessment will be provided at least twice in any academic year in accordance with the University's Academic Calendar.

**E3.3R** 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 (B8.1R).

**E3.4R** Where there are two components in a module they are referred to as component A and component B, where there is just one it is referred to as component A. Each component has a specified weighting, which determines its contribution to the overall module mark.

**E3.5R** Component A is assessed under controlled conditions. 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 and that there is parity of treatment between all students taking the assessment.

**E3.6R** Component B may be assessed under controlled conditions and/or by other means - normally work undertaken outside the classroom or laboratory in the student's own time.

**E3.7R** Components may contain one or more elements of assessment. The mark for a component of assessment is calculated as the weighted average of the marks for the individual elements of the component. Individual elements of assessment shall not be marked on a pass/fail basis where the overall mark for the component is expressed as a percentage. Students cannot be required to

## UWE Bristol Academic Regulations and Procedures 2016/2017

pass individual elements unless there are specific academic reasons for them to do so (see E2.20R).

### Application of the regulation

**E3.8R** If a student is required to resit a component, they will be required to submit all elements as identified in the module specification. This will be the case even if, at the first sit, the student completed some or all of the assessments or had extenuating circumstances accepted.

**E3.9R** Each module must have a module specification which sets out the following information and which should be provided to students no later than the start of the module delivery period:

- a. the assessment requirements of the module;
- b. which assessment is component A;
- c. the weighting of the components and elements;
- d. the requirements for the completion of elements;
- e. the learning outcomes and means by which outcomes are achieved and demonstrated;
- f. the authoritative statement of teaching, learning and assessment requirements;
- g. the form of resit or retake for a component, the requirements and standard of attainment expected in the resit or in a retake shall be as demanding as the first sit;
- h. where there is assessed group work, clearly indicate which parts of the assessment are marked individually and, if applicable, where marks are allocated to the group.

## E4. Assessment of standard and project modules

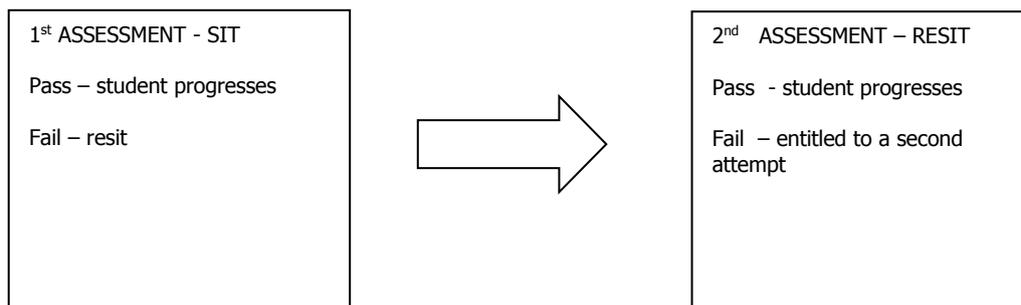
**E4.1R** A student has the right to **two** attempts at standard and project modules (unless this is not permitted by a professional body).

**E4.2R** Within each attempt a student has the right to one sit and one resit. The sit and the resit are normally taken within the same academic session. Each attempt is self-contained. No marks are carried over from the first to the second attempt (or between subsequent attempts).

### Application of the regulation

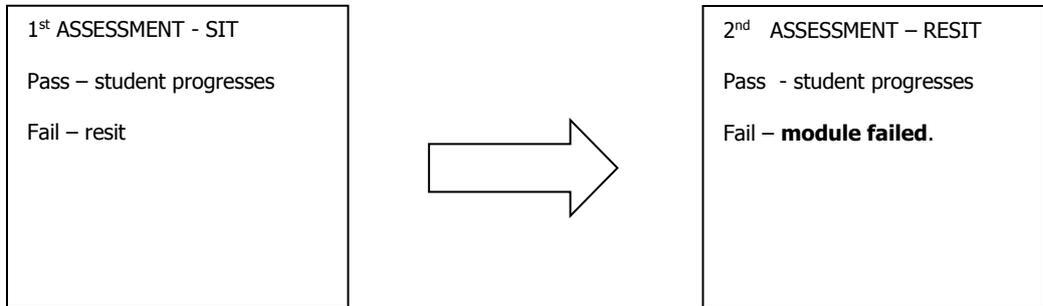
**E4.3** The diagram below sets out the regulations for standard and project modules.

#### First attempt



**E4.4R** If the second attempt is required then the student may re-enrol on the module. The requirements for the payment of fees for further attempts are set out in the tuition fee policy.

**Second attempt (retake)**



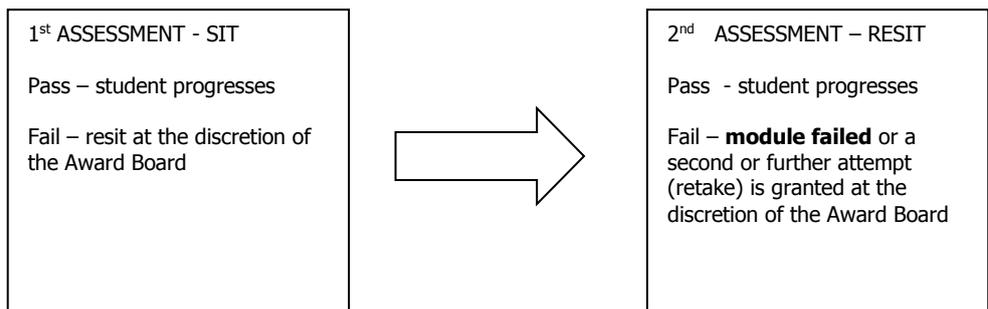
**E5. Assessment of professional practice modules**

**E5.1R** In a professional practice module students do not have a right to an automatic resit after the first sit. A resit or a second or further attempt is subject to the discretion of the award board. Each attempt is self-contained. No marks are carried over from the first to the second attempt (or between subsequent attempts).

**Application of the regulation**

**E5.2** The diagram below sets out the regulations for professional practice modules

**First attempt**

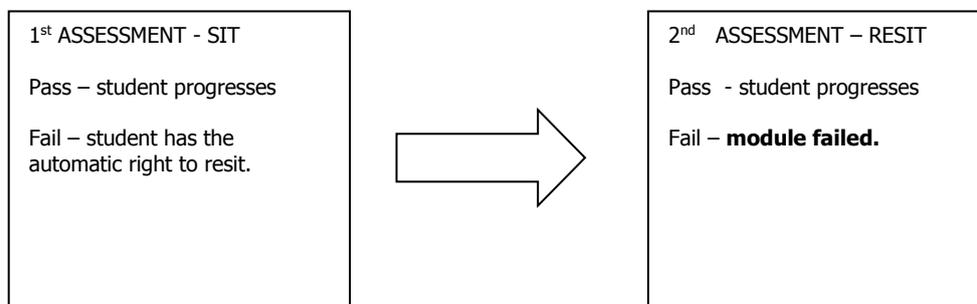


## E6. Masters dissertation modules

### Application of the regulation

**E6.1** The diagram below sets out the regulations for Masters Dissertation modules

#### First attempt



**E6.2** A student has the right to **one** attempt at a module (subsequent attempts may only be granted on the basis of accepted extenuating circumstances).

**E6.3** Within the attempt a student has the right to one sit and one resit. Each attempt is self-contained. No marks are carried over from the first attempt to any subsequent attempt granted on the basis of accepted extenuating circumstances.

## E7. Module pass marks

### Single component modules

**E7.1R** The overall module mark is the mark for component A.

**E7.2R** To pass a standard, project module/masters dissertation module at the first sit, resit or retake, students must achieve a mark of not less than 40% (levels 0-3/FHEQ levels 3-6) or 50% (level M / FHEQ level 7). Where the component includes element(s) which must be passed, a mark of 40% (levels 0-3/ FHEQ levels 3-6) or 50% (level M/FHEQ level 7) must be achieved in those elements. Where a module has only one component and the outcome is less than 40% at levels 0-3 (FHEQ levels 3-6) or less than 50% at level M (FHEQ level 7) the student must resit the whole component.

**E7.3R** For professional practice modules with a single component of assessment of professional competencies, the module outcome is expressed as passed or not passed only.

### Two component modules

**E7.4R** For standard modules with two components, the overall module mark is the weighted average of components A and B:

### Level 0-3 (FHEQ levels 3-6)

**E7.5R** For standard modules with two components, the pass mark for a component is 35% and the pass mark for a module is 40%. If the student achieves a mark of less than 35% in one of the components, but has a mark of 40% or higher for the module and they have a resit available, they must resit that component. If the student achieves a mark between 35% and 39% (inclusive) for each of the components, they cannot achieve the module pass mark. Therefore, if they have a resit available, they must resit both components.

### Level M (FHEQ level 7)

**E7.6R** For standard modules with two components, the pass mark for a component is 40% and the pass mark for a module is 50%. If the student achieves a mark of less than 40% in one of the components, but has a mark of 50% or higher for the module and they have a resit available, they must resit that component. If the student achieves a mark between 40% and 49% (inclusive) for each of the components, they cannot achieve the module pass mark. Therefore, if they have a resit available, they must resit both components.

**E7.7R** Within an attempt, a student is not permitted to resit a component for which the mark already achieved is 40% (levels 0-3/FHEQ levels 3-6) or 50% (level M/FHEQ level 7) or above.

**E7.8R** If a professional practice module has two components, the mark for component B must be expressed as a percentage.

**E7.9R** If a professional practice module has two components of assessment, the mark for the second component, which does not relate to professional competencies, provides the overall module mark which is expressed as a percentage. If the module is at level 2 or above (FHEQ level 5 or above), the mark will contribute to classification for honours or a differential level of award. The pass mark for the component is 40% (levels 0-3/FHEQ levels 3-6) or 50% (Level M/FHEQ level 7).

**E7.10R** A professional practice module can only be passed if the component of assessment of professional competencies is passed. However, if either component is not passed, the module is not passed.

## E8. General resit information

**E8.1R** Students who do not pass one or more components at the first sit are entitled to a resit in the component(s) which have not been passed (professional practice modules are an exception see E5.2).

**E8.2R** It may not be possible to provide an opportunity for a resit 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 a retake, but it will affect the timing of that resit or retake.

**E8.3R** 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 is subject to the normal rules for assessment.

**E8.4R** The module specification will state where class attendance is mandatory for a resit.

**E8.5R** The outcome for a component may not be carried forward from one attempt to the next.

### **E9. General retake information**

**E9.1R** Students who do not pass a standard or project module after the retake (second attempt) will be deemed to have failed the module.

**E9.2R** Students who do not pass a professional practice module at the first attempt may only be permitted a retake (second attempt) at the discretion of the Award Board. Students who do not pass the module after the retake (second attempt) will be deemed to have failed the module.

**E9.3R** Students who do not pass a Masters dissertation module at the first attempt will fail the module unless a retake (second attempt) is awarded by the Award Board due to approved extenuating circumstances.

**E9.4R** Normally, no additional retakes are allowed on a failed module even where students wish to re-enrol on the module for a different award at a later date, unless one has been permitted by an Award Board on the basis of accepted extenuating circumstances.

**E9.5R** A retake will 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.

**E9.6R** Modules or awards recognised or accredited by professional or statutory bodies may be subject to restrictions on the number of times a retake is permitted to achieve a specific named award.

**E9.7R** Once a module has been passed, no further assessments are permitted unless under exceptional circumstances in order to satisfy the requirements of professional bodies.

**E9.8R** A resit or retake is not permitted to improve a mark where a pass has already been achieved.

**E9.9R** Students failing a module which is compulsory for a named award will have their registration for that award terminated by the University and may not register for another award for which that module is compulsory.

**E9.10R** A student retaking a module may not demand reassessment in components or modules which are no longer current within the programme.

## **E10. Marks capping – general information**

**E10.1R** Capping applies at all levels.

**E10.2R** Once a mark is capped, it shall not be uncapped for any subsequent submission.

**E10.3R** The actual mark achieved for a capped module shall be recorded on a student's Certificate of Credit.

## **E11. Marks capping – resits**

### **Modules with two components**

**E11.1R** The mark for a module with two components will be partially capped at the resit if the minimum mark of 35% (levels 0-3/FHEQ levels 3-6) or 40% (level M/FHEQ level 7) is not achieved in one of the two components at the first sit (whilst the other is passed). The mark for the resit component will be capped at 40% (levels 0-3/FHEQ levels 3-6) or 50% (level M/FHEQ level 7). The mark for the other component is not capped nor is the overall module mark.

**E11.2R** If the minimum mark is not achieved in both components at the first sit, the mark for the module overall at the resit will be capped at 40% (levels 0-3/FHEQ levels 3-6) or 50% (level M/FHEQ level 7).

**E11.3R** For the purposes of classification for honours or a differential level of award, where a module is achieved at the resit with a partially capped mark, it is this mark that is used in the calculation.

## **E12. Marks capping – retakes**

**E12.1R** Any overall pass mark obtained at a retake will be capped at 40% (levels 0-3/FHEQ levels 3-6) for classification for honours or a differential level of award or 50% (level M/FHEQ level 7) for the purpose of determining eligibility for a postgraduate award with merit or distinction.

## **E13. Submission of work for assessment**

**E13.1R** Students will be advised of the deadline for each element of assessment. The hand in time for all assessments at all levels will be 14:00 (14:00 local time for international partners).

### **Application of the regulation**

**E13.2** Hand in days are normally Tuesday to Thursday.

**E13.3R** If a student does not submit work when instructed to do so, this will be considered a non-submission.

## **E14. Submission method**

**E14.1R** Where electronic submission is required, work submitted in any other format will not be accepted, except where the University has authorised the use of a different method (e.g. Reasonable Adjustments, five working day extensions). Electronic submission means a system approved and designated for this purpose (for example, Blackboard, PebblePad). Work submitted by email will not be accepted.

### **Application of the regulation**

**E14.2** Further information is available in the online assessment policy and guidance: [uwe.ac.uk/aboutus/policies](http://uwe.ac.uk/aboutus/policies).

**E14.3** Students are expected to submit work online or in person (unless otherwise instructed). There may be exceptional circumstances where a student may be permitted to submit work by post. Students who do so must ensure the work is posted on or before the published deadline and obtain proof of postage to evidence this. Where a student has no proof of postage and the work goes astray, the work will be deemed not to have been submitted. Where a student has proof of postage, the student will be permitted to resubmit the work within 5 working days of the original deadline. It is the student's responsibility to check that the University has received the work and to ensure they keep a second copy of it.

## **E15. Late submission of work for assessment**

**E15.1R** The mark for elements of assessment submitted up to 24 hours after the published deadline will be penalised. After this 24 hour 'window' has elapsed, the work will not be accepted and will be recorded as a non-submission.

### **Application of the regulation**

**E15.2** The marks penalty will be applied as follows:

- a. Levels 0 – 3 (FHEQ levels 3 - 6) A mark of more than 40% for the element will be reduced to 40%;
- b. Level M (FHEQ level 7) A mark of more than 50% for the element will be reduced to 50%;

The reduced mark for the element will be used in the calculation of the overall module outcome.

A mark lower than 40% (levels 0 - 3 / FHEQ levels 3 - 6) or 50% (level M / FHEQ level 7) will stand and will be used in the calculation of the overall module outcome.

**E15.3** An assessment under a pass/fail marking scheme will have no penalty if the work is submitted within 24 hours of the published deadline.

**E15.4** Work submitted within the 24 'window' is subject to extenuating circumstances regulation E1.5R.

## **E16. Extenuating circumstances**

**E16.1R** The University's definition of extenuating circumstances and the approved process for submitting evidence of extenuating circumstances are set out in the University's extenuating circumstances regulations (Appendix E2). It is the student's responsibility to submit an application for extenuating circumstances.

## **E17. Reasonable adjustments**

**E17.1R** Reasonable adjustments shall be provided where necessary, for students with a documented disability, temporary disability or severe short term illness, specific learning difficulty (including dyslexia), mental health condition or chronic medical conditions, pregnancy, maternity or paternity. The circumstance must be having a substantial impact on a student's capacity to study and/or take assessments in the usual way.

### **Application of the regulation**

**E17.2** Students should contact the Disability Service to discuss whether reasonable adjustments can be made which will help them manage their programme.

**E17.3** Any request for adjustments to assessments must be supported by appropriate medical evidence which may include a doctor's letter or educational psychologist's report.

**E17.4** Reasonable adjustments may include providing alternative or adjusted assessment arrangements.

**E17.5** Details of the reasonable adjustments for any individual will be agreed for each module between the faculty and the Disability Service after discussions with the student. Existing University practice and experiences will be taken into account, as will the individual's specific needs and adjustments in prior educational settings.

## **E18. Adjustments to exams**

**E18.1R** Where appropriate students may receive extra time or other exam adjustments, which include:

- Rest breaks;
- Use of a computer;
- A separate or smaller room.

### **Application of the regulation**

**E18.2** Where students require adjustments to examination arrangements or alternative assessments, they should request these via the Disability Service before the published deadline for each examination period. The University cannot guarantee to process requests unless made before the deadline.

### **Adjustments to assignment deadlines**

**E18.3R** Where appropriate students may be eligible for an adjustment to their coursework deadline.

#### **Application of the regulation**

**E18.4** Where students require adjustments to coursework deadlines they should request these via the Disability Service with as much notice as possible and at least 24 hours before the deadline.

**E18.5** Details of the scenarios under which an adjustment may normally be made can be found on the Disability Service website.

### **Alternative assessment methods**

**E18.6R** The method of an assessment may be adjusted in line with a student's needs, taking into account the learning outcomes/competencies of the module and award.

#### **Application of the regulation**

**E18.7** For example, an adjustment to a presentation may include having a restricted audience or recording the presentation.

**E18.8** The University's Disability Service website provides examples of specific impairments and disabilities, reasonable adjustments, assistive technology and other support.

**E18.9** There is no duty to make any adjustment to the application of a competence standard, but the duty does apply to the process by which competence is assessed.

## **E19. Controlled assessments requiring prescribed conditions**

**E19.1R** Controlled conditions assessments, including examinations, will normally take place on a University campus or at a venue determined by the University (e.g. a partner institution).

**E19.2R** It is a student's responsibility to ascertain examination times and locations and to attend examinations and assessments under controlled conditions.

**E19.3R** The University operates a strict code relating to the conduct of examination candidates (E19.4 – E19.44).

#### **Application of the regulation**

**E19.4** Candidates should present themselves at the examination room at least twenty minutes before the examination is due to begin.

**E19.5** Candidates must not enter the examination room until instructed to do so by the examinations staff.

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

**E19.6R** Candidates are permitted to enter the exam room up to thirty minutes after the official start time of the examination.

**E19.7R** No additional time will be given to a candidate who has arrived late to an examination.

**E19.8R** No candidate may leave the examination room during the first or last thirty minutes of the examination.

**E19.9** At the end of the examination, candidates must remain seated and silent until all scripts have been collected and counted. Candidates may only leave when they have been instructed to by an invigilator.

### **Behaviour in the examination room**

**E19.10** Upon entering the examination room candidates must comply with the invigilators' instructions.

**E19.11R** Once in the examination room candidates must not communicate in any way with any person other than an invigilator.

**E19.12** An invigilator's attention may be attracted by a candidate raising their hand.

**E19.13** A candidate must not leave their place without the permission of an invigilator.

**E19.14** A candidate wishing to leave the examination room temporarily must seek the permission of an invigilator before doing so, and will be accompanied by an invigilator throughout their absence.

**E19.15** A candidate who leaves the examination room without the permission of an invigilator will normally be deemed to have withdrawn from the examination and will not be re-admitted to the examination room.

**E19.16** A candidate who wishes to leave the examination room early must raise their hand and submit their script to the invigilator. They should take care not to disturb other candidates when leaving and must observe examination procedures until out of the room.

**E19.17** A candidate whose script has been collected will not be re-admitted to the examination room.

**E19.18R** Mobile phones must be switched off and all alarms disabled. Mobile phones must be placed in the candidate's bag or placed face down on their desk.

**E19.19R** Smoking or the use of electronic cigarettes is not permitted in the examination room and candidates are not permitted to leave the examination room for a smoking break at any time.

### **Items permitted in the examination room**

**E19.20** Candidates must bring their University ID card as proof of identity and place it on their desk.

**E19.21** Coats, bags and similar items must be deposited in the area as indicated by the invigilator and not taken to the candidate's desk.

**E19.22** Candidates are permitted to bring in with them still water or juice in a clear, unlabelled plastic bottle with no wording or logos. They are also permitted small amounts of food that are not noisy or distracting to others. Any items that do not comply with this will be removed.

**E19.23** Only clear pencil cases are permitted on the exam desk.

**E19.24** It is a candidate's responsibility to ensure they have the correct equipment for their exam e.g. pen, pencil, eraser.

**E19.25** Candidates must supply their own non-programmable calculator that does not have an alpha numeric keyboard and spare batteries.

### **Items not permitted in the examination room**

**E19.26R** Candidates must not have in their possession at their place in the examination room nor make use of any book, manuscript, calculator, personal computer, electronic organiser, smartwatch or similar device or any other aid which is not specifically allowed in the rubric of the examination paper. Candidates are not permitted to use their mobile phone during the duration of their exam.

**E19.26R** Candidates must not have in their possession at their place in the examination room or nor make use of any book, manuscript, calculator, personal computer, electronic organiser, smartwatch or similar device or any other aid which is not specifically allowed in the rubric of the examination paper. Candidates are not permitted to use their mobile phone/mobile device during the duration of their exam or other controlled conditions assessment unless otherwise stated in the assessment brief/examination rubric.

**E19.27** A candidate who brings any unauthorised item to their place by mistake shall inform an invigilator immediately they discover its presence.

**E19.28** Exceptionally, a candidate with temporary or permanent reasonable adjustment may be authorised in advance by the Disability Service to have available and use additional aids not specified in the rubric of the paper or by the assessment regulations.

### **Examination stationery**

**E19.29R** A candidate must not start writing, other than to complete the identification details on the answer booklet, until given permission to do so by the senior invigilator.

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

**E19.30R** The examination question paper may be retained by the candidates only where this is indicated on the rubric of the exam paper.

**E19.31** Candidates must only use the official stationery provided. Rough work must be done on the stationery provided and handed in with the completed answer script. No candidate shall remove any answer script, rough work, official stationery or equipment from the room. All used answer booklets should be tagged together with the treasury tag provided.

**E19.32** Candidates must complete the signature slip attached to the first examination booklet given and record their student number on every additional answer booklet.

**E19.33R** Candidates must stop writing immediately when they are instructed to do so at the end of the examination. The senior invigilator will state when the examination ends.

### **Emergency evacuation of examination room**

**E19.34** In the event of an emergency evacuation of the examination room (e.g. when a fire alarm sounds) candidates must obey the instructions of the senior invigilator as these will give priority to the safety of the candidates.

**E19.35** Candidates remain subject to examination procedures during the evacuation and should not discuss the examination.

**E19.36** Candidates shall follow the invigilators to the designated assembly area and follow the invigilators' instructions regarding resumption of the examination.

**E19.37** If it is possible to resume the examination candidates shall, when instructed by the senior invigilator, endorse their scripts with the words 'examination interrupted' and the reason for the interruption at the appropriate place. Where it is logistically possible, compensatory time shall be allowed to candidates equivalent to the period from the time the alarm sounded to the resumption. The Central Examinations Manager shall decide whether it is possible to give compensatory time.

**E19.38** Candidates shall be informed of any revision to the finishing time for the examination and that a report of the interruption will be made to the chair of the examining board.

### **Variations to the procedures**

**E19.39** These procedures may be varied by the Central Examinations Team where necessary to comply with the written requirements of relevant professional or accrediting bodies.

**E19.40** Where the nature of the examination makes necessary any variation to the above procedures, candidates will be informed of such variation in advance by the Module Leader and/or direct communication to their UWE live email address. They will also be reminded of it by the Senior Invigilator before the start of the examination.

**E19.41** The standard rules for the conduct of examinations shall apply to all candidates (e.g. in respect of refreshments, mobile phones, personal belongings, communication, announcements etc.

including those with reasonable adjustments). Under no circumstances should an invigilator vary the agreed arrangements for any candidate requiring alternative arrangements without first consulting the University's Central Examinations Manager.

### Breaches of examination regulations and procedures

**E19.42** A candidate who an invigilator believes to be using unfair means (including unauthorised aids, copying or communicating with others), will be informed of this and their answer paper marked at the appropriate place. Unless the candidate is required to leave the examination room for any other reason, they will be permitted to continue the examination.

**E19.43** A candidate who, in the opinion of the senior invigilator, causes an unreasonable disturbance, and continues or repeats it after warning, shall be required to leave the examination room and will not be re-admitted.

**E19.44** A candidate breaching any examination procedure will be reported to the relevant examining board, and the matter will be considered in accordance with University Regulations.

### E20. Taking controlled assessments requiring prescribed conditions off campus

**E20.1R** No student shall have the right to take any assessment off campus and permission to do so is at the discretion of the University.

#### Application of the regulation

**E20.2** The criteria for considering requests to take assessment/s requiring prescribed conditions under controlled conditions off campus are set out in Appendix E3.

References: QAA UK Quality Code for Higher Education Part A Chapter A3 Expectation A3.2 and Part B Chapter B6 Indicators 4, 11
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## Essential information part F: assessments - marking and feedback

### **Overview of section**

The regulations governing marking practice, moderation of marks and the provision of feedback on assessed work.

### **Additional information**

The period for providing feedback will not normally exceed 20 working days (excluding University closure days) following the deadline for submission of the assessment concerned. This period may be shorter or longer for some forms of assessment. Where the period is greater than 20 working days students will be informed of the deadline and the rationale for the extension.

## Part F: Assessments – marking and feedback

### F1. Assessment activities

**F1.1R** Assessment activities are integral to, and contribute directly to, the student's learning experience. They shall be:

- a. based upon as diverse a range of methods as possible;
- b. made explicit in module specifications;
- c. the demands will be consistent with the credit level and rating of the module to which they relate;
- d. balanced between formative and summative assessment for each level of a programme.

**F1.2R** 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 of study.

**F1.3R** Responsibility for selecting assessment tasks lies with the module team, confirmed by the field owning the module.

### F2. Notification of assessment activities

**F2.1R** Students must be provided with advanced written notice of how and when each of their modules or programme is to be assessed. Submission dates for each element of assessment must be specified at the beginning of the module delivery period. All faculties should endeavour to avoid a concentration of submission deadlines and should co-operate to ensure this is achieved for those students whose programme includes modules from more than one faculty.

### F3. Anonymous marking

**F3.1R** With the exception of formative assessment and assessments where anonymity of the candidate is impractical or impossible (for example, professional practice assessments, a project or presentation), the general marking practice will be that the identity of the student is unknown to the marker.

**F3.2R** An assessor or second marker of a dissertation, project or creative artefact will mark anonymously if they have not supervised the work directly or indirectly.

### F4. Moderation of marks

**F4.1R** The University's processes for moderating marks must be clearly set out in a manner approved by Academic Board and consistently operated. The arrangements for first and second marking must be clearly set out and applied.

#### Application of the regulation

**F4.2** The University's processes for moderating marks in its taught provision are articulated in the Assessment Cycle policy: [uwe.ac.uk/aboutus/policies/assessmentcycle](http://uwe.ac.uk/aboutus/policies/assessmentcycle).

## **F5. Provision of feedback**

**F5.1R** Feedback dates for each assessment must be specified at the beginning of the module delivery period.

**F5.2R** A detailed explanation of the assessment criteria which have been applied shall be attached when work is returned to the student or, in the case of non-written performance, when the outcome is communicated to the student.

### **Application of the regulation**

#### **Feedback and assessment outcome dates**

**F5.3** The period for providing feedback will not normally exceed 20 working days (excluding University closure days) following the deadline for submission of the assessment concerned. This period may be shorter or longer for some forms of assessment. Where the period is greater than 20 working days, students will be informed of the deadline and the rationale for the extension.

**F5.4** Where it is possible and practical to do so, feedback on summative assessment shall also be provided at the earliest opportunity following the assessment.

**F5.5** Outcomes which have not been confirmed by an examining board are considered to be unconfirmed.

#### **Feedback format**

**F5.6** Feedback will be provided individually or in groups in an appropriate format.

#### **Feedback on assessments not completed under examination/controlled conditions**

**F5.7** Feedback shall:

- a. inform students explicitly whether or not they have met specific threshold assessment criteria;
- b. inform students how well they have met specific assessment criteria;
- c. describe how students could have improved the current piece of work and/or how they could improve future work;
- d. be legible;
- e. be provided within the timescale stated above and not later than the date published in advance to the students.

**F5.8** Additionally, where possible, feedback shall:

- a. provide comments on content and technique;
- b. act as a form of dialogue between student and tutor;
- c. encourage students to reflect critically on their work;
- d. improve students' understanding of the topic of the assignment, particularly highlighting areas where misunderstanding is evident;

- a. motivate students.

**Feedback on examinations**

**F5.9** Students will be informed of the outcome in terms of the grade obtained and will have access to feedback on individual examinations in at least one of the following ways:

- a. by attending an event at which generic feedback is provided;
- b. by having access to on-line or written generic feedback;
- c. by having a tutorial with a marking tutor.

References: QAA UK Quality Code for Higher Education Part B Chapter B6 Indicators 4, 9, 13 and 17
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## Essential information part G: assessment offences

### Overview of section

The regulations and processes associated with the investigation of assessment offences at undergraduate and postgraduate taught levels.

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. The University treats assessment offences very seriously and penalties are imposed on any student who has been proven to commit one.

For more information visit the [assessment offences](#) web pages.

Details of the assessment offences regulations and processes as relevant to postgraduate research students are outlined in section K17 of the Academic Regulations.

## Part G: Assessment offences

### G1. Principles

**G1.1** 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.

**G1.2** In all matters relating to assessment offences, the University and its staff shall take into account 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.

**G1.3** It is an assessment offence for any student to attempt to achieve through unfair means a higher grade or mark than they would otherwise secure.

### G2. Regulations governing the investigation of assessment offences

**G2.1R** Academic Board will determine procedures for investigating allegations of assessment offences by students, these will provide 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 (or nominee) may impose penalties or take other action.

**G2.2R** 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.

#### Application of the regulation

**G2.3** Penalties for assessment offences for students on awards validated or accredited by professional or statutory bodies may be constrained by the regulations of those bodies. This may include reporting the offence to the professional or statutory body.

**G2.4R** The penalties which shall be applied where an offence has been committed are set out in the Assessment Offences policy.

### G3. Process of investigation

**G3.1** An individual who considers that a student has committed an assessment offence shall, as soon as possible, report the allegation to the Module Leader. If there is evidence to support it, the Module Leader will then give the details in writing to the Executive Dean (or nominee) for the

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

relevant faculty. The Executive Dean's nominee will normally be the faculty Assessment Offence Adviser.

**G3.2** In cases where the assessed work is found to display poor levels of scholarship, advice and support will be offered.

**G3.3** Where it is found that there is no case to answer, the investigative process will cease.

**G3.4** In other cases, the Executive Dean (or nominee) shall seek to establish the nature and extent of the offence and in doing so will consider the contribution of the element or component to the assessment of the whole module or unit of study and whether the student has previously been found to have committed an assessment offence.

**G3.5** Alleged assessment offences will normally be processed as one offence in the following situations:

- a. where the assessments have been submitted in parallel;
- b. where an offence has not been admitted to by the student and proven, or;
- c. where the student has not yet been notified of the first assessment offence allegation.

**G3.6** The Executive Dean (or nominee) shall notify the student in writing of the nature and details of the allegation, the extent of the offence and the procedure to be followed.

**G3.7** The student shall have three working days from the date of the notification to indicate to the Executive Dean (or nominee) whether they admit to the offence/s and whether they wish to exercise the right to meet with them to discuss the nature and potential implications of the allegations.

## **G4. Confirmation of the decision**

**G4.1** Within three working days of receiving the student's response, either in writing or during the meeting, the Executive Dean (or nominee) shall report the decision in writing to them and issue a warning if appropriate.

**G4.2** In serious cases involving students on professional programmes, the Executive Dean (or nominee) may request that the relevant Department consider whether there is also a case to be considered under the Professional Suitability Policy and Procedures:

<http://www1.uwe.ac.uk/aboutus/policies>.

## **G5. Investigating panels**

**G5.1** Where the student does not admit the offence, the Executive Dean (or nominee) shall invite two members of staff not concerned with the allegation to join him or her in an investigating panel. Where possible the membership shall include a member of staff from the field of the module or unit of study about which the allegation is made. The purpose of the investigation is to re-consider the evidence, establish whether an offence occurred and, if so, its nature and effect, and the appropriateness of any penalties to be imposed.

**G5.2** The investigating panel shall itself determine the procedure to be followed, the extent and manner of its enquiries, the admissibility of evidence, and the standard of proof to be required. Where appropriate, the investigating panel shall seek the advice of the Director of Corporate and Academic Services/Academic Registrar.

**G5.3** The student shall be invited to meet the investigating panel and to submit a written statement and to speak to the investigators. The student may be accompanied by a friend or Adviser from the Students' Union Advice Centre who may speak on their behalf. The Executive Dean (or nominee) shall give such notice of the meeting as they consider reasonable.

**G5.4** The Executive Dean (or nominee) shall require the person(s) making the allegation to attend a meeting of the investigating panel to explain it. At the discretion of the Executive Dean (or nominee), the identity of the person making the allegation may be withheld from the student.

### **G6. Confirmation of the decision**

**G6.1** Within three working days of the meeting, the Executive Dean (or nominee) shall report the decision in writing to the student.

### **G7. Group work and assessment offences**

**G7.1** Every student who is part of a group undertaking an assignment or other piece of assessed group work is required to take, and will be deemed to have taken, individual as well as joint responsibility for all the work submitted by the group. In particular, this includes individual as well as joint responsibility for any assessment offence committed, whether by the student or any other student in the group. Any penalty applied in the event of an assessment offence will normally be applied to all members of the group. The two exceptions to the application of this penalty to all members of the group are:

- a. where a member of the group acknowledges, in writing to the Executive Dean (or nominee) for the faculty owning the module, that they have committed an assessment offence;
- b. where the offence can be shown to have been committed by (a) specific member(s) of the group responsible for those sections of the work that are the subject of an assessment offence.

**G7.2** In the case of these exceptions the penalty will only be applied to the member(s) of the group who has committed the assessment offence.

### **G8. Reporting penalties to the Field and Award Boards**

**G8.1** In each case, the Chair of the relevant Field and Award Board (or examining board for a non-modular programme) will receive a report from the Executive Dean (or nominee) on the nature and extent of assessment offences and the decision made on any penalties.

**G8.2** The Executive Dean (or nominee) shall report to the Award Board any instances where the same student has committed more than one offence and any penalties imposed.

**G8.3** It is not within the remit of the Field or Award Board to consider an alleged assessment offence, to determine whether an offence has occurred or to make a decision on an appropriate penalty. However, once the process for an alleged assessment offence case has been concluded, the Award Board may implement an approved outcome when considering the student's academic profile in accordance with H1.3.

**G8.4** Where an assessment offence is found to have occurred in relation to two or more modules or units of study contributing to a student's award and taking into account any extenuating circumstances submitted by the student, the Award Board may decide to take further action in relation to the recommendation for a particular award. It may decide one of the following:

- a. to take no further action;
- b. to vary the class of award recommended.

### Application of the regulation

**G8.5** The Director of Academic Services or the examining board, through the Director of Academic Services, may decide that a report shall be made in order that the Vice-Chancellor could consider instituting action in accordance with the student conduct policy.

**G8.6** The University's process governing the suspension and expulsion of students for academic reasons can be found at [Appendix H4](#).

**G8.7** The University's student conduct policy can be found on the policies web page: [uwe.ac.uk/aboutus/policies](http://uwe.ac.uk/aboutus/policies).

**G8.8** Information on the assessment offences process and penalties applied for undergraduate and postgraduate taught and postgraduate research students may be found on the assessment offences web page: [uwe.ac.uk/students/academicadvice/assessments/assessmentoffences](http://uwe.ac.uk/students/academicadvice/assessments/assessmentoffences).

**G8.9** See [section K17](#) for details of assessment offences relating to MPhil and doctoral level awards.

## G9. Assessment offences and extenuating circumstances

**G9.1** Where extenuating circumstances have been disclosed as part of an assessment offence investigation and taken into account in determining a penalty, an application made for the same reasons cannot be taken into account at the Award Board.

**G9.2** In cases of a student making an extenuating circumstances application for reasons which were not disclosed at the time of the assessment, the applicant will need to explain why it was not possible for the reasons to have been disclosed during the initial investigation. The student must be able to show that the circumstances had a serious enough effect on their studies to call the decision into doubt.

## Essential information part H: assessment decisions

### Overview of section

**Unconfirmed and confirmed marks** The marks students are given during the year are unconfirmed. 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.

**The calculation and publication of results** This section sets out the different levels of award which may be granted by the University at undergraduate and postgraduate taught level and how these outcomes are calculated. The section also explains the different types of award which may be made if the highest level of award on which a student is registered is not achieved.

### Additional information

**Appeals** 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;

For more information visit the [Academic Appeals](#) webpage.

**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 via the [Complaints](#) webpage.

Assessment decisions for postgraduate research students are set out in Section K16.

### Key dates

**Publication of final results** There are 5 publication points following each set of examination boards, these are October/November, February, June and two in August. For more information see the [Award Boards and Results Publication Date](#) webpage.

**Appeals** An application for an academic appeal must be submitted within ten working days of the official publication of final results.

## Part H: Assessment decisions

### H1. Release of marks and confirmation of credit

**H1.1R** The University will release marks, grades and credit information to students individually. The information will be provided in an approved format covering all elements of assessment completed by the students during the academic session. In this context, assessment means examinations, coursework, assignments, projects or other tests as required by the regulations.

#### Application of the regulation

##### Unconfirmed marks

**H1.2** Unconfirmed marks or grades will be given as soon as practicable after the marking process is complete. **Unconfirmed marks are subject to moderation by the Field Board/single tier examining board and as such may go up or down before they are confirmed.**

##### Confirmed marks

**H1.3** After each Field Board or single tier examining board, the University will issue each student individually with a notification of credit and assessment marks for each module taken by them in that academic session and as considered by that meeting of the board. If an Award Board is due to meet within 15 working days of the Field Board, the notification will be issued after the Award Board. The notification of credit and assessment marks will show the mark or grade for each component of assessment for the module and the credit achieved.

**H1.4** Students who are enrolled on modules outside of an award registration shall receive their notification as soon as practicable following the meeting of the relevant Field Board.

### H2. Publication of results

**H2.1R** The results of student assessment and the awards for which they are recommended will be published following the meeting of the appropriate examining board. The results will be published in an approved form and be signed by the Chair of the examining board.

**H2.2R** Publication will normally be no later than five working days after approval of the results by the examining board. Publication on a later date will be subject to the agreement of Director of Academic Services in consultation with the Chair of the board.

**H2.3R** Publication will be solely by an electronic means approved and designated for this purpose.

**H2.4R** Students are individually responsible for ascertaining their own results by accessing the approved and designated electronic means as set out in H2.3R.

### **H3. Level of award to be granted by an examining board**

**H3.1R** The examining board will recommend an award where a student has met the specified requirements for the programme on which they are registered or where they have met the requirements for a lower level award approved for that programme.

**H3.2R** Where the specified requirements for the programme provide for interim awards, the Award Board will confirm a registered student's eligibility where they have met the criteria. The confirmation will take place whether or not the student is proceeding directly to a further award.

### **H4. Differential levels of awards**

**H4.1R** An award may be granted with merit, distinction, or with honours classification where:

- a. regulations H4.2R, H4.3R and H5.1R 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 to calculate the differential level of award are associated with marks.

**H4.2R** Awards granted with merit are permitted for the following awards (see sections H5 – H18):

- 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, Masters in Research (MRes);
- i. Otherwise only where Merit is specifically requested by a professional or statutory body.

**H4.3R** The following awards may be granted with distinction (see sections H5 – H18):

- 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, Masters in Research (MRes).

**H4.4R** 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.

### H5. Undergraduate honours degree classification

**H5.1R** 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.

**H5.2R** 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 (FHEQ levels 5 and 6) and level M (FHEQ level M) where specified excluding any modules where the assessed module outcome is not expressed as a percentage.

**H5.3R** The degree classification for the 360 credit honours degree (or 480 credit honours degree with integrated foundation year) is based upon the best marks achieved for 100 credits at level 3 (FHEQ level 6) and the next best marks achieved for 100 credits at level 2 (FHEQ level 5) or above (including any remaining level 3 marks). Marks achieved for the best 100 level 3 (FHEQ level 6) 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>7</sup>.

**H5.4R** 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.

**H5.5R** Classification may be based on less than 100 credits at level 3 (FHEQ level 6) and level 2 (FHEQ level 5) 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.

**H5.6R** Students whose marks have been transferred to an honours degree programme under regulation C18.3R will have their honours degree classification based upon 120 credits. The best

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<sup>7</sup> The classification for the 360 credit honours degree BEng (Hons) Mechanical Engineering, BEng (Hons) Automotive Engineering and BEng (Hons) Motorsport Engineering (or 480 credit honours degrees with an integrated foundation year) is based upon the best marks achieved for 100 credits at level 3 and the best marks achieved for the next 100 credits at level 2 or above. The calculation at level 3 must always use the full credit and mark for the level 3 project followed by the best marks associated with the remaining level 3 credits. Where the credit size of the best marks associated with the remaining level 3 credits would give a credit total greater than 100, only the relevant portion of credit is counted. The unused credit may be counted towards the set of best marks at level 2 or above. Marks achieved for the 100 level 3 credits are weighted three times the value of the marks for the 100 credits at level 2 or above.

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

marks for 100 credits at level 3 (FHEQ level 6) being weighted at three times the value of the marks for the remaining 20 credits.

**H5.7R** Direct entrants to level 3 (FHEQ level 6) 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<sup>8</sup>.

**H5.8R** Where undergraduate awards require 480 credits 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 (FHEQ level 6 or above) and the best marks achieved for 100 credits at level 2 or above (FHEQ level 5 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).

**H5.9R** 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.

### **Application of the regulation**

The conditions in H5.10 – H5.12 apply where 240 credits of the honours degree come from a foundation degree.

**H5.10** The achieved credit from a foundation degree contributes 240 AL credits towards the total of 360; students take the remaining 120 credits in level 3.

**H5.11** The classification for students who progress from a foundation degree to the final year of an honours degree will be calculated based only on the marks achieved in the final year.

**H5.12** In the classification calculation, the best overall module marks for 100 credits achieved at level 3 (FHEQ level 6) are weighted three times those of the remaining 20 credits.

## **H6. Undergraduate awards other than honours degrees: differential levels of awards**

**H6.1R** Differential levels of undergraduate awards other than honours degrees are limited to pass and distinction with the exception of Foundation Degrees and Integrated Masters awards 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.

**H6.2R** The Certificate, Certificate in Professional Development, Diploma in Professional Studies, Higher National Certificate and the Higher National Diploma are not awarded with distinction.

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<sup>8</sup> Due to professional body requirements, the classification method for direct entrants to the BEng in Mechanical Engineering will include the marks and whole credit for the project.

**H6.3R** 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.

### H7. Integrated Bachelor/Masters degree

**H7.1R** The 480 credit integrated Bachelor/Masters degree (or 600 credit integrated Bachelor/Masters with foundation year) is not classified, but may be awarded with merit or distinction as per regulations H7.2R and H7.3R.<sup>9</sup>

**H7.2R** An integrated Bachelor/Masters degree with **merit** shall be awarded when an overall average of at least 60% has been achieved across 210 credits at level 3 or above (FHEQ level 6). This average will be calculated based upon the marks for all of the level M modules (FHEQ level 7) and the marks for the best level 3 modules (FHEQ level 6), which are required to make up the credit total.

**H7.3R** An integrated Bachelor/Masters degree with **distinction** shall be awarded when an overall average of at least 70% has been achieved across 210 credits at level 3 or above (FHEQ level 6). This average will be calculated based upon the marks for all of the level M modules (FHEQ level 7) and the marks for the best level 3 modules (FHEQ level 6) which are required to make up the credit total.

### H8. Non-honours degree

**H8.1R** A degree with **distinction** shall be awarded where an average of 70% or more is achieved across any combination of modules at level 3 (FHEQ level 6) which are valid for the award and which total 60 credits or more (300 credits in total are required for a non-honours degree). Students registered for a named honours award who fail to meet the requirements for an honours award but meet these requirements will be eligible for a Degree with distinction.

### H9. Foundation degrees

**H9.1R** 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 (FHEQ level 5 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.

**H9.2R** 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 (FHEQ level 5 or above) which are valid for the award and total 100 credits or more. The award of foundation degree with

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<sup>9</sup> The award of merit or distinction for the 480 credit integrated Bachelor/Masters degree (or 600 credit integrated Bachelor/Masters with integrated foundation year) in Mechanical Engineering, Automotive Engineering and Motorsport Engineering is determined as follows:

**Merit** An overall average of 60% has been achieved across 210 credits at level 3 or above (FHEQ level 6). This average will be calculated based upon the marks for all of the level M modules (FHEQ level 7) **and at level 3, must include the marks and whole credit for the project followed by** the marks for the best remaining level 3 modules (FHEQ level 6) which are then required to make up the credit total.

**Distinction** An overall average of 70% has been achieved across 210 credits at level 3 or above (FHEQ level 6). This average will be calculated based upon the marks for all of the level M modules (FHEQ level 7) **and at level 3, must include the marks and whole credit for the project followed by** the marks for the best remaining level 3 modules (FHEQ level 6) which are then required to make up the credit total.

distinction is not available for the following named awards: FdA Professional Acting, FdA Professional Stage Management, and FdA Costume for Theatre, Television and Film.

### Application of the regulation

**H9.3** Where a programme has 120 credits at level 2, all 120 credits are used in the calculation.

## H10. Diploma of Higher Education

**H10.1R** 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 (FHEQ level 5 or above) which are valid for the award and total 100 credits or more.

## H11. Certificates

**H11.1R** 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 (FHEQ level 4 or above) which are valid for the award and total 100 credits or more.

**H11.2** 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 (FHEQ level 4 or above) which are valid for the award and total 100 credits or more.

**H11.3** 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 (FHEQ level 4 or above) which are valid for the award and total 100 credits or more.

## H12. Higher National Certificate or Higher National Diploma

**H12.1R** 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;

40% or less - fail.

## H13. Graduate Certificate

**H13.1R** A Graduate Certificate with distinction is awarded where credit in all modules at level 3 or above (FHEQ level 6 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 (FHEQ level 6 or above) totalling 40 credits or more. Such modules must have been studied and assessed under the Academic Regulations.

## H14. Graduate Diploma

**H14.1R** A Graduate Diploma with **merit** is awarded where credit in all modules at level 3 or above (FHEQ level 6 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 (FHEQ level 6 or above) totalling 80 credits or more. Such modules must have been studied and assessed under the Academic Regulations.

**H14.2R** A Graduate Diploma with **distinction** is awarded where credit in all modules at level 3 or above (FHEQ level 6 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 (FHEQ level 6 or above) totalling 80 credits or more. Such modules must have been studied and assessed under the Academic Regulations.

### H15. Postgraduate awards: differential levels of awards

**H15.1R** 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.

### H16. Postgraduate Certificate

**H16.1R** A Postgraduate Certificate with **merit** shall be awarded where credit has been achieved in all level M modules (FHEQ level 7) 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.

**H16.2R** 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.

### H17. Postgraduate Diploma

**H17.1R** A Postgraduate Diploma with **merit** shall be awarded where credit has been achieved in all level M modules (FHEQ level 7) 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.

**H17.2R** 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.

### H18. Masters degrees

**H18.1R** In order to be awarded a Masters Degree with merit a student must have:

- a. achieved credit in all level M modules (FHEQ level 7) within the first sit or resit; **and**,
- b. achieved a mark of not less than 60% in the Masters Dissertation (or equivalent designated module) **and**,
- c. achieved a weighted average mark at level M of not less than 60% across at least 120 credits.

**H18.2R** In order to be awarded a Masters Degree with distinction a student must have:

- a. achieved credit in all level M modules (FHEQ level 7) within the first sit or resit **and**,
- b. achieved a mark of not less than 70% in the Masters Dissertation (or equivalent designated module) **and**,
- c. achieved a weighted average mark at level M of not less than 70% across at least 120 credits.

### Application of the regulation

**H18.3** In cases where the marks in H18.1R b. and H18.1R c lie in a different class, the differential level of the award will be determined by lowest of the two:

- a. where the dissertation mark is lower than the weighted average mark for the best 120 credits at level M (FHEQ level 7), the dissertation mark determines the overall outcome;
- b. where the weighted average mark for the best 120 credits at level M (FHEQ level 7) is lower than the dissertation mark, the weighted average mark determines the overall outcome.

**H18.4** With the exception of honours degrees, the method of calculation for classification or differential level of award will be calculated on the basis that if the best credits fall between two modules the calculation uses the mark and credit for the next whole module and not a portion of it.

## H19. Intermediate awards

**H19.1R** An award may be approved to include interim awards at intermediate points of assessment. The intermediate award will only be granted if the student becomes ineligible to continue onto a higher level of award or if they request it. Acceptance of the interim award terminates a student's registration.

## H20. Default awards and professional practice

**H20.1R** 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.

### Application of the regulation

**H20.2** A student may be eligible for a default named award if the credit requirements of the University are met but where the additional requirements of a professional body are not.

**H20.3** Where appropriate, the fitness to study policy may be applied.

## **H21. Aegrotat awards**

**H21.1R** A student may be granted an unclassified aegrotat award where illness or a similar cause has meant they cannot complete the required assessments and there is evidence from previously submitted work, that had they been assessed, they would have achieved the necessary standard for the award.

**H21.2R** An aegrotat award is not classified neither is it awarded with merit, distinction or other differential level.

## **H22. Posthumous awards**

**H22.1R** A deceased student may be granted a normal or aegrotat award posthumously if registered at the time of death and where there is sufficient evidence from previously submitted work that, had they been assessed, they would have achieved the necessary standard for the award.

### **Application of the regulation**

**H22.2** A report should be submitted to Academic Board as and when aegrotat and posthumous awards are made.

## **H23. Status of decisions**

**H23.1R** An award may be granted only when the following conditions are fulfilled:

- a. the student was registered on a University approved award at the time of their assessment and has paid the appropriate tuition fees to the University/affiliated institution;
- b. the faculty or affiliated institution has confirmed the student has completed a University approved award;
- c. the award has been recommended by an appropriately convened examining board;
- 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 obligations to the University.

**H23.2R** 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.

## Application of the regulation

**H23.3** The process to be followed for withholding awards from students is available in [Appendix H1](#).

**H23.4** The Professional Suitability Policy and Procedure is available on the policies web page.

## H24. Award Certificate

**H24.1R** The award certificate confirms that an award of the University has been granted. It is signed by the Vice-Chancellor and the Director of Academic Services.

**H24.2R** The award certificate records:

- 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.

## H25. Certificate of Credit

**H25.1R** The Certificate of Credit is the formal record of all modules taken and credit achieved. It is given to a student at the point at which their registration or enrolment with the University ends. The certificate is signed by the Vice-Chancellor and by the Director of Academic Services.

## Application of the regulation

**H25.2** The certificate of credit records:

- 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 (Recognised Experiential Learning) set against the module(s) concerned and the date when the credit was awarded;

- f. credit transferred through Accredited Learning (Recognised Prior 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. where applicable, information on assessed key skills;
- j. as appropriate, credit equivalence for the European Credit Transfer Scheme (ECTS).

### H26. Appeal against a decision of an examining board

**H26.1R** Students have the right of appeal against the decision of an examining board within specified limited grounds. These grounds and the process for submitting an appeal are set out in the University's Appeal Regulations (Appendix H2).

### H27. Appeals from students at affiliated institutions

**H27.1R** 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 after they have completed all the appropriate procedures which apply to the affiliated institution and have been approved by the University.

**H27.2R** The arrangements approved by the University for each affiliated institution will normally include procedures for the consideration by the institution of applications from students for the review of decisions of examining boards for programmes leading to awards of the University.

**H27.3R** The only ground on which a student may appeal to the University is that the approved procedures were not followed by the affiliated institution. The process of appeal against an affiliated institution's decision is set out in the University's appeal regulations ([Appendix H3](#)).

### H28. Student complaints about academic provision

**H28.1R** 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. The procedures are available on the complaints web page.

**H28.2R** 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.

### H29. Withdrawal of students for academic reasons

**H29.1R** Where an examining board has determined that a student has failed to meet the stated requirements of assessment for a programme, award or module after undertaking all permitted resits and retakes and is not eligible to enrol on other modules or awards within the programme,

the student may be required by the Executive Dean (or nominee) to withdraw from the programme.

### **H30. Suspension and expulsion of students for academic reasons**

**H30.1R** Students may be suspended or expelled from the University for an unsatisfactory standard of work or for other academic reasons. The Vice-Chancellor (or nominee) may, after giving the student an opportunity to make representations, suspend or expel them for academic reasons other than failure to meet the stated requirements for assessment.

#### **Application of the regulation**

**H30.2** For further details see the procedure for the suspension and expulsion of students for academic reasons ([Appendix H4](#)).

References QAA UK Quality Code for Higher Education Part B Chapter B6 Indicator 17, Chapter B9 Indicators 1- 7 and Chapter B10 Indicator 19
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## Essential information part I: operation of examining boards

### Overview of section

At certain points in the year, assessment marks are checked and confirmed by a two tier examining board process: the Field Board considers and approves the marks for all modules and awards the associated credit, and 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<sup>10</sup>.

This section outlines the responsibilities of the members of the examining boards and the terms of reference for the meetings. The regulations set out where the boards may use their discretion in recommending awards to students, including where there are approved extenuating circumstances or where credit may be condoned.

The section concludes with the regulations relating to the review of assessment decisions and the circumstances in which an award may be removed from a student.

For more information visit the Academic Advice webpages:

<http://www1.uwe.ac.uk/students/academicadvice.aspx>.

Details of the examining board process for postgraduate research students are set out in [section K16](#)

<sup>10</sup> A small number of programmes operate a 'single tier' exam board process incorporating the activities of the Field Board and the Award Board. The details are outlined in sections I. 7, I. 8, I. 9 and I. 14

# Part I: Operation of examining boards (undergraduate and postgraduate taught)

## I. 1. Examining board responsibility for modules and programmes

**I. 1.1R** Every module and award is the responsibility of a Board of Examiners.

### Application of the regulation

**I. 1.2** The examining board is the sole body which may act on behalf of Academic Board in granting the award of credit, granting an award or amending a properly executed decision.

**I. 1.3R** No recommendation for the grant of an award may be made without the written consent of the approved external examiner(s).

**I. 1.4R** 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.

## I. 2 Examining Board Chair: responsibilities

**I. 2.1R** An examining board will normally be chaired by the Executive Dean of the relevant faculty (or equivalent grouping) or by an appropriately senior member of academic staff nominated by the Executive Dean.

**I. 2.2R** Where there is a disagreement between the external examiner(s) and the internal examiners which cannot be resolved through discussion, the collective decision of the examining board shall normally be accepted as final.

**I. 2.3R** Any unresolved disagreement between external examiners and the examining board shall be referred to the Chair of the Academic Board for determination.

## I. 3 Secretary to the examining board

**I. 3.1R** The Secretary to the examining board shall be the nominee of the Director of Academic Services.

## I. 4 External examiners: responsibilities

**I. 4.1R** 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.

**I. 4.2R** The Academic Board shall establish procedures relating to the selection, approval, appointment, roles and responsibilities of external examiners.

### **I. 4.3R** 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.

**I. 4.4R** 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.

**I. 4.5R** 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.

**I. 4.6R** 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.

## **I. 5 Field external examiners: responsibilities**

**I. 5.1R** Field external examiners shall be appointed with responsibility for a module or specified group of modules within a named field.

### **I. 5.2R** 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. be eligible to be present at a viva voce examination as per I. 5.2R c, if they are approved by a professional body to have oversight of standards of a professionally recognised or accredited award, and at the discretion of the Executive Dean of faculty;

- e. 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;
- f. 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;
- g. 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;
- h. 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;
- i. 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;
- j. 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 modules.

**I. 5.3R** Only as required by a professional body and as agreed by the University, shall a field external examiner exceptionally be permitted oversight of one or more awards carrying professional accreditation or recognition in addition to responsibilities relating to a field.

**I. 5.4R** 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.

**I. 5.5R** 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.

**I. 5.6R** For single tier examination boards, 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 single tier chief external examiner for the award but they must not then be the sole external examiner for it.

### **I. 6. Chief external examiners: responsibilities**

**I. 6.1R** A chief external examiner shall be appointed to have oversight of a group of cognate programmes. A chief external examiner shall not have responsibility for any field in that modular scheme or in any other modular scheme.

### **I. 6.2R** Chief external examiners shall:

- a. ensure that all assessments are conducted in accordance with the assessment regulations for the programme/cognate group of programmes;
- 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 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;
- 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).

**I. 6.3R** A chief external examiner's annual report shall refer to the operation of the assessment process for the cognate group of programmes.

### **Application of the regulation**

**I.6.4** The full details of external examiner appointments and responsibilities are set out in the External Examiner's Operational Guide available on the Quality Management web pages.

## **I. 7. Examining board meetings**

**I. 7.1R** There will be an examining board for each award of the University. Each one is accountable to Academic Board and must also meet the following criteria:

- a. the constitution must be approved by or on behalf of Academic Board;
- b. include the external examiner(s) approved by Academic Board;
- c. Academic Board may prescribe the examining board terms of reference and composition which must be specified in the assessment regulations for the award.
- d. the minutes of the examining board meeting must be an accurate record of the meeting and approved results and decisions.

### **Application of the regulation**

**I. 7.2** Academic Services will produce and retain exam board minutes as a comprehensive record of the proceedings.

**I. 7.3R** For modular programmes, the University will operate a two tier examining board structure: a Field Board responsible for considering and approving module marks and awarding credit and an Award Board responsible for determining eligibility for awards. For those programmes where the use of a single tier board has been approved, Award Boards perform the function of both Field and Award Boards.

### I. 8 Examining board quorum

**I. 8.1R** An examining board meeting is quorate if at least two-thirds of the members eligible to attend are present.

**I. 8.2R** For modular programmes the quorum will include the chief external examiner for the Award Board and at least one external examiner for the Field Board.

**I. 8.3R** For single tier boards, the quorum will include the chief external examiner and, where relevant, at least one other external examiner where awards are to be recommended.

**I. 8.4R** An examining board which does not include an external examiner either in person or contributing via a video, web, 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. The contribution of the external examiner must be reflected in the minutes.

### I. 9. Examining board membership

**I. 9.1R** All members of the examining board should attend meetings of the board. In exceptional circumstances and by prior agreement from the Chair, a nominee may act as a representative.

#### Application of the regulation

**I. 9.2** 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 or award/s they are representing.

**I. 9.3R** 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 Director(s) of UG/PG studies or equivalent(s) from the faculty having academic responsibility for the field;
- f. representation, as appropriate, from academic partners.

**I. 9.4R** An Award Board shall have as its membership:

- a. the Executive Dean, or authorised nominee, of the faculty holding academic responsibility for the modular scheme (chair);
- b. the Director of UG/PG studies or equivalent;
- c. the Heads of Department and/or designated members with responsibility for the award(s)
- d. chief external examiner;
- 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.

**I. 9.5R** A single tier Award Board shall have as its membership:

- a. the Executive Dean, or authorised nominee, of the faculty holding academic responsibility for the single-tier award (chair);
- b. the award leader;
- c. the module leader, or nominee, for all modules within the jurisdiction of the board under consideration at the meeting;
- d. the Director of UG/PG studies or equivalent;
- e. the Heads of Department and/or designated members with responsibility for the award(s)
- f. the single-tier chief external examiner/s 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 academic partners.

**I. 9.6R** The Executive Dean may invite other persons internal or external to the University to be 'in attendance' in order to assist a board in the exercise of its responsibilities.

### **I. 10. Avoiding potential conflicts of interest**

**I. 10.1R** No student shall be a member of an examining board or attend an examiner's meeting 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 or award is under discussion.

### **I. 11. Confidentiality**

**I. 11.1R** All discussion at an examining board is confidential to its members, to a panel of its members or to a review panel authorised for the purpose of considering an application for review of a decision of an examining board (an appeal).

### **I. 12. The judgement of examiners**

**I. 12.1R** Examining boards confirm marks as final.

**I. 12.2R** The final decision on the award of credit and the recommendation of awards to students rests with the judgement of examiners in the examining board.

**I. 12.3R** 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.

**I. 12.4R** The academic judgement of the board shall be final.

### **I. 13. Examining board terms of reference**

#### **Field Board terms of reference**

**I. 13.1R** 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 to a student where assessed performance meets the minimum threshold required for a pass in each module in accordance with the Academic Regulations;
- f. any matters arising from the analysis of assessment data for modules within the board's jurisdiction including discussions on module quality and enhancement.

#### **Application of the regulation**

**I. 13.2** Field Boards are empowered to decide the marks or grades awarded for each element and component of assessment. Therefore, changes to unconfirmed marks or grades, their relationship to the final outcomes, and to the credit awarded shall not, of themselves, be grounds for a review of a decision of a Field Board.

#### **Award Board terms of reference**

**I. 13.3R** An Award Board is responsible for determining for all taught awards within a faculty: recommendations for named awards within the jurisdiction of the board;

- a. eligibility of a student for an interim, default or other award within the jurisdiction of the board;
- b. the effect of any extenuating circumstances on a student in relation to an award or to progression within an award;
- c. the progression of a student to further study on an award;

- d. 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;
- e. whether a student has satisfied any additional requirements as specified for awards carrying professional recognition or accreditation for employment or practice;
- f. 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;
- g. 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 150 credits at any one time at their next enrolment;
- h. 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.

### Application of the regulation

**I. 13.4** Award Boards are empowered to recommend particular awards at differential levels where appropriate having regard to the overall profile of assessment outcomes and other factors set out in the Academic Regulations. Therefore, the relationship between overall assessment outcomes and credit awarded for individual modules shall not, of itself, be grounds for a review of a decision of an Award Board.

### I. 14. Single-tier Award Board terms of reference

**I. 14.1R** A single tier 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. the eligibility of a student for an interim, default or other award within the jurisdiction of the board;
- 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 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 150 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.

**I. 14.2R** The examining boards shall have no other terms of reference.

## **I. 15. Absence of assessment marks as a consequence of significant disruption**

**I. 15.1R** The Chair of Academic Board may formally invoke mitigating processes in response to circumstances where University's business has been significantly disrupted by force majeure. Such action will be reported to the first subsequent meeting of Academic Board.

**I.15.2R** Unless stated otherwise, I.15.1R will cover all programmes delivered under the UWE regulations. In case of doubt, this regulation takes precedence over other regulations relating to student classification and progression and over the regulations governing the quoracy for meetings of Boards of Examiners. Regulations relating to appeals processes remain in force during periods of disruption caused by force majeure. In the case of variant regulations, the Chair of Academic Board will decide which regulations will prevail.

## **I. 16. Award Board discretion**

**I. 16.1R** 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.

## **I. 17. Extenuating circumstances**

**I. 17.1** If the student's application for extenuating circumstances (with correctly presented evidence) has been accepted, the Award Board may, subject to the assessment regulations for the board and to professional body requirements, 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 uncapped 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 retake the module;
- d. accept failure to pass a module for the purpose of recommending an award<sup>11</sup>. If a student has not exhausted all assessment opportunities valid for the award, they have the right to decline the recommendation and take further assessments.
- e. recommend an award in aegrotat form where the Board 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

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<sup>11</sup> Subject to the student having met the minimum requirements including the minimum required credit for the award as stated in the relevant assessment regulations.

for illness or other valid cause, the student would have reached the standard required. Except in the case of posthumous awards, the student must have signified that they are willing to accept the award and understand they waive the right to be assessed under b. above.

### I. 18. Achievement of 80% of the credit total<sup>12</sup>

**I. 18.1R** Where a student has achieved at least 80% of the required credit total for the award and the examining board has accepted extenuating circumstances relating to the unachieved credit, they may consider recommending an award. This is subject to students having met professional body requirements were appropriate<sup>13</sup>.

**I. 18.2R** The student is not awarded credit for the failed module.

**I. 18.3R** 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 assessment opportunities for modules valid for the award.

**I. 18.4R** Where a student has accepted an award on the basis of achieving at least 80% of the required credit and has extenuating circumstances accepted for the unachieved 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.

### I. 19. Awarding a higher class or differential level of award

**I. 19.1R** 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 Academic Services prior to each exam board period.

**I. 19.2R** Students who meet the requirements for an award which includes having 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 of classification for the award.

### I. 20. Condoned credit

**I. 20.1R** 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/FHEQ levels 3-6; 47% or greater at M level/FHEQ level 7) 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<sup>14</sup>:

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<sup>12</sup> At the meeting of Academic Board on 24 March 2010 (AB10/3/7), the following variant to the regulation was approved: There shall be no condonement of failure or application of the regulation governing achievement of 80% of the credit total for an award of the Shell Award Framework. All modules will have to be passed to be eligible to contribute towards an award of the Shell Framework.

<sup>13</sup> Award Boards should also consider the implications of accepting failure in core or compulsory modules, particularly for awards that lead to professional qualifications or have professional accreditation or recognition, to ensure that the student is not disadvantaged by applying this regulation.

<sup>14</sup> At the meeting of Academic Board on 24 March 2010 (AB10/3/7), the following variant to the regulation was approved: There shall be no condonement of failure or application of the regulation governing achievement of 80% of the credit total for an award of the Shell Award Framework. All modules will have to be passed to be eligible to contribute towards an award of the Shell Framework.

a maximum of 30 credits at level 0;	But overall a maximum of 30 credits can be condoned at levels 0 and 1.
a maximum of 30 credits at level 1;	
a maximum of 30 credits at level 2;	But overall a maximum of 45 credits can be condoned at levels 2 and 3.
a maximum of 30 credits at level 3;	
a maximum of 30 credits at M level.	

**I. 20.2R** 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 I. 20.1R are met.

**I. 20.3R** The Award Board may not consider modules for condonation with a lower module outcome than as set out in I. 20.1R even if the student has extenuating circumstances accepted.

**I. 20.4R** All decisions to condone are final.

### **Application of the regulation**

**I. 20.5** Marginal failure may only be condoned if the student has concurrently achieved a mark in the condonable range **and** has met the credit requirements as per the criteria in 1.20.1R. There can be no retrospective condonation of a failed mark even if the minimum credit requirements are met at a later examination board.

## **I. 21. Professional unsuitability**

**I. 21.1R** An Award Board may not override a student’s credit total as determined by Field Boards except where there is an outcome from the Professional Suitability Panel recommending that the student is not eligible for a professionally accredited or recognised award.

**I. 21.2R** Where a Professional Suitability Panel 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.

## **I. 22. Viva voce assessments**

**I. 22.1R** External examiners may exceptionally examine a student viva voce if provided for in the assessment regulations for the module or programme. If not provided for in the assessment regulations the viva voce may only be used to determine difficult or borderline cases. In such cases, the viva voce shall not lower a student’s marks.

## **I. 23. Review of assessment decisions**

### **Sub-committees of examining boards (reconvened boards)**

**I. 23.1R** At each full meeting, the examining board must confirm authority for a sub-committee to act on its behalf if required.

**I. 23.2R** An examining board may be required to review a decision when required to under the regulations for appeal (Appendix H2) or may have that decision annulled under regulation I. 25.

### **Review of a decision**

**I. 23.3R** Where an examining board is required to review its decision, there are two circumstances in which it may delegate its responsibility to a sub-committee established for this purpose with terms of reference limited to the review in question:

- a. when required to do so under the regulations for appeal (Appendix H2) or by the Director of Academic Services or by an Academic Board Review Panel;
- b. 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 after a meeting of the full board.

**I. 23.4R** The quorum for a sub-committee of an examining board is five, and normally at least three members must have been present at the original meeting, one of whom should be the Chair or their nominee. The sub-committee may be convened virtually or as a formal meeting.

**I. 23.5R** Where possible, an external examiner will be a member of the sub group, but, if this is not possible an external examiner should be consulted. If the decision relates to an award, the chief external examiner should either be a member of the sub group or be consulted.

**I. 23.6R** The consent of an external examiner is required for any changes to the original decision of an examining board and written consent from the chief external examiner is required for any changes to the original award granted.

**I. 23.7R** The discussions of a panel of examining board members or of officers considering an application for the review of a decision of an examining board are confidential.

## **I. 24. The formal removal of an award from a graduate**

**I. 24.1R** Academic Board may remove an award granted by the University from an individual on the recommendation of the Vice-Chancellor if:

- 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.

## **I. 25. Annulment of a decision of an examining board where there has been a material and significant administrative error or other material irregularity**

**I. 25.1R** Academic Board may annul a decision of an examining board where there has been a material and significant administrative error or other material irregularity, or where 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 an assessment.

## **I. 26. Annulment of a decision of an examining board following an application for review by a student (appeals)**

**I. 26.1R** Following consideration of an appeal by an examining board, if Academic Board is of the opinion that the examining board did not take proper account of the factors for review, it may annul the decision of the board.

## **I. 27. Annulment of a decision of an examining board for an award of the University offered at an affiliated institution**

**I. 27.1R** If the original decision has not been modified following review (either due to an irregularity or student appeal), the Principal of the institution may recommend to the Academic Board that the decision of the examining board be annulled if, in their opinion, the examining board did not take proper account of the factors for review. The recommendation of the Principal must be made in writing to the University.

## **I. 28 Appointment of an examining board following the annulment of a decision**

**I. 28.1R** 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.

**The operation of examining boards relating to Postgraduate Research programmes can be found in section K16.**

References QAA UK Quality Code for Higher Education Part B Chapter B6 Indicators 15, 16 and 17, Chapter B7 Indicators 1-13
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## Essential information part J: collaborative provision

### **Overview of section**

This section covers educational provision leading to an award or specific credit towards an award of the University in conjunction with approved partners.

## Part J: Collaborative provision (academic partnerships)

### J1. Approval of academic partnerships

**J1.1R** 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.

**J1.2R** 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 the Vice Chancellor. This process will normally include an institutional meeting.

#### Application of the regulation

**J1.3** 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.

**J1.4** 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.

**J1.5** 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 by the appropriate committee(s) as delegated by Academic Board.

**J1.6** Academic Services, working with faculties and other professional services, as appropriate, takes responsibility for the due diligence process. A senior committee, reporting to Academic Board, takes an overview of the University's collaborative partnerships and, where appropriate, recommends to Academic Board that a partner be designated as an affiliated institution for the purposes of collaborative provision.

**J1.7** The register of partnerships is compiled and updated by Academic Services on behalf of Academic Board.

**J1.8** Details of the procedures can be found on the [Academic Partnerships Portal](#) (a UWE log in is required)

**J1.9R** 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.

### Application of the regulation

**J1.10** The Director of Academic Services shall draft a formal agreement between the University and the partner which confirms Affiliated Institution status and sets out the principles underpinning the partnership and the division of responsibilities. The Director of Academic Services shall co-ordinate the process culminating in the agreement being signed on behalf of the University by the Vice-Chancellor, or other authorised signatory, and on behalf of the external institution by the Principal, or equivalent.

**J1.11** The agreement shall normally be made for a period of five years and include provision for review of the agreement and mechanisms for termination of the agreement subject to satisfactory provision being made for completion of programmes by existing students.

**J1.12** In accordance with the terms of the agreement, the Director of Academic Services will notify the Principal, or equivalent, of the Affiliated Institution of the arrangements for review of the agreement. The review will focus on an evaluation of the operation of the agreement and proposals for its continuation and revision, if appropriate.

**J1.13R** 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.

## J2. Joint and dual awards with other institutions and awarding bodies

**J2.1R** 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.

**J2.2R** Dual and joint awards may be governed by existing UWE academic regulations and procedures, or by 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 granting an award and the maintenance of award records.

### Application of the regulation

**J2.3** The academic approval processes governing academic partnerships are available in the Quality Management and Enhancement Framework (QMEF).

**J2.4** The procedures for establishing a relationship with external institutions for delivery of programmes of supervised postgraduate research study can be found in [Appendix J1](#).

References: QAA UK Quality Code for Higher Education Part B Chapter B10 Indicators 1 - 7, 10 - 11, 16 – 17
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## Essential information: sections K1 – K8. General postgraduate research regulations

### Overview of section

Including: research degree awards of the University; postgraduate research degrees code of practice; qualification descriptors; collaboration with other bodies; research governance; intellectual property; sources of support for research degree candidates; consultation with research degree candidates.

## Part K: sections 1 - 8. General regulations for postgraduate research degrees and signposts to other published sources of information and guidance.

### K1. Research degree awards

**K1.1R** 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:

Masters degree by Research;<sup>15</sup>

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).

#### K1.2. Research degree by published research

**K1.2.1R** 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.

#### K1.3. Professional Doctorate

**K1.3.1R** 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).

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<sup>15</sup> In the context of the FARSCOPE Doctoral Training Programme joint award developed with the University of Bristol, UWE may award a Masters degree by Research as this is required by the University of Bristol regulations which govern the programme.

## K1.4. Creative Practice

**K1.4.1R** 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.

**K1.4.2R** 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.

## K1.5. Higher doctorate

**K1.5.1R** The following awards may be granted to persons who provide evidence of work of high distinction in accordance with the Academic Regulations:

Doctor of Letters (DLitt);

Doctor of Science (DSc).

## K2. Postgraduate research degrees 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](#).

## K3. Qualification 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.

### K3.1. MPhil descriptor

**K3.1.1** The award of a Master of Philosophy requires that a candidate should demonstrate that he/she:

- a. has engaged in enquiry which makes a contribution to knowledge within his / her field of study;
- b. can demonstrate a systematic understanding of the current state of knowledge within his / her field of theory and / or practice;
- c. shows the ability to conceptualise, design and implement a project capable of contributing new knowledge close to the forefront of the discipline or field of practice;
- d. can demonstrate a sound understanding of the methodology and techniques of enquiry relevant to the discipline or field of study;
- e. has developed a capacity to form judgements of issues and ideas in the field of research and / or practice and communicate and justify these to relevant audiences,
- f. and
- g. can critically reflect on his/her work and evaluate its strengths and weaknesses.

**K3.1.2** The overall difference between a doctorate and an MPhil is not one of time or length but rather an issue of depth and sophistication.

### **K3.2. Doctoral descriptor**

**K3.2.1** The award of a doctorate of the University (other than a Higher Doctorate) requires that a candidate should demonstrate that he/she:

- a. has conducted enquiry leading to the creation and interpretation of new knowledge through original research or other advanced scholarship, shown by satisfying scholarly review by accomplished and recognised scholars in the field;
- b. can demonstrate a critical understanding of the current state of knowledge in that field of theory and/or practice;
- c. shows the ability to conceptualise, design and implement a project for the generation of new knowledge at the forefront of the discipline or field of practice including the capacity to adjust the project design in the light of emergent issues and understandings;
- d. can demonstrate a critical understanding of the methodology of enquiry;
- e. has developed independent judgement of issues and ideas in the field of research and/or practice and is able to communicate and justify that judgement to appropriate audiences
- f. and,
- g. can critically reflect on his/her work and evaluate its strengths and weaknesses including understanding validation 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.

**K4.2** The nature of arrangements with any collaborating establishment should be clearly defined and agreed in writing by the University prior to the commencement of the project. This should include, for example, the use of any facilities, access to data, ownership of intellectual property, issues of confidentiality etc. Details of these arrangements will be discussed with the candidate.

The University will also make available to collaborators information about ongoing academic aspects of the project, any requirements of candidates and its expectations of collaborators in their supervision of candidates.

**K4.3** Where a project involves extended periods working in collaborating organisations, there should be means of ensuring that, although absent from their principal place of study, the candidate's progress continues to be carefully supported and monitored.

**K4.4** The University will be responsible for meeting the requirements of external funding bodies with regard to the support of postgraduate research study and will ensure that candidates and supervisors are aware of any requirements they are expected to fulfil with regard to such bodies.

### K5. Research Governance

Research Governance is a process which sets standards in research defines mechanisms to deliver standards and describes monitoring and assessment arrangements. The University is concerned to ensure appropriate research governance for all research in the University through its own regulations, standards and procedures, and through benchmarking and dissemination of good practice. Further information is set out in the University's [Code of Good Conduct in Research](#).

### K6. Intellectual Property

**Definition:** Intellectual Property (or IP) and the rights associated with them (Intellectual Property Rights, or IPR) underpin the relationships and contracts that UWE is able to enter into with third parties (including businesses, organisations, charities and funding bodies, et al.). The University's [IPR Policy](#) sets out the IPR procedures and processes of due diligence with regard to ownership and the rights to use intellectual property. It is intended to help protect UWE and its employees from potential legal action by third parties relating to any IP associated liability. It is the candidate's responsibility to ensure that research submitted in fulfillment of the requirements of their award complies with this policy.

### K7. Graduate School support for research candidates

Definition: the provision of academic and pastoral advice and support available to candidates throughout their studies (at faculty level and via the Graduate School, at institutional level).

**K7.1** Detailed information on support available to research candidates can be found in the [Postgraduate Research Degree Programmes Code of Practice](#) and the [Graduate School Handbook](#).

### K8. Consultation with postgraduate research candidates

**K8.1** Further information can be found at section 20 of the [Postgraduate Research Degree Programmes Code of Practice](#).

References: QAA UK Quality Code for Higher Education Part B Chapter B10 Indicators 1- 5, 7 and 8
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## Essential information: section K9. Postgraduate research degrees - admissions

### Overview of section

Including: preliminary consideration of application; entry requirements; interview and offer letter; funding and resources; induction.

Details of the admissions process for postgraduate research programmes.

## Part K: section K9. Postgraduate research degrees - admissions

**Definition:** a student is 'admitted' to the University when he or she has satisfied the University's entrance requirements, undergone successful interview 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](#).

### Consideration of applications

**K9.1R** 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.

**K9.2R** 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.

**K9.3R** Applicants may apply to register full-time or part-time for programmes leading to the award of Master of Philosophy, Doctor of Philosophy or Professional Doctorate. Applications for DPhil are de facto part-time.

**K9.4R** 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.

### Application of the regulations

**K9.5** Faculties are responsible for selection and admission of applicants in accordance with Academic Regulations, approved faculty procedures and under delegated authority from Academic Board.

**K9.6** The faculty shall normally identify an approved supervisor to act as Director of Studies and must give preliminary consideration to the viability of the research proposal or collection of published works in the context of the faculty's existing research interests and resources prior to interviewing the candidate(s).

**K9.7** The process of selection and admission shall also:

- a. identify the level of award for which the candidate is applying;
- b. identify the mode, period and place of study;
- c. identify the form of the proposed submission and methods of assessment;
- d. consider the programme of related studies, professional development and research training necessary to ensure that the applicant will have the opportunity to acquire the skills needed to complete their proposed research effectively in accordance with regulations and procedures in K13;
- e. consider any potential intellectual property right (IPR) issues;
- f. identify the nature of arrangements with any collaborating establishment ensuring that these are clearly defined and agreed in principle in writing, and include details of the applicant's use of facilities, data or other resources including advice and supervision;
- g. consider details of any adviser/s including qualifications, post held, place of work, research interest and previous supervisory experience;
- h. identify any likely need for confidentiality of research;
- i. consider any ethics procedures to be followed in accordance with the University's [ethics policy](#).

### Entry Requirements

**K9.8.1R** 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 UWE's general entrance regulations in D1 as applicable. The normal expectation is that applicants will hold at least a 2:1 honours degree classification or a Masters qualification.

**K9.8.2R** Candidates accepted for registration for a Professional Doctorate shall, in addition to the requirements specified in K9.8.1R have such experience of relevant professional practice as determined by the regulations for the named Professional Doctorate.

**K9.8.3R** 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.

### Application of the regulations

**K9.8.4** Where a faculty wishes to consider applicants offering professional experience in lieu of formal qualification, mechanisms should be established by which equivalency can be clearly and rigorously demonstrated and the applicant considered on his/her merits in relation to the nature and scope of the work proposed. Professional experience, publications, written reports or other appropriate evidence of accomplishment may be taken into consideration. An applicant wishing to be considered in this way shall include in their application the names of two suitable persons, excluding the proposed Director of Studies, supervisors or advisers whom the faculty may consult concerning the applicant's academic attainment and suitability to undertake a research programme.

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

**K9.8.5** The standard of English language qualification required for international applicants wishing to pursue research for the purpose of achieving an award is as per regulation D2.1R.

**K9.8.6** Proof of qualifications will be required as part of the application process and references will be checked where appropriate.

**K9.8.7** An applicant whose work forms part of a larger group project or collaboration shall clearly state his/her individual contribution to the project and its relationship to the group project. Each individually registered project shall, in itself, be distinguishable for the purposes of assessment and shall be appropriate for the award being sought.

**K9.8.8** Where a project is part of a piece of externally funded research, the faculty, in liaison with the University's Research and Business Innovation Service, shall establish to its satisfaction that the terms on which the research is funded do not detract from the fulfilment of the objectives and requirements of the applicant's research degree.

**K9.8.9** Exceptionally the faculty may approve an application from a person proposing to complete their research programme wholly or substantially outside the UK subject to:

- a. satisfactory evidence of the facilities available for the research both in the University and abroad;
- b. arrangements proposed for supervision enable frequent and substantial contact between the applicant and the supervisor /s e.g. by telephone, video conferencing, email and adequate face-to face contact;
- c. suitable arrangements in place to meet the training requirements;
- d. suitable arrangements for monitoring and reviewing the candidate's ongoing progress in accordance with procedural requirements at K15.

### **Entry Requirements for research degree by publication**

**K9.9.1R** 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.

### **Application of the regulation**

**K9.9.2** The definition of "employed by" the University shall take account of the University's personnel policies and shall include full - and part - time staff; staff on fixed term or temporary contracts shall only be eligible if their contract is of a minimum one year of at least 10 hours per week and has at least six months left to run. Applicants from affiliated institutions shall be employed by those institutions on full - or part - time permanent contracts. Applicants claiming eligibility by reason of close association with the University shall include those who have retired

from employment by the University not more than one year prior to the application to register for the award. The Executive Dean of the faculty shall have overall authority to decide eligibility for applicants not specifically covered above.

### **K.9.10 Interview and formal offer letter**

**K9.10.1** Information about the interview process and about the formal offer can be found in the [Postgraduate Research Degree Programmes Code of Practice](#).

### **K9.11 Funding and resources**

**K9.11.1R** 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.

**K9.11.2** Information about fees, funding and resources can be found in the [Postgraduate Research Degree Programmes Code of Practice](#), the [Graduate School Handbook](#), and on the [fees and funding](#) web pages.

### **K9.12 Approval to register as doctoral candidate**

**K9.12.1R** 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.

### **K9.13 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 and the responsibilities of the Director of Studies and the Candidate can be found in the [Postgraduate Research Degree Programmes Code of Practice](#) and the [UWE Graduate School Handbook](#).

## Essential information: section K10. Postgraduate research degrees - registration

### **Overview of section**

Including: initial registration; subsequent changes to registration; withdrawal of registration; changes to mode of study; PhD candidates wishing to change their registration to MPhil.

### **Additional information**

Details of the University's extenuating circumstances procedures are available in Appendix E2

## Part K: section K10. Postgraduate research degrees - registration

### K10.1 Maximum and minimum periods of registration

**K10.1.1R** The normal minimum and maximum periods of registration shall be as follows:

	Minimum	Maximum
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

### Application of the regulation

**K10.1.2** The faculty shall be responsible for the prompt initial registration of candidates on programmes of supervised research and shall ensure that procedures are in place to execute this responsibility in a timely and appropriate manner. To this end, Directors of Studies shall ensure that their candidates register without delay. Candidates are required to re-register at the start of each subsequent academic year. No individual can be counted as a research candidate and no supervision should be provided beyond a bare minimum until initial registration is completed. Annual fees and any other fees levied by the faculty are payable on initial registration.

**K10.1.3** The Faculty Research Degrees Committee may exceptionally approve a shorter period of registration where an applicant has previously undertaken research as a registered candidate for a research degree, in which case the registration period may take account of all or part of the time already spent by the applicant on such research.

**K10.1.4** Faculties shall ensure that all research candidates are made aware, before embarking on registration for a research degree award, of the requirement for a formal progression examination at the end of the relevant period and of the consequences of failing to demonstrate satisfactory progress at this examination, and at progress reviews in subsequent years.

**K10.1.5** If a candidate registered for the DPhil or MPhil by publication ceases to be employed by the University, he or she may continue with the registration for a maximum of two years on payment of appropriate fees and providing arrangements acceptable to the Faculty Research Degrees Committee can be made for the continuation of the supervision.

## **K10.2 Changes to a candidate's registration**

**K10.2.1** Faculty Research Degrees Committees are responsible for the consideration and approval of any applications for major changes to:

- a. a research candidate's project direction;
- b. the supervisory team;
- c. the candidate's mode of attendance (e.g. FT/PT);
- d. the degree registration (i.e. the suspension, extension or withdrawal of registration),

and shall execute these responsibilities fairly and consistently in accordance with Academic Regulations and with approved processes, using the appropriate forms which shall be provided by the Graduate School for the purpose.

**K10.2.2** Guidance on these processes shall be available to both staff and research candidates via the [University Research Degrees Code of Practice](#) and the [Graduate School Handbook](#), and via other guidance which may be provided for Committee purposes by the Graduate School from time to time.

**K10.2.3** Committees shall be mindful of the need for sensitive handling of personal information and circumstances and faculties must ensure that candidates are informed of the avenues of help and support available to them.

**K10.2.4** Significant changes should not be undertaken lightly or approved without appropriate evidence. Supervisors must actively consider when changes are appropriate and in the candidate's best interest. The candidate should be appropriately informed of and involved in the process.

**K10.2.5** The Faculty Research Degrees Committee must ensure that any conditions of approval, such as rescheduled dates for resuming studies or completing the research project are clearly defined and communicated to all concerned. The faculty should ensure that such changes are recorded appropriately.

### **Early submission**

**K10.2.6** The Faculty Research Degrees Committee may exceptionally permit a candidate to submit a thesis for examination before the date of the minimum period of registration for the award.

### **Change to mode of study**

**K10.2.7** 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.

**K10.2.8** Applications for change in the mode of study must be approved by the Faculty Research Degrees Committee.

### **PhD Candidates wishing to change their registration to MPhil**

**K10.2.9** A candidate who is registered for the degree of Doctor of Philosophy and who is unable to complete the approved programme of work may, at any time prior to the submission of the thesis for final examination, apply for transfer of registration to the MPhil. Applications for changes to periods of registration shall be considered by the Faculty Research Degrees Committee in accordance with Academic Regulations.

### **Suspension of registration**

**K10.2.10R** Where the candidate is prevented by ill health or good cause that is 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.

### **Application of the regulation**

**K10.2.11** Registration may be suspended if the candidate experiences external circumstances, including certificated illnesses, which prevent him/her from working. Any application to the Faculty Research Degrees Committee for suspension of registration must be supported by appropriate evidence. The Committee shall consider whether it is likely that the candidate will be able to complete the work after the period of suspension. The Committee shall notify the Director of Studies and the candidate of any period of suspension approved and of the revised timetable for the progression examination and final assessment. It shall also explain the requirements of the suspension period in terms of access to facilities and supervision, as well as what rights the candidate has.

### **Extension of the registration period**

**K10.2.12R** 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 12 months at a time.

### **Application of the regulation**

**K10.2.13** Extension of the registration period will not automatically be given and will usually be for no more than 12 months at a time. There must be good reason for the delay in completing the project together with a realistic revised date for completion.

**K10.2.14** The Research Degrees Award Board may extend the final assessment period of a research candidate for no longer than 12 months at a time provided that there is a good reason for doing so.

### **Withdrawal of registration**

**K10.2.15R** Withdrawal of registration may be initiated by the student or the University via application to the Faculty Research Degrees Committee.

**Application of the regulations**

**K10.2.16** The Director of Studies is responsible for notifying the Faculty Research Degrees Committee as soon as it becomes clear that the candidate is no longer making satisfactory progress and is unlikely to complete the work, or has informed the Director of Studies of his/her intention to withdraw from the Award; it is not necessary to wait for a progression or progress review event. Where an application for withdrawal is made to the Committee by the Director of Studies this shall be supported by appropriate explanation and evidence. As part of withdrawal procedures, the faculty must ensure that the candidate is adequately informed of any intention to withdraw his/her registration and of avenues of help and support available. The [Postgraduate Research withdrawal policy](#) provides more detail.

Reference: QAA UK Quality Code for Higher Education Part B Chapter B10 Indicator 15
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## Essential information: section K11. Postgraduate research degrees – the supervisory team and supervision process

### **Overview of section**

Including: appointment of supervisors; roles and responsibilities of Directors of Studies / supervisors; changes to the supervisory team.

## Part K: section K11. Postgraduate research degrees – the supervisory team and supervision process

**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](#).

### K11.1 The supervisory team

**K11.1.1R** 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.

**K11.1.2R** 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.

### Application of the regulations

**K11.1.3.** A supervisory team shall embrace the following three elements:

- a. knowledge of the research area;
- b. familiarity with the relevant University's Regulations and Procedures;
- c. previous experience of successful research degree supervision to completion at an appropriate level.

**K11.1.4** The candidate shall be informed in writing of the supervisory team to which he/she has been allocated as soon as possible after the start of the initial registration.

**K11.1.5** The Director of Studies should be a member of UWE staff on a permanent contract of employment. The Faculty Research Degrees Committee should ensure that staff appointed as Directors of Studies have completed appropriate training in supervision skills and shall normally have supervised through to completion.

**K11.1.6** The role of the Director of Studies includes:

- a. ensuring that the candidate and all members of the supervision team understand the roles and responsibilities of each member of the team;
- b. ensuring that the candidate is fully aware of the requirements of the University and the faculty in terms of registration, enrolment, progression examinations, annual progress

review, access to resources, IPR and the requirements of third party copyright, research integrity, good governance and research conduct, ethical approval, health and safety and dignity at work;

- c. ensuring, in the course of routine supervision and irrespective of annual progress and review processes, that the candidate is made aware in a timely fashion of any concerns with the progress being made, or about poor research practice, potential research misconduct, poor scholarship or any other aspect of the project. The Chair of the Faculty Research Degrees Committee should also be made aware where these concerns become serious. (Procedures at K10.2 and/or K17 may apply where appropriate).

### **K11.1.7** The role of the Supervisory Team includes:

- a. meeting with the candidate at appropriate intervals;
- b. ensuring that the meetings are properly conducted and recorded. Meetings should, as a minimum, cover a discussion of the candidate's progress since the last meeting and should agree a set of actions resulting from a review of their project plan, any publication plan and ongoing training and professional development needs.

**K11.1.8** Applications to change the composition of the supervisory team must be approved by the Faculty Research Degrees Committee following consultation between the team and the candidate. Changes to the supervisory team may be advisable when:

- a. a key member of the supervisory team leaves the University;
- b. the direction of the candidate's project changes such that the supervisory team no longer has the subject expertise to support the candidate appropriately;
- c. a supervisor is absent from the University, through illness, sabbatical or other reason, and is unavailable by other means of communication for a significant period. (It is for the faculty to determine what is meant by 'significant' based on the candidate's individual circumstances and the role and responsibilities of the supervisor concerned, but this will normally be taken to be eight weeks or more. Faculties will ensure that temporary alternative arrangements are in place to support the student as appropriate should the absence be for a shorter period);
- d. the relationship between supervisor and candidate has irrevocably broken down and remains so after all reasonable attempts at mediation via the faculty's internal procedures have been exhausted;
- e. the Executive Dean or nominee determines that such a change will be in the best interests of either party.

### **K11.2 The supervision process**

Full details of the supervision process are provided at Section 8 of the [Postgraduate Research Degree Programmes Code of Practice](#).

**K11.2.1** There shall be regular contact, including adequate face-to-face contact, between the candidate and the supervisory team. The appropriate frequency of meetings will depend on a number of factors – the nature of the research, the mode of attendance (part-time or full-time)

and the particular stage of the research programme. It will be the responsibility of the supervision team to plan the frequency of meetings explicitly, in discussion with the candidate.

**K11.2.2** Faculties shall ensure that individual supervisors are not overloaded and that adequate support and advice is available to the supervisors where serious concerns of candidate ability or application to the study programme are identified.

**K11.2.3** The faculty must ensure that there are clear and identified routes for the candidate and supervisor/s to seek independent advice should communication links within the relationship break down.

**K11.2.4** The faculty shall establish monitoring and evaluation processes in order to satisfy itself of the adequacy of supervision arrangements for each candidate, including:

- a. the provision of regular written reports by supervisors;
- b. regular opportunities for candidates to provide comment and feedback on their individual experience of supervision.

Failure by a supervisor to submit a report without good grounds may result in the Faculty Research Degrees Committee considering alternative supervisory arrangements.

**K11.2.5** The faculty shall establish processes to enable the Faculty Research Degrees Committee or the faculty executive to withdraw approval of a Director of Studies or supervisor should the candidate's performance fall below the required standard.

References QAA UK Quality Code for Higher Education Part B Chapter B10 Indicators 9- 12
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## Essential information: section K12. Postgraduate research degrees - registration of the research project

### **Overview of section**

Including: confirmation of the project (RD1 process); major changes to the project or the thesis title; restriction of access to a thesis.

## Part K: section K12. Postgraduate research degrees – registration of the research project

### K 12.1 Confirmation of project registration (RD1)

**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:

- a. definition of the research project title;
- b. supervision arrangements;
- c. a detailed schedule of work for the first stage 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 as identified within the training needs analysis, should also be confirmed at this stage and included within the proposal.

**K12.1.1** Confirmation of the candidate's project registration shall be considered for approval by the Faculty Research Degrees Committee and proposals shall be submitted to the Committee using the appropriate form for this purpose no later than 3 months for full time candidates and 6 months for part time candidates from the date of initial registration.

**K12.1.2** The deadline for submission shall be provided in the terms and conditions accompanying the candidate's offer letter. Professional Doctorate Awards may be subject to award specific requirements as detailed in the published Programme Specification.

**K12.1.3** The Director of Studies should work closely with the candidate during the period leading up to confirmation of project registration and is responsible for providing guidance on the development of a detailed, well-defined research project specification and associated programme of work and reading. This must be:

- a. within the candidate's own capabilities and interests;
- b. within the expertise of the proposed supervisory team;
- c. practicable in terms of available physical resources;
- d. appropriate in terms of the requirements of the [University Code of Good Research Conduct](#), and any necessary ethical approval;
- e. practical and feasible in terms of completion within the allowable registration period for the award.

**K12.1.4** As part of the confirmation of the project registration process, the Director of Studies is responsible for working with the candidate to complete a training needs analysis and to formulate a training plan which may incorporate informal and/or non-assessed elements as appropriate as well as programmes of professional development and/or mandatory and assessed research training.

K12.1.5 Upon consideration, the Faculty Research Degrees Committee may decide to:

- a. confirm the candidate's project registration;
- b. require the candidate to rework the submission in such ways as it shall specify to a specified deadline.

Where the candidate is required to rework the proposal this shall normally be resubmitted within 4 weeks for full-time candidates and 6 weeks for part time candidates. Extension to the RD1 resubmission deadline will normally only be considered where supported by evidenced extenuating circumstances. No extension of registration will normally be approved in the context of resubmission.

**K12.1.6** The Faculty Research Degrees Committee shall consider resubmitted proposals for confirmation of project registration and may decide to:

- a. confirm the candidate's project registration;
- b. reject the candidate's resubmitted proposal and recommend to the Research Degrees Award Board that the candidate be required to withdraw from the award without further study.

There will be no further opportunity for resubmission.

**K12.2** Major changes to the research project and/or thesis title

**K12.2.1** For the purposes of project registration, the overall aim and structure of the programme of research should be clearly defined. It is expected that the programme will develop and evolve in detail whilst remaining within the scope of the initial definition. Any more fundamental change to either the overall aim or methodology of the programme shall require the prior approval of the Faculty Research Degrees Committee.

**K12.2.2** Circumstances where a change or extension of the project is permissible include:

- a. a change in the candidate's employment which impacts upon the registration;
- b. the project fails to develop satisfactorily;
- c. the collaborating establishment discontinues its support or interest.

**K12.2.3** Changes to the title of the thesis or collection of published works, prior to the point of application for approval of examiners, should be notified to the Faculty Research Degrees Committee with a brief rationale for the change. Changes to title at or subsequent to this point are covered under K16.3.7.

**K12.3 Restricted access to a thesis**

**K12.3.1R** The University may at the time of project confirmation determine that open access to a thesis should be restricted for a specified period of time upon completion, as agreed by the Research Degrees Award Board.

**K12.3.2R** Where the need to restrict access to a thesis emerges at a subsequent stage of registration, exceptional application may be made to the Research Degrees Award Board.

**K12.3.3R** The agreed period of restriction shall normally not exceed two years from the date of the confirmation of the award; however the Award Board may approve a shorter or longer period where it considers this to be appropriate.

### Application of the regulations

**K12.3.4** Application to restrict access to a thesis should be made as early as possible, ideally at RD1 stage, and not later than the appointment of the thesis examiners. Applications should be submitted to the Officer of the Award Board and must be supported by relevant evidence sufficient to enable the Board to reach its decision.

**K12.3.5** The Research Degrees Award Board shall normally only approve an application to restrict access to a thesis on the following grounds:

- a. to enable a patent to be lodged;
- b. to protect commercially sensitive material;
- c. to protect material that may be politically sensitive or has implications for national security;
- d. to protect the safety, physical or mental health of identified individuals;
- e. where the candidate has not, despite ongoing and evidenced best efforts, been able to gain permission to include third-party copyrighted material without detrimental effect to the fabric of the thesis;
- f. where it can be clearly demonstrated that the candidate's opportunities to publish material from the thesis in the normal range of journals or other published outlets for that subject discipline will be significantly and detrimentally affected by providing open access via the University's Research Repository, the British Library EThOS or other specified online service.

N.B. The Board will consider all such applications individually on the basis of evidence submitted by the candidate:

- a. the Board will normally expect circumstances at d) to be identified at project confirmation (RD1) stage and addressed through the University's ethics processes where appropriate;
- b. supporting evidence at f) may include a letter from the relevant publisher(s) or an extract from the publisher's terms and conditions obtained from a verifiable source e.g. the [Sherpa-Romeo Website](#).
- c. a thesis shall not be restricted in this way in order to protect research leads.

**K12.3.6** Where the Research Degrees Award Board determines that the nature of the candidate's work is such as to preclude the thesis being made openly available in the library of the University via the Research Repository or, in the case of a PhD, via the British Library EThOS, or other specified online service, and in that of any collaborating establishment, the thesis shall be retained by the University on restricted access immediately upon completion of the award for a time not exceeding the approved period and, subject to any requirements under the Freedom of Information Act (2002), shall only be made available to those who were directly involved in the research.

## Essential information: sections K13 and K14. Postgraduate research degrees - professional development and research training

### Overview of section

Including: accredited training requirements; Recognition of Prior Learning in Professional Doctorates; applying accredited learning (AL) and accredited experiential learning (AEL).

### Additional information

Recognised prior learning has two forms:

- Prior certificated learning (also known as accredited learning)
- Prior experiential learning (also known as accredited experiential learning)

## Part K: sections K13 and K14. Postgraduate research degrees - professional development and research training

### K13. 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.

#### K13.1 Research training requirements

**K13.1.1R.** 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.

**K13.1.2R** 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.

It is recognised that some candidates will benefit from undertaking research training beyond the minimum to fulfil the credit requirement.

**K13.1.3R** 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.

#### K13.2 Recognition of Prior Learning (also known as AL/AEL) in Professional Doctorates

**K13.2.1R** Where recognised prior learning (accredited and/or experiential learning) contributes to the credit requirements of a professional doctorate, the combination shall not exceed two-thirds of

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

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.

**K13.2.2R** 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.

### **K13.3 Applying recognised prior learning (AL/AEL) to training programmes**

**K13.3.1** Occasionally it may be appropriate for PhD, MPhil, DPhil and MPhil by publication candidates to achieve some or all of the credit requirement via the recognition of prior learning (accredited learning or accredited experiential learning), but this option should be applied with caution on a case by case basis and at the discretion of the Faculty Research Degrees Committee. Independent Study or Evidencing Work-based Learning modules may be used constructively in this context, particularly in the case of DPhil and MPhil by Publication.

**K13.3.2** Applicants for all research degrees, including professional doctorates, who wish to apply for recognition of accredited learning or accredited experiential learning as contributing towards their credit total for the award, are required to apply to the relevant faculty for consideration under standard procedures.

## **K14. Postgraduate research involvement in teaching and supporting the learning of others**

The University's 2020 strategy identifies research activity, output and knowledge exchange as key to informing and enriching its taught curricula. Research degree candidates have the potential to play a significant role in supporting learning and teaching in this respect.

**K14.1** Information and guidance about the involvement of postgraduate researchers in teaching is detailed in [section 16 of the Postgraduate Research Code of Practice](#).

Reference: QAA UK Quality Code for Higher Education Part B Chapter B10 Indicator 14
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## Essential information: section K15. Postgraduate research degrees - progression and progress review

### Overview of section

Including: the progression examination; progression examiners; progress review in subsequent stages; independent progress reviewers.

## Part K: section K15. Postgraduate research degrees – progression and progress review

**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.

**Definition: Progress review** 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 (K12.1) and the progression examination (K15.2) as well as less formal progress review at the end of each subsequent stage 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.

### K15.1 Processes for review and monitoring

**K15.1R** Faculties will adhere to published processes for the regular review and monitoring of each candidate's academic progress. Additional information and guidance can also be found in [section 14 of the Postgraduate Research Degree Programmes Code of Practice](#) and the [UWE Graduate School Handbook](#). N.B. The abbreviation FRDC and Faculty Research Degrees Committee are used interchangeably throughout this section.

### K15.2 Progression examination

Definition: 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.

**K15.2.1R** 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. For Professional Doctorate awards, candidates must complete their progression examination in accordance with the timetable set out in the relevant approved programme specification.

**K15.2.2R** The candidate shall have the right to apply for a review of progression decisions in accordance with Academic Regulation H26.

### Application of the regulations

**K15.2.3** The progression examination is intended to combine assessment of the formulation and planning of the research programme with an evaluation of progress to date and of the suitability of the project as a basis for the research degree in question. It should verify that the candidate, supported by the supervisory team, has:

- a. defined the objectives and scope of the research project adequately;
- b. been actively engaged in working on the research project and has made progress in accordance with objectives agreed at the confirmation of project registration (K12.1) and commensurate with the time spent;
- c. made an appropriate survey of the relevant research literature and demonstrated an ability to make a critical evaluation of published work;
- d. acquired an appropriate knowledge of research methods applicable to the area of research, and can explain and justify his or her choice of research methods;
- e. addressed any conditions of ethical approval and/or identified any changes to ethical requirements;
- f. developed an adequately detailed plan of work to enable the research degree to be completed within the allowable registration period.

### Timing of the progression examination

**K15.2.4** Candidates for DPhil and MPhil by publication who are registered for more than one year will normally be expected to undergo a progression examination. A DPhil candidate will complete the progression examination no later than the end of the first 18 months after registration, unless they have submitted their commentary and portfolio of materials before this time. An MPhil by Publication candidate will complete the progression examination no later than 12 months after registration unless they have submitted at this point.

**K15.2.5** The time of the progression examination may only be delayed if the candidate has a period during which, for external reasons (such as a medical condition or other evidenced acceptable extenuating circumstances), it is not possible for him/her to work on the research project. The Faculty Research Degrees Committee shall consider all requests for a delay in the progression examination. Under such circumstances the registration may be suspended, and the time of such suspension shall not be counted towards the period before the formal progression examination is undertaken. Candidates should be advised however, that on return from suspension, additional preparation time prior to the examination will not normally be added to their registration period.

### Structure and conduct of the examination

**K15.2.6** The progression examination shall have two components - the progression report written by the candidate and the viva voce examination.

**K15.2.7 Component 1.** The progression report shall be in two parts and shall make it clear to the satisfaction of the examiners that the work has scope for a sufficient contribution to knowledge to justify consideration for the relevant degree and shall include the following:

- a. the provisional title of the thesis or collection of published works;
- b. a concisely worded statement of the aim of the research;
- c. reference to work already completed and planned future work and how this fulfils the aim of the research;

- d. where the proposed research forms part of a group project, a statement identifying the separate and distinctive nature of the candidate's research.

**K15.2.8** Part 1 of the progression report shall normally be between 3,000 and 6,000 words and shall not exceed 6,000 words without the prior permission of the FRDC. It shall include:

- a. the background to the research proposal;
- b. a critical summary of relevant related research work;
- c. the methods being used;
- d. timescales for the remaining stages of the work including the proposed submission of the thesis.

**K15.2.9** Part 2 of the progression report shall consist of work which may have been written by the candidate for other purposes and which he or she wishes to present to the progression examiners. There shall be no word limit for items submitted as part 2 of the progression report. Candidates might wish to include in part 2 a full critical review of relevant related research work where this has been prepared for inclusion in the final thesis; bibliographic references and copies of any public output. However there shall be no requirement to produce these items specifically for the progression report.

**K15.2.10** It may become evident during the progression examination that the candidate needs to request special permission with regards to the final presentation of the thesis. Where the candidate wishes to request permission to:

- present the thesis/accompanied by material in other than written form;
- present the thesis/collection of published works in a language other than English (K16.3.1R);
- have the thesis retained on restricted access for a period of time (K12.3);

and has not previously done so, the request shall accompany the report and shall be submitted following the progression examination to the FRDC with the recommendation of the examiners. The FRDC shall submit such requests to the Research Degrees Award Board for approval.

**K15.2.11** The candidate shall submit their progression report to the designated Graduate School Officer, who shall arrange for its distribution to the examiners.

**K15.2.12** All examiners shall submit a written preliminary report to the Chair of the FRDC before the viva voce.

**K15.2.13 Component 2.** The progression viva voce examination shall be conducted by two internal examiners, who shall be members of academic staff not associated with the research project or the supervisory team. The FRDC is responsible for the appointment of examiners for the progression examination who may also be approved as principal or second independent reviewer to undertake progress review for that candidate in subsequent years. Appointment as progression examiner or independent reviewer shall not disbar a member of staff from nomination as internal examiner for final assessment of the candidate, subject to their successful appointment to the examining panel by the Research Degrees Award Board at EX1 stage and in accordance with criteria regulations at K16.2. With the consent of the candidate, the Director of Studies or other

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

member of the supervisory team may be present at the examination, but shall not participate in the discussion unless invited to do so by the examiners.

**K15.2.14** The examiners shall be responsible for assessing the extent to which the candidate has made an appropriate start on the research project. The examiners shall be experienced researchers with a general understanding of the field of the candidate's research project but need not necessarily be a leading subject expert in that field. It is not required that both examiners are members of the faculty in which the candidate is studying, but this will normally be the case.

**K15.2.15** Examiners will be mindful of the University's policies, regulations and procedures regarding academic integrity and assessment offences (see K17) and good research conduct.

### **Examiners recommended outcomes and FRDC outcome decision**

**K15.2.16** In considering the outcome of the viva voce for existing candidates whose initial registration date is prior to 1 October 2013, the only recommendations available for the examiners are:

- i) Approve - continue registration; or
- ii) Fail - withdrawal of registration.

**K15.2.17** For candidates whose initial registration date falls on or after 1 October 2013 the following additional outcome is available on the recommendation of the examiners and at the discretion of the FRDC:

- iii) Resubmit with or without a further viva voce examination;

In which case Academic Procedures at K15.2.18 – 20 shall also apply. However there is no automatic right to resubmission.

**K15.2.18** Following the viva voce the examiners shall prepare a written report to the FRDC. This shall form the basis of a written report subsequently made available to the candidate and supervisory team.

**K15.2.19** Where the recommended outcome is to resubmit, the examiners' report shall contain a rationale for this recommendation, together with feedback on the nature of the additional evidence needed to demonstrate that the project is back on a satisfactory footing. This shall form the basis of the written feedback report made available to the candidate and supervisory team.

### **Progression examination**

**K15.2.20** The FRDC shall consider the examiners' report and agree an outcome decision. Where the FRDC agrees a recommendation from the examiners to resubmit, a deadline for that resubmission will be set up to a maximum of 3 months for full-time and a maximum of 5 months for part-time candidates.

**K15.2.21** Applications for extension to the registration period will not normally be granted by the Award Board in the context of resubmission, as the purpose of this outcome is to ensure that the project resumes timely progress as soon as possible rather than being allowed to drift further.

**K15.2.22** The FRDC will make a final recommendation in writing to the Research Degrees Award Board. Where the FRDC agrees an examiner recommendation to fail the candidate, this shall be forwarded to the Award Board for consideration which, if in agreement, shall require the candidate to withdraw from the programme and their registration shall be terminated.

### **Disagreement between examiners following the first progression examination**

**K15.2.23** Where, following the first progression examination viva, the examiners are unable to agree upon a recommendation, each examiner will submit an independent outcome report to the FRDC. The FRDC will consider both reports and agree an outcome decision in accordance with procedures at K15.2.20. There will be no further viva voce examination of the candidate within this first attempt. The FRDC may, if it wishes, seek independent advice to inform this decision-making process from an academic colleague who is unconnected with the project, supervisory team or candidate, but has subject or other appropriate expertise.

### **Resubmitted progression examination arrangements**

**K15.2.24** Where a resubmission outcome has been agreed, the candidate shall only be exempt from further viva where both examiners agree that the work submitted provides sufficient evidence to show that the project is back on track. Where a further viva is required this shall normally be conducted by the same examiners. The Faculty Research Degrees Committee shall collate and report resubmission decisions to the Award Board. In such cases the Director of Studies may request a copy of the examiners' resubmission preliminary reports from the Graduate School to assist the candidate's preparation for the resubmission viva.

### **Disagreement between examiners following a resubmitted progression examination**

**K15.2.25** Where, following a resubmitted progression examination viva, the examiners are unable to agree an outcome recommendation, each examiner will submit an independent outcome report to the FRDC. The FRDC will consider the reports and agree an outcome decision in accordance with procedures at K15.2.20 and where appropriate K15.2.22 with the exception that no further resubmission opportunity will be granted. The FRDC may, if it wishes, seek independent advice to inform this decision-making process from an academic colleague who is unconnected with the project, supervisory team or candidate, but has subject or other appropriate experience. This may be the individual previously approached at K15.2.23 where appropriate. There will be no further viva voce examination of the candidate.

### **Progress review in subsequent stages of the award**

**K15.3 Definition:** progress is monitored throughout the remainder of the candidate's registration with the University, subsequent to the progression examination by a review process normally undertaken at the end of each stage of the candidate's registration and as per the published programme specification for Professional Doctorate candidates.

**K15.3.1R** A review of academic progress shall be carried out at the end of each stage of the candidate's registration in accordance with published procedures available at <http://www1.uwe.ac.uk/research/postgraduateresearchstudy/studysupport/progressreview.aspx> and in the Graduate School Handbook.

### Application of the regulation

**K15.3.2** The focus for review in the stages subsequent to the progression examination should be to provide feedback and support to the candidate to ensure that adequate progress is being maintained such that they are likely to complete on time. The review should consider the progress that the candidate has made in achieving targets and objectives agreed at the previous review point, and help the candidate to identify and agree appropriate targets and objectives for the next stage of the project. The review will also identify where satisfactory progress has not been made and make recommendations for remedial action.

**K15.3.3** The FRDC shall appoint a principal independent reviewer (referred to as the Principal Reviewer) to undertake this review of progress. The Principal Reviewer may previously have acted as one of the candidate's internal examiners at progression examination and:

- a. shall be a member of academic staff who is an experienced researcher with an understanding of the field of the candidate's research project but who need not necessarily be a leading subject expert in that field;
- b. shall not be associated with the research project or supervisory team i.e. shall not have substantial co-authoring or collaborative involvement with the candidate's work.

Supervisors are normally expected to act as Principal Reviewers for other candidates in proportion to the number of candidates they themselves supervise.

**K15.3.4** The candidate, working closely with their supervisory team will complete a progress review form in line with the following timings and submit it, via the Graduate School Office, to the Principal Reviewer, together with supporting evidence appropriate to their stage selected from the options specified at

<http://www1.uwe.ac.uk/research/postgraduateresearchstudy/studysupport/progressreview.aspx> and published in the [Graduate School Handbook](#):

at Stage 2 : at maximum 24 months FT, 36 months PT, Prof Doc as per programme

at Stage 3 : at maximum 36 months FT, 54 months PT, Prof Doc as per programme

Failure to submit both review form and supporting evidence, in a timely fashion and without a good reason accepted by the FRDC, will be deemed unsatisfactory (see K15.3.5) and will result in the loss of the submission opportunity. In such cases candidates will then be required to submit within a deadline and in a manner specified by the FRDC; failure to do so will lead to a recommendation for withdrawal of registration, a further resubmission attempt will not be granted.

**N.B.** It is not the purpose of review at Stage 3 to provide a summative assessment of the thesis, but to form a view of whether the candidate has made sufficient progress to be able to submit on

time as they near the end of their project. All candidates are required to submit a full draft of their thesis to their supervisory team for comment and to receive those comments prior to submission for final assessment (see K16.3.2R)

**K15.3.5** The Principal Reviewer and the Director of Studies (or other member of the supervisory team) shall meet with the candidate to discuss the progress that has been made towards the timely completion of the project and shall complete a joint review report making one of the following recommendations to the FRDC:

- satisfactory progress - progress the candidate to the next stage
- unsatisfactory progress - refer the candidate for further work, in which case the report should also indicate the nature of the additional evidence needed to demonstrate that the project is back on a satisfactory footing.

Should the reviewer and the supervisor be unable to reach a unanimous recommendation, separate reports should be made to the FRDC who will consider both reports and agree on an outcome decision as at K15.3.6 below.

**K15.3.6** FRDCs will consider the recommended outcome report of the progress review for each candidate and agree an outcome decision. Where the FRDC confirms that progress is satisfactory, the candidate's registration will continue to the next stage. Where progress is not deemed satisfactory, the Committee shall require the candidate to provide further evidence of a nature and to a deadline it deems appropriate to allow a final decision to be made. Where the reviewer and the supervisor are unable to reach a unanimous recommendation about a candidate's progress, the FRDC will consider both reports but will normally uphold the recommendation of the Principal Reviewer. The FRDC may, if it wishes, seek further independent advice to inform this decision-making process from an academic colleague who is unconnected with the project, the supervisory team or candidate, but has subject or other appropriate expertise. Where a candidate continues to be unable to satisfy the Committee that satisfactory progress has been resumed, the Committee shall recommend to the Research Degrees Award Board that the candidate's registration be withdrawn.

**K15.3.7** Extensions to registration will not normally be granted in cases where candidates are referred and are required to provide further evidence, since the purpose of this requirement is to get the project back on track as soon as possible, not to let it drift further.

Reference: QAA UK Quality Code for Higher Education Part B Chapter B10 Indicator 13
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## Essential information: section K16. Postgraduate research degrees - assessment

Overview of section

Including:

**K16.1** The Research Degrees Award Board;

**K16.2** The Examining Panel: appointment of examiners; the Independent Chair;

**K16.3** The Thesis: submission (including the abstract and published work); length; format;

**K16.4** Collection of Published Works (DPhil/MPhil by publication): submission and format;

The Examination Process: (K16.5) examination arrangements; (K16.6) first stage preliminary assessment, second stage viva voce; (K16.7) examiners recommendations; (K16.8) re-examination of thesis or collected published works;

**K16.9** Publication of results and completion of the award;

**K16.10** Deposition of the final thesis;

**K16.11** Certificates and ceremonies.

## Part K: section K16. Postgraduate research degrees - assessment

**Definition:** assessment at research level is usually through the means of a thesis and viva voce examination, although candidates are also assessed on some of their research training activities. Further information and guidance about assessment processes is also provided in the [Postgraduate Research Degree Programmes Code of Practice](#) and the [UWE Graduate School Handbook](#).

### K 16.1 The Research Degrees Award Board

**K16.1.1R** There shall be a Research Degrees Award Board with a constitution approved by or on behalf of the Academic Board in accordance with section I. 7 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 Academic Board. The Research Degrees Award Board shall include a Chief External Examiner appointed by the Director of Academic Services/Academic Registrar on behalf of Academic Board.

**K16.1.2R** The appropriate Field Board is normally responsible for assessment in taught modules.

**K16.1.3R** 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 Professional Doctorate awards to the Academic Board.

### Application of the regulations

**K16.1.4** The Research Degrees Award Board is responsible for determining postgraduate research degree awards and its terms of reference are to:

- a. ensure that the academic quality and standards of the examination process are being maintained;
- b. confirm whether a research candidate has complied with the requirements to receive an award;
- c. confirm that a candidate's progress is satisfactory and their registration may continue;
- d. consider recommendations from Faculty Research Degrees Committees for the extension of a candidate's period of registration;
- e. consider requests for:
  - i. restriction of access to individual theses
  - ii. the submission of theses in non-standard formats
  - iii. changes to thesis titles;
- f. recommend to Academic Board a particular award, having regard to the candidate's overall profile of assessment under the regulations for the programme, and subject to such limitations as are set out in the University's Ordinances and Academic Regulations and Procedures;

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

- g. consider the effect of any extenuating circumstances affecting the performance of a candidate in relation to an award or progression within an award;
- h. confirm the action to be taken in relation to the determination of the outcome of the award in accordance with the Academic Regulations and Procedures, in respect of a candidate who has committed an assessment offence;
- i. identify any relevant matters arising from the work of the Board which the Board wishes to draw to the attention of the appropriate faculty and University committees.

**K16.1.5** The Research Degrees Award Board may be responsible for determining progression on research programmes which have defined progression points; it will not assume responsibility for the progression examination, which will remain with faculties.

**K16.1.6** The composition of the Research Degrees Award Board shall be:

- a. Chair (Vice Chancellor's nomination);
- b. Faculty Directors of Research Degrees (or equivalent role-holders with responsibility for postgraduate research students in the Faculty) (4);
- c. Director of the Graduate School
- d. Research Degrees Award Board Officer;
- e. 1 representative of each affiliated institution registering a significant number of postgraduate research candidates with the University;
- f. Chief External Examiner research degrees programmes

**K16.1.7** The board may have in attendance such other persons, associated with the research degree programmes as may be designated by the Chair to assist the Board in the exercise of its responsibilities.

**K16.1.8** The quorum shall be two thirds of the members eligible to attend in categories a to d in K16.1.6. 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 research candidates for an award or to recommend the grant of an award to a candidate.

**K16.1.9** Professional administrative and secretariat support for the Award Board shall be provided by the Graduate School who shall ensure that a comprehensive and accurate record of proceedings is maintained.

**K16.1.10** The Chief External Examiner research degrees programmes will have wide experience of both research and the assessment of research degrees. They will have a broad understanding of research across a range of disciplines and have had experience of applying regulatory frameworks to research degree programmes.

**K16.1.11** The Chief External Examiner research degrees programmes will:

- a. confirm that the academic quality and standards of the examination process are being maintained;
- b. ensure that the procedures and arrangements for the examining board are conducted in accordance with the University's Academic Regulations and Procedures and requirements;

- c. ensure that the examining board discharges its responsibilities relating to any matters concerning assessment offences and consideration of extenuating circumstances affecting individual research candidates;
- d. advise the examining board on any issues relating to the eligibility of a candidate for an award;
- e. approve the award recommendations made by the award board
- f. attend examining boards in person as required;
- g. provide an annual report to the University by a specified date each year, upon receipt of which the Chief External Examiner fee is paid.

## **K16.2 The examining panel**

### **Appointment of the examiners**

**K16.2.1R** The Academic Board shall establish procedures relating to the selection, approval, appointment, roles and responsibilities of examiners.

**K16.2.2R** 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.

**K16.2.3R** Internal and external examiners shall be appointed in accordance with criteria at K16.2.4R and K16.2.5R respectively, but no examiner shall have had substantial co-authoring or collaborative involvement in the candidate's work or with members of the supervisory team, nor shall their own work be the focus of the research project.

**K16.2.4R** 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 supervisor or adviser.

**K16.2.5R** External examiners shall be independent of the University and affiliated institutions registering candidates 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 UWE Bristol staff are eligible for appointment as an external examiner after a period of 5 years.

**K16.2.6R** 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 (see K16.2.11). This shall not normally apply if the candidate is on a fixed term contract of employment of 12 months or less.

**K16.2.7R** Faculty committees need to exercise caution when appointing internal examiners where the individuals themselves are candidates for research degrees at UWE Bristol to ensure that there is no potential for conflict of interest.

### **Application of the regulations**

**K16.2.8** The responsibility for identification of appropriate examiners lies with the Director of Studies, who should start the process during the 12 months prior to the anticipated date of the examination, in consultation with:

- a. other members of the supervisory team;
- b. senior research staff within the discipline at the University or elsewhere;
- c. other research-active academics in closely related fields;
- d. the candidate.

**K16.2.9** The examining panel should contain an appropriate balance of experience of examining at research degree level and subject specific expertise. At least one examiner shall have experience of examining research degree candidates at the appropriate level. Normally panels will have the combined experience of at least four degree examinations at the same level as the candidate or higher between them.

**K16.2.10** The judgement of the research should be made largely by academics uninfluenced by personal knowledge of the candidate. A member of staff who has previously acted as the candidate's progression examiner or independent reviewer may also be proposed as an internal examiner, but where a candidate might be considered to have a relationship which may compromise the objectivity of any examiner, either through employment, research collaboration or by any other means, two external examiners must be appointed.

**K16.2.11** In this context "on the permanent staff" is defined as follows:

- a. the candidate is an employee of the University / affiliated institution with a contract longer than 12 months duration;
- b. the candidate is an employee with a fixed term contract of less than 12 months duration but this is one of a succession of fixed term contracts, such that the total duration of employment is greater than 12 months.

**K16.2.12** The appointment of a second external examiner is not required where candidates, including any falling under category (b) above, are allocated a small amount of hourly paid lecturing work alongside their research degree registration and have not been employed by the University in the preceding 12 months in any other context.

**K16.2.13** There may be other circumstances related to the nature of a candidate's employment within the University where it may be good practice to appoint two external examiners in order to establish the objectivity of the examining panel.

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

**K16.2.14** The candidate shall take no part in the arrangement of the examination and shall have no contact in connection with the examination of his or her research or thesis, with the proposed or appointed internal and external examiners until the viva voce examination.

**K16.2.15** Not less than three months before the expected date of examination the Faculty Research Degrees Committee shall submit to the Officer to the Research Degrees Award Board (hereafter referred to as the Officer) the designated form(s) proposing the examination arrangements including the details of the proposed examiners for approval.

### **Independent Chair**

**K16.2.16** The Faculty Research Degrees Committee will recommend to the Officer potential Independent Chairs for the viva voce examinations. Proposed Independent Chairs shall fulfil criteria as identified by the Board and shall be:

- a. experienced researchers;
- b. current and experienced supervisors, having supervised at least 4 students to successful completion at doctoral level in a timely manner, which includes experience as a Director of Studies;
- c. experienced examiners at doctoral level having examined a minimum of 4 theses including a minimum of two as an external examiner.
- d. for research degrees based upon creative practice, the Independent Chair should also have an understanding of the nature of this kind of programme.

**K16.2.17** Independent Chairs will have been trained before undertaking the role. Training is the responsibility of the Research Degrees Award Board.

### **Length of appointment**

**K16.2.18** Examining panel appointments are valid for a period of 12 months from the date of approval, after which they will lapse unless the thesis has been submitted for examination.

**K16.2.19** The Officer shall arrange for the issue of letters of appointment to the examiners and Independent Chair, together with any agreement to restrict access to the thesis which has been approved by the Award Board.

**K16.2.20** Upon appointment examiners will receive appropriate information and guidance via the Graduate School. The panel will also receive a further short procedural briefing from the Independent Chair during the pre-viva preparation session.

### **K16.3 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.

### Submission

**K16.3.1R** 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 involves substantial language and related studies and if appropriate supervision and examination arrangements are available.

**K16.3.2R** 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.

**K16.3.3R** 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.

**K16.3.4R** 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.

### Application of the regulations

**K16.3.5** When considering the candidate's first full draft thesis the supervisory team shall also be mindful of the University's policy, regulations and procedures regarding academic integrity and assessment offences (section K17).

**K16.3.6** A thesis submitted for examination purposes shall be in a temporarily bound, printed form which is sufficiently secure to ensure that pages cannot be added or removed (such as 'perfect binding' or spiral binding). **A thesis submitted for examination shall be in its final form in all other respects.** Copies of CD-ROMs or other materials must be secured in a pocket within the thesis. The thesis shall be submitted to the Officer to the Research Degrees Award Board within the period of registration.

**K16.3.7** The title under which the thesis is submitted for assessment should match that approved by the Faculty Research Degrees Committee. If the candidate proposes a change to the approved title of the thesis, he or she must submit the final title of the thesis to the Officer for approval by the Research Degrees Award Board at the same time as the examination arrangements are proposed. Changes to the title thereafter are only permitted if required by the examiners.

### Abstract

**K16.3.8** There shall be an abstract of approximately 300 words bound into the thesis which shall provide a synopsis of the thesis stating the nature and scope of the work undertaken and of the contribution made to the knowledge of the subject treated. This shall also be included within the electronic copy of the thesis. One loose printed copy of the abstract shall be submitted with the thesis. The loose copy of the abstract shall have the name of the author, the degree for which the thesis is submitted and the title of the thesis as a heading. Where the language of the thesis is not English, the abstract shall be in English.

## **Collaboration**

**K16.3.9** Where a candidate's research programme is part of a collaborative group project, the thesis shall indicate clearly the candidate's individual contribution and the extent of the collaboration.

## **Publication**

**K16.3.10** The candidate shall be free to publish material in advance of the thesis but reference shall be made in the thesis to any such work. Copies of published material should be placed in an adequately secured pocket at the end of the thesis, excepting where the published programme specification requires that they be bound in with the thesis in a particular or specified manner.

## **Deposition of e-thesis**

**K16.3.11** At the same time and identical to the submitted thesis copies, an electronic copy of the thesis shall also be deposited on the University's Research Repository where it will be held on a **closed access** basis until the completion of the award when it will be replaced by the final version of the thesis. The electronic thesis will be used to facilitate examination processes and will be accessible only by designated members of University staff, and made available to appointed examiners where they request it.

**K16.3.12** The candidate shall be informed by the relevant faculty of the procedure to be followed for submission of the thesis (including the number of copies to be submitted for examination), and for the electronic submission to the Research Repository.

## **Length**

**K16.3.13** The text of the thesis should normally not exceed the following word length (excluding ancillary data):

- a. for science, engineering, creative practice/performing arts, art and design subject areas:

PhD 40,000

Professional Doctorate 35,000, or as per the programme specification

MPhil 20,000

- b. for business and management, humanities, social sciences, health and social care and education subject areas:

PhD 80,000

Professional Doctorate 60,000, or as per the programme specification

MPhil 40,000

**Format**

**K16.3.14** The following requirements shall be adhered to in the format of a submitted thesis:

- a. it shall normally be in A4 format, in permanent and legible print. Where copies for examination are produced by photocopying processes, these shall be of a permanent nature; where word processor and printing devices are used, the printer shall be capable of producing text of a satisfactory quality; the size of character used in the main text, including displayed matter and notes, shall not be less than 2.0mm for capitals and 1.5mm for x-height (that is, the height of lower-case x);
- b. it shall be formatted on the right hand (recto) side of the page. Where printed for submission for examination, the paper shall be white and within the range 70 g/m<sup>2</sup> to 100 g/m<sup>2</sup>;
- c. the margin at the binding edge of the page shall not be less than 40mm; other margins shall not be less than 15mm;
- d. double or one-and-a-half spacing shall be used in the typescript except for indented quotations or footnotes where single spacing may be used;
- e. pages shall be numbered consecutively through the main text including photographs and/or diagrams included as whole pages;
- f. page numbers shall not be formatted in the margin;
- g. the temporarily bound thesis submitted for examination shall be printed on single sided paper;
- h. consistent forms of language, spelling, numbering and symbols should be used throughout, and Standard British English conventions should normally be observed;
- i. the title page shall give the following information:
  - i. the full title of the thesis;
  - ii. the full name of the author;
  - iii. that the degree is awarded by the University;
  - iv. the award for which the thesis is submitted in partial fulfilment of its requirements;
  - v. the faculty in which the student was based;
  - vi. the name of the affiliated institution, where relevant the collaborating establishment(s), if any;
  - vii. the month and year of submission which shall be updated on each occasion on which the thesis is submitted;
  - viii. the temporarily bound thesis submitted for examination must include a word count. However this is not a requirement for the final version of the thesis or collection of published works.

**K16.3.15** A sample title page can be found at the end of this section.

**K16.3.16** Distinct from the provision for registration for research degrees based upon creative practice (K1.4), parts of the thesis, and very exceptionally all of it, may be presented in other formats (such as CD-ROM) or using paper sizes other than A4, where it can be demonstrated that the contents can be better expressed in that form and are capable of being assessed. An application to submit a thesis in another format must be made to the Officer on the designated form for consideration by the Research Degrees Award Board as early as possible in the candidate's registration and must have the support of the Director of Studies.

**K16.3.17** The format of the final version of the thesis, to be submitted to the University's Research Repository after the viva voce and after any follow-up work or resubmission has been completed to the satisfaction of the examiners may be found at K16.3.14.

**K16.4 The collection of published works (DPhil/MPhil by publication)**

**K16.4.1R** For the purposes of the award of DPhil/MPhil by publication, 'published works' may encompass books, original and exhibited creative work in any medium, peer reviewed publications in the public domain, published patents or designs, or any other form of scholarly publication.

**K16.4.2** The submission shall comprise:

- a. a bibliography listing the works submitted;
- b. a critical commentary setting out the applicant's view of the nature and significance of the work submitted, the claim to originality, reference to research methodologies employed and the applicant's assessment of the contribution of the published work to existing knowledge in the relevant subject area;
- c. a statement of the extent of the applicant's contribution to the work submitted, covering joint authorship or other types of collaboration;
- d. a statement confirming which part of the work submitted, if any, has been or is being submitted for another academic award;
- e. a statement of training completed and confirming that the minimum credited learning requirement has been or is met;
- f. three copies of the published works;
- g. a proposed title for the submission.

Parts b, to e and g of the application shall be in English. Parts a and f of the application shall normally be in English unless the subject matter involves substantial language and related studies and approval for submission in another language has been given at registration. An identical electronic copy of parts a. and b. shall also be submitted to the University Research Repository.

**K16.4.3** The length of the critical commentary may vary considerably according to discipline. The maximum length for the critical commentary is 20,000 words but it is anticipated that most will be significantly shorter than this. There is no minimum word count.

**K16.5 Examination arrangements**

**The examination process**

**K16.5.1R** 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.

**K16.5.2R** 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.

### **Application of the regulations**

**K16.5.3** If the Research Degrees Award Board permits an alternative form of examination, it shall identify the form of examination and the Officer to the Research Degrees Award Board shall notify the supervisors, the examiners and the candidate of the approved arrangements.

**K16.5.4** Once examination arrangements have been approved and in consultation with the examiners, the Independent Chair and the Director of Studies shall decide the date and logistical arrangements for the examination and notify the Officer, the candidate, supervisors and examiners.

**K16.5.5** The Officer shall send a copy of the thesis to each examiner, together with the designated form for the examiner's preliminary report, and web links to the Academic Regulations relating to research degrees, and shall ensure that the examiners are properly briefed on their duties. The Officer shall send a copy of the thesis to the Independent Chair. Where requested the thesis may be sent in electronic format.

**K16.5.6** For DPhil and MPhil by publication, the Officer shall send to each examiner and the Independent Chair a copy of the submission detailed at K16.4.2. Where it is not possible to provide a copy of the published work, the Officer will make arrangements for the examiners to view the work.

**K16.5.7** The requisite copies of the thesis/collection of published works (one for each member of the panel including the Chair) must be received by the Officer for distribution to the panel at least six weeks prior to the proposed date of the viva. The electronic copy of the thesis in the case of PhD, MPhil or Professional Doctorate or parts a. and b. in the case of DPhil/MPhil by publication must be submitted to the University Research Repository at the same point in time.

### **K16.6 The examination**

#### **First stage (independent preliminary report)**

**K16.6.1** Each examiner shall read and examine the thesis/collection of published work and submit, on the designated form, an independent preliminary report before any viva voce examination is held. In the preliminary report each examiner shall consider whether the thesis/collection of published works, prima facie, satisfies the requirements of the degree. The report shall give the examiner's recommendations on:

- a. what issues should be explored with the candidate at the oral examination;

- b. the merits and deficiencies of the submission;
- c. a provisional recommendation as to whether the proposed title is appropriate;
- d. where possible, make an appropriate provisional recommendation conditional on the outcome of any viva voce examination.

Examiners shall also be mindful of the University's policies, regulations and procedures regarding academic integrity and [assessment offences](#), and the good conduct of research and shall follow Academic Procedures at [section K17](#) if any concerns about the candidate's work arise in these respects.

**K16.6.2** The candidate and supervisory team will not normally receive copies of the examiners' preliminary reports.

### **Second stage (viva voce)**

**K16.6.3** The examiners shall not recommend that a candidate fail outright without holding a viva voce examination or other alternative examination.

**K16.6.4** The examining panel will meet for a period of at least 30 minutes prior to the viva in order to plan the viva. The Chair is responsible for ensuring that the viva is conducted according to the Academic Regulations. Should any member of the examining panel have concerns about the academic integrity of the candidate's work which they have not previously raised in the preliminary report, they should raise this with the Independent Chair who will act in accordance with Academic Procedures at [K17](#).

**K16.6.5** A viva voce examination shall normally be held in English and on a campus of the University or the campus of an affiliated institution where the candidate has been registered for the award through that institution. The Director of Corporate and Academic Services/Academic Registrar may grant permission for a viva to be held elsewhere in the UK or abroad ("off campus") where there is good reason. Any decision to hold a viva voce examination off campus is subject to the appointment of an experienced internal examiner, the agreement of the candidate and all the examiners, and the appointment of an Independent Chair. Where it is proposed to hold a viva off campus the candidate and/or Director of Studies shall submit an application to the Officer to the Research Degrees Award Board in the first instance using the appropriate form.

**K16.6.6** The Officer to the Research Degrees Award Board may, in exceptional circumstances, grant permission for one examiner to be available at a viva by video link, subject to the written agreement of both the candidate and the Independent Chair, and to the technology being of a satisfactory standard. In the event that the technology does not permit the viva to be conducted with the involvement of all parties to a satisfactory standard, the viva should be stopped and rearranged. It is not permissible for the candidate to be interviewed via video link or Skype.

**K16.6.7** The supervisors and a representative of the Research Degrees Award Board may, with the consent of the candidate, attend the viva voce examination but may not participate in the discussion with the candidate unless at the invitation of the Chair. The representative of the Award Board shall remain whilst the examiners decide on their recommendation on the award but shall

not participate in that discussion. The supervisors may not remain whilst the examiners decide on their recommendation on the award.

**K16.6.8** Neither candidate nor supervisors may be present during the panel's deliberations. The conduct of the viva voce examination is at the discretion of the Independent Chair in consultation with the examiners. Possible outcomes are as listed in K16.7.2R and in all cases the panel will complete and sign 'The Recommendation of the Examiners'.

**K16.6.9** If the examiners agree on the outcome of the examination they shall, at its conclusion, submit on the designated form a joint report and recommendation relating to the award.

**K16.6.10** The preliminary reports and the joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Research Degrees Award Board to be satisfied that the recommendation chosen is correct. The joint report shall be submitted to the Officer to the Research Degrees Award Board.

**K16.6.11** If the examiners do not agree, they shall submit separate reports and recommendations on the designated forms. The Officer shall submit them to the Research Degrees Award Board for a decision in accordance with K16.7.3R.

**K16.6.12** The Independent Chair must ensure that the examiners' report is duly completed and submitted to the Officer immediately after the examination.

### **K16.7 Examiners recommendations**

**K16.7.1R** The Research Degrees Award Board will make recommendations for the award of research degrees 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.

**K16.7.2R** Following the viva voce examination the examiners may recommend that:

#### **A. The candidate fulfils the criteria for the award on which they are registered: Pass; including corrections; amendments - minor and major outcomes**

The candidate fulfils the Doctoral/MPhil award criteria and examiners may recommend that the candidate be awarded the degree:

- i. Without further correction or amendment;
- ii. Subject to **correction** of presentational/typographical errors within the material\* (maximum 4 weeks FT/6 weeks PT). Corrections to be approved by one or both / all examiners;
- iii. Subject to **minor amendment** of the material\* as indicated by the examiners and which can reasonably be completed within a maximum 12 weeks FT / 18 weeks PT. Amendments to be approved by one or both / all examiners;

- iv. Subject to **major amendment**. The material\* submitted displays some deficiencies of content, analysis and / or presentation in areas specified by the examiners requiring additional work which can reasonably be expected to be completed within a maximum 6 months FT / 9 months PT. No re-examination is required, amendments to be approved by all examiners.

**B. The candidate does not currently fulfil the criteria for the award on which they are registered:**

**Referred for resubmission and re-examination**

The candidate does not currently fulfil the Doctoral/MPhil criteria and the material\* as submitted displays significant deficiencies of content and/or presentation in areas specified by the examiners. The candidate is permitted to revise and re-submit the material for the degree and be re-examined on one further occasion with or without viva. Revisions indicated by examiners may reasonably be expected to be completed within a maximum 12 months FT/18 months PT. The re-examination shall be of the submitted material as a whole and by all examiners.

**C. Additional outcomes for PhD or DPhil examination only:**

**i. MPhil with amendments**

The candidate does not fulfil the doctoral award descriptor criteria but does meet the criteria for MPhil and may be recommended for this award subject to amendment of the material\* in a manner and to a timescale as recommended by the examiners (**up to** a maximum of 6 months FT/9 months PT). No further examination is required. Amendments to be approved by one or both/all examiners;

Or

**ii. Resubmit and be examined for MPhil**

The candidate does not fulfil the doctoral award criteria but has the potential to meet the criteria for MPhil and may revise and resubmit the material\* as indicated by the examiners for examination for the award of MPhil (within a maximum of 12 months FT/18 months PT). The examination shall be of the submitted material as a whole, shall include a viva and shall be by all examiners.

**D. Degree not awarded**

The candidate is not awarded the degree and is not permitted to be re-examined. (Unsuccessful candidates for DPhil/MPhil by publication may be permitted to re-apply after a period of three years.)

\*NB. Material in the case of DPhil/MPhil by publication material refers to the critical commentary element of the submission.

**Disagreement between examiners following a first viva examination**

**K16.7.3R** Where the examiners' recommendations are not unanimous, this shall be reported by the Independent Chair to the Research Degrees Award Board (RDAB) 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. appoint an independent external assessor who shall review the thesis and make an independent report together with an outcome recommendation to RDAB. No further viva voce examination of the candidate shall take place within the first attempt. RDAB will consider all reports and agree an outcome decision in accordance with regulations at K16.7.2R.

### Application of the regulations

**K16.7.4** Where the candidate is awarded the degree subject to correction or amendment (K16.7.2R.A ii. – iv.), or is referred for re-submission and re-examination (K16.7.2R B), or receives an outcome recommendation (K16.7.2R C i. or ii), the Independent Chair will be responsible for the co-ordination of type-written feedback for the candidate using the electronic template supplied detailing the requirements of the examining panel as to alterations and additional work, together with any other guidance that examiners wish to pass on to the candidate as appropriate. All examiners must agree the content of the written feedback.

**K16.7.5** For the sake of convenience annotations noted on an examiner's copy of the thesis indicating minor presentational/typographical errors only may be passed to the candidate, but this will be sent concurrent with the written feedback by the Officer of the Research Degrees Award Board to whom the annotated copy must be forwarded by the Independent Chair. An annotated thesis can only be accepted in this way in conjunction with the written feedback, not as a substitute for it.

**K16.7.6** Where examiners wish any specific comments contained within their pre-viva preliminary report to be made available to the candidate in post-viva feedback they must indicate this clearly to the Independent Chair. It will not otherwise be made available to the candidate.

**K16.7.7** The written feedback will be communicated to the candidate and the Director of Studies by the Officer to the Research Degrees Award Board.

**K16.7.8** Deadlines for the submission of required corrections, amendments or resubmission of material as a whole shall be calculated from the date of notification of the outcome of the viva examination by the Research Degrees Award Board.

**K16.7.9** Amendments should be made in accordance with specific requirements of the examiners. However, the candidate remains ultimately responsible for deciding the manner in which to improve the material and when these shall be submitted within the maximum time stipulated at K16.7.2R. Candidates may choose to submit before the maximum time allowed.

### Minor amendment

**K16.7.10** Where the award outcome is subject to minor amendment (K16.7.2R.A.iii.), the candidate meets the award criteria and amendment shall normally be restricted to amendment of

representational errors or re-presenting and restructuring existing text only; new work should not normally be required.

### **Major amendment**

**K16.7.11** Where an award outcome is subject to major amendment (K16.7.2R.A.iv.) the candidate meets the award criteria but the material submitted does not reflect the quality of the research undertaken and requires some additional work. This outcome may include a measure of new work including limited extra research or analysis, undertaking some new experiments or repeating existing ones, or re-writing sections of material. This, however, should not amount to a significant extension or fundamental change in direction of the original research, and will not involve a complete re-write of the material as a whole.

**K16.7.12** Where the candidate is awarded the degree subject to major amendment, the Research Degrees Award Board may recommend that some further supervision may be beneficial. Where the candidate chooses to take up this recommendation they will be required to pay the appropriate pro-rata fee.

### **Unsatisfactory amendments**

**K16.7.13** Should the amendments submitted, whether major or minor, not be deemed satisfactory by the examiners the candidate will be given a further 12 weeks in order to make the necessary adjustments. If after this additional time, the examiners confirm that they are not content with the amended material the candidate will be deemed not to have complied with the requirements of the award and may be required to withdraw by the Research Degrees Award Board and the degree not be awarded.

### **Referred for resubmission and re-examination**

**K16.7.14** Where the award outcome is referred for resubmission and re-examination (K16.7.2R.B.), the candidate does not currently meet the relevant award criteria but with substantial new work and re-writing of the material the examiners judge that they have the potential to do so at re-examination. Revision of the material may relate to theoretical and/or methodological aspects and new work may include any or all of the following: new research and/or new data, fieldwork or practice, new analysis, substantial new literature. Exceptionally the examiners may recommend that the candidate be re-examined by viva only, without having to resubmit revised material.

**K16.7.15** A candidate who is referred for resubmission and re-examination with or without a further viva shall only be exempt from the additional viva where the examiners unanimously agree, after re-examining the resubmitted thesis, that there is no need for it, and that the degree can be awarded. However, a candidate may not be failed outright at resubmission and the degree not awarded (outcome K16.7.2R.D.) without the opportunity to undergo a further viva.

**K16.7.16** Where a resubmission viva is required, the Director of Studies may request a copy of the examiners' resubmission preliminary reports from the Graduate School to assist the candidate's preparation for the resubmission viva.

**K16.8 Re-examination of thesis or collection of published works**

**K16.8.1R** A candidate who submits a thesis or collection of published works for re-examination shall be required to pay the appropriate fee.

**K16.8.2R** One re-examination may be permitted by the Research Degrees Award Board subject to the candidate submitting for re-examination within 12 months FT/18 months PT from the date of the latest part of the first examination.

**K16.8.3R** The Research Degrees Award Board may require that an additional external examiner be appointed for the re-examination.

**K16.8.4R** The Research Degrees Award Board may, where there are good reasons, approve an extension of the resubmission period.

**K16.8.5R** In all other respects the re-examination shall be conducted as the first examination, excepting where the examiners' recommendations following a resubmission viva are not unanimous.

**K16.8.6R** Following the completion of the re-examination the examiners may recommend in accordance with the provisions set out in K16.7.2R, excepting that outcome option B shall not apply.

**Disagreement between examiners following a resubmission viva**

**K16.8.7R** Where, following a resubmission viva, the examiners' recommendations are not unanimous, the Research Degrees Award Board (RDAB) 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; or
- c. appoint an independent external assessor who shall review the resubmitted thesis and make an independent report together with an outcome recommendation to RDAB. No further viva examination of the candidate shall take place. RDAB will consider all reports and agree a final outcome as at K16.7.2R (save that option B shall not apply).

**K16.8.8R** 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.

**K16.9 Publication of results and completion of the award**

**K16.9.1R** 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

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

**K16.9.2R** 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.

**K16.9.3R** 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.

**K16.9.4** In accordance with University Regulation H23.2R, the University may withhold an award from a student who:

- a. has outstanding obligations to the University; or
- b. is the subject of an allegation of a breach of discipline or ongoing assessment offence allegation investigation.

### **K16.10 Final version of the thesis or collection of published work**

**K16.10.1R** The final version of the thesis, incorporating any amendments required by the examiners, shall be deposited in electronic format on the UWE Bristol Research Repository and confirmation that this has been carried out in accordance with University regulations received and verified by designated Research Repository staff and the Officer to the Award Board, before the degree may be conferred. For the awards of DPhil/MPhil by publication only the submission commentary and bibliography listing the published works submitted shall be added to the UWE Research Repository.

**NB.** There is no longer any requirement for a printed, bound copy of the final version of the thesis to be submitted.

### **Third party copyright requirements**

**K16.10.2** It is the candidate's responsibility to ensure that use of any third party intellectual property complies with the requirements of the University's intellectual property policy. The thesis or published work submission shall include the following statement:

'Material in this thesis/commentary\* is the author's with the exception of third party material where appropriate permissions have been obtained and attributed. This copy has been supplied on the understanding that no use of material may be made without proper acknowledgement.'

\*for awards by publication

**K16.10.3** The designated form shall be submitted to the Officer of the Award Board confirming that the thesis or published work submission deposited on the University's Research Repository is identical in content to the version submitted for examination purposes except where amendments have been made to meet the requirements of the examiners and have subsequently been approved by them. In the case of a PhD, Professional Doctorate or DPhil, the final thesis or published work submission shall also be accompanied by the British Library doctoral thesis agreement form (EThOS), duly completed.

**K16.10.4** Procedures at K12.3 restricting access to a thesis may only be applied where previously agreed by the Research Degrees Award Board.

**K16.11 Certificates and ceremonies**

**K16.11.1** After designated staff from the Repository Team and the Officer to the Award Board have verified that the final version of the thesis or collection of published works (commentary and bibliography). has been deposited on the UWE Research Repository in accordance with University requirements, the Research Degrees Award Board will approve the production of the Certificate and Certificate of Credit by Academic Services. The University will not confer the award, nor may the candidate attend an award ceremony or adopt the doctoral title until the final deposition of the thesis has been made appropriately.

Reference: QAA UK Quality Code Part B Chapter B11 Indicator 17

SPECIMEN THESIS TITLE PAGE

THE ORIGINS OF UNDERWATER  
BASKET WEAVING IN WESSEX

JOHN ALBERT SMITH

A thesis submitted in partial fulfilment of the requirements of the University of the West of  
England, Bristol for the degree of \*Doctor of Philosophy

\*\*This research programme was carried out in collaboration with the Marine Basket Weavers'  
Association

Faculty of Maritime Studies, University of the West of England, Bristol  
March 2017

\* replace with the full title of your degree

\*\* this sentence should only be used where there was a collaborating institute linked to your  
registration

## Essential information: section K17. Postgraduate research degrees – assessment offences in MPhil and doctoral level awards

### Overview of section

Including the investigation of:

- first and lesser offences;
- first and serious, or subsequent offences;
- additional procedures for the investigation of all offences relating to a thesis submitted for final examination;

Reporting and recording offences and recommendations to the Award Board, investigating panels;

Applicable penalties.

## Part K: section K17. Postgraduate research degrees – assessment offences in MPhil and doctoral level awards

### **K17.1 Investigation process for all assessment offences relating to research study**

N.B. The terms Faculty Research Degrees Committee and FRDC are used interchangeably within this section.

**K17.1.1** The University considers that allegations of assessment offences relating to research study undertaken by candidates for the purpose of an MPhil or doctoral level award shall be deemed to be serious and investigated accordingly. The only exception shall be first offences of a lesser nature occurring prior to the submission of the thesis for final examination for which a formal warning may be considered the most appropriate outcome. The University may take copies of a candidate's work as it considers necessary or expedient for the detection of assessment offences (see the [assessment offences policy](#)).

**K17.1.2** Assessment offence allegations made against candidates registered on an MPhil or doctoral level award (including those who are also members of University staff) shall be investigated under the University's Academic Regulations and Procedures where the allegations relate to research undertaken for the purposes of assessment for that award, and shall align with the principles of the [University Code of Good Research Conduct](#) as appropriate. All allegations concerning misconduct in other research are subject to investigation under procedures described in annex 8 of the University's '[Code of Good Research Conduct](#)'.

**K17.1.3** For the purposes of investigating assessment offences in the research study element of MPhil and doctoral level awards, the Executive Dean's nominee responsible for leading the investigation will normally be the Chair of the Faculty Research Degrees Committee (FRDC) of the faculty responsible for the award on which the candidate is registered, who will report the nature and extent of the assessment offence to the Research Degrees Award Board. The Board will decide any penalty to be imposed.

**K17.1.4** A person who considers that a candidate has committed an assessment offence shall, as soon as possible, report the allegation in detail in writing to the Chair of the Faculty Research Degrees Committee (FRDC) of the faculty responsible for the award on which the candidate is registered. Where the allegation concerns a thesis that has been submitted by the candidate for final examination the allegation shall be reported in the first instance to the Postgraduate Research (PGR) Assessment Manager within the Graduate School who will liaise with the FRDC Chair (K17.2.1).

**K17.1.5** The FRDC Chair shall seek to establish the nature and extent of the offence and in doing so shall have regard to the contribution of the work to the assessment of the research study as a whole, whether the candidate has previously been found to have committed an assessment offence, and whether there is evidence to suggest that the candidate committed the offence intentionally. The FRDC Chair may invite another appropriate member of the FRDC, unconnected to the candidate or the project, to assist them in this investigation. Where the allegation relates to

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

the thesis post-submission for final examination, this shall be done in liaison with the PGR Assessment Manager who will consider whether postponement of any arranged viva is necessary while the investigation takes place.

**K17.1.6** Once an allegation has been made and the FRDC chair has established that there is a case for further investigation, the Director of Studies/Supervisory Team shall play no part in that investigation other than to provide information or evidence as required by the FRDC Chair.

**K17.1.7** The FRDC Chair shall notify the candidate by letter and email of the nature and details of the allegation, the extent of the alleged offence and the procedure to be followed.

**K17.1.8** The FRDC Chair shall give any candidate who so wishes the opportunity to discuss the nature and potential implications of the alleged assessment offence. Another member of the FRDC or a PGR Assessment Manager should be in attendance at this meeting, and the candidate should be advised that they may also be accompanied by a friend or Student Union representative.

**K17.1.9** The candidate shall have three working days from the date of the notification to indicate to the FRDC Chair whether they admit the offence and whether they wish to exercise the right to appear in person before the FRDC Chair.

**K17.1.10** Where the FRDC Chair has any current or previous connection with the candidate, with the candidate's research, or with the candidate's supervisory team that may be considered inappropriate to the conduct of the investigation, an FRDC Chair from another faculty or other individual nominated by the Executive Dean of the faculty will undertake the investigation.

**K17.1.11** Where the FRDC Chair finds that a first offence of a lesser nature has occurred prior to the submission of the thesis for final examination, they may conclude that a formal warning is the most appropriate outcome of the investigation. This shall be sent to the candidate advising that further offences will be deemed 'serious' and may result in a more severe penalty being applied. The Director of Studies shall receive a copy of the letter and must meet with the candidate to agree a plan of action to improve the candidate's understanding of good academic practice. All examples must be rectified within the work concerned. The offence will be recorded on the candidate's student record, but will not appear in future academic references.

**K17.2** Additional procedures for the investigation of assessment offences in a thesis submitted for final examination

**K17.2.1** Where as part of the preliminary scrutiny of the thesis an examiner suspects that an assessment offence may have occurred, this shall be reported to the PGR Assessment Manager without delay who will liaise with the FRDC Chair to determine the nature and extent of the problem. This will enable cases that are due to poor scholarship rather than plagiarism or other type of offence to be identified. Instances of poor scholarship may then be raised and dealt with as part of the normal viva process e.g. by requiring the candidate to correct or amend where necessary, and ideally the viva can be conducted without delay. In such cases no offence will be recorded on the candidate's student record.

**K17.2.2** Where however, the FRDC Chair determines that there is evidence of plagiarism or other offence the viva may need to be delayed by the PGR Assessment Manager while a fuller investigation is carried out using text matching software and other methods. It will be for the FRDC Chair to determine both the volume and significance of the offence in terms of its impact upon the academic integrity of the thesis as a whole and also whether there is evidence to suggest that the candidate carried out the offence intentionally. In addition to the assistance outlined at K17.1.5, the Chair may need to seek advice from other colleagues unconnected with the student or the research project but with experience in the subject area and consult with the examiners in order to determine the former.

**K17.2.3** Where the offence is of relatively minor significance to the main arguments of the candidate's research and where there is sufficient remaining material to be examined that is original to the candidate, this will form the basis of the FRDC Chair's recommendation to the Award Board who, if in agreement, will return the thesis redacted as to the offending material, to the examiners and the viva can take place. The outcomes of the viva in such cases will be limited, however, to resubmission with viva or to fail. In such cases the offence will be recorded on the candidate's student record.

**K17.2.4** Where there is evidence of extensive plagiarism, research misconduct or other assessment offence which compromises the academic integrity of the thesis as a whole, the FRDC Chair will need to determine whether a more serious outcome should be recommended to the Award Board (RDAB). If so, the viva may be further postponed while RDAB considers this recommendation, or cancelled altogether where the Board decides that the candidate should be required to withdraw. In which case, the offence will be recorded on the candidate's student record and in academic references, the candidate's registration will be terminated and no award will be made.

**K17.2.5** Where an assessment offence is discovered too late to stop the viva e.g. the panel has already assembled or during the viva itself, then the examiner should raise their concerns with the Independent Chair who is responsible for the conduct of the viva. Following discussion with the panel in camera the Independent Chair will decide whether the viva should continue or should be stopped. If the viva continues then the examiners may question the candidate about areas of concern within the thesis and this should be clearly recorded in the examining panel outcomes report (RD12). If, at the end of the viva the examiners are not confident that the thesis is the candidate's own work then this should be indicated on the RD12 which will initiate an investigation. If it is decided that the viva should be stopped immediately, then the Independent Chair will contact the PGR Assessment Manager and the investigation process will be initiated as before.

**K17.2.6** The Award Board (RDAB) may ultimately decide to disagree with a recommended RD12 outcome made by the examiners if, following an assessment offence investigation, an allegation against the candidate is subsequently found to be proven.

**K17.2.7** In all other respects the process shall be the same as at K17.1 above and if necessary, with regard to investigating panels at K17.4 below.

**K17.3** Reporting and recording serious assessment offences and recommendations to the Award Board

**K17.3.1** Where the FRDC Chair finds that an assessment offence has taken place, and taking into account any written or oral statement by the candidate, they shall report the findings to the Research Degrees Award Board (RDAB) and may recommend an appropriate outcome to: take no further action; or

- a. require the candidate to resubmit the work within a manner and timescale approved by RDAB; or
- b. require the candidate to withdraw from the award without viva and no further resubmission permitted. The candidate will not qualify for the award on which they are registered and their registration will be terminated.

**K17.3.2** The Award Board shall receive the findings of the investigation and will consider any recommendation made by the FRDC Chair. The Board shall decide any assessment penalty to be imposed but may not revise the findings of the assessment offence investigation itself. In accordance with the range of applicable penalties at K17.6R , the Board may decide to:

- a. take no further action;
- b. agree with the recommended outcome made by the FRDC Chair;
- c. vary the recommended outcome;
- d. disagree with the recommended outcome and impose a different penalty.

**K17.3.3** In all cases except a, the offence will be recorded on the candidate's student record and in all future academic references.

**K17.3.4** Where the Award Board requires the candidate to resubmit a thesis previously submitted for final examination it may decide to:

- a. retain the existing examining panel, or;
- b. require the appointment of a new examining panel in part or in full.

**K17.3.5** In the case of an assessment offence found to have been committed in a thesis post-submission for final examination but discovered prior to the viva having taken place the Board may decide that the offence is sufficiently serious to warrant an appropriate penalty that overrides procedures at K16.6.3 and require the candidate to withdraw without viva.

**K17.3.6** Penalties for assessment offences for candidates whose award is validated or accredited by professional or statutory bodies may be constrained by the regulations of those bodies, (G2.3).

**K17.3.7** The Director of Academic Services or RDAB through the Director of Academic Services may decide that a report shall be made in accordance with the student conduct policy (G8.5 ) and/or Regulation H30 (suspension and expulsion of students for academic reasons) may be applied where appropriate.

#### **K17.4 Investigating panels**

**K17.4.1** Where the candidate does not admit the offence, the FRDC Chair shall liaise with the Executive Dean (or nominee) who will instigate an investigating panel. The membership of this panel will normally comprise the Executive Dean (or nominee) as Chair of the panel, the FRDC Chair, and a member of an FRDC of a different faculty who is also an active doctoral level supervisor. The Graduate School Postgraduate Research Assessment Manager shall be in attendance at the investigation to provide advice on academic regulations relating to Postgraduate Research candidates. The purpose of the investigation is to re-consider the evidence, establish whether an offence has occurred and, if so, its nature and effect upon any penalty recommended to RDAB.

**K17.4.2** The investigating panel shall conduct itself in accordance with G5.1.

**K17.4.3** Where the investigating panel finds that an offence has occurred, it shall report its findings to RDAB as at procedure K17.3.1 and the Board shall decide any assessment penalty to be imposed in accordance with procedures at K17.3.2 and the range of applicable penalties at K17.6R.

#### **K17.5 Reporting data about assessment offences**

**K17.5.1** FRDC Chairs shall keep a record of any allegations of assessment offences and penalties imposed on candidates, utilising data held on the student records system maintained by the Graduate School where appropriate. This information will be used in compliance with University reporting procedures as required.

#### **K17.6 Summary of applicable penalties**

**K17.6.1R** The penalty tariff is designed with due regard to:

- a. the intent to deceive;
- b. the proportion of the material affected;
- c. the level of study;
- d. the amount of previous skills support training which has been undertaken

**UWE Bristol Academic Regulations and Procedures 2016/2017**

<b>Offence deemed</b>	<b>Offence committed</b>	<b>Normal penalty to be applied</b>
<p>Poor scholarship</p>	<p>Incomplete, inaccurate or missing citation in a small number of instances.</p>	<p>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. All examples must be rectified within the work concerned. 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. Incident will not be recorded on the candidate’s ISIS record.</p>
<p>First and lesser offence  (Not applicable for offences found in a thesis submitted for final examination)</p>	<p>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.</p>	<p>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. The offence is recorded on the candidate’s ISIS record. Candidate and DoS must meet to agree an action plan as above which will be subject to FRDC scrutiny. All examples must be rectified within the work concerned.</p>
<p>All other offences including:  First and serious offence; Second/subsequent offences; All offences detected within the thesis after its submission for final examination.</p>	<p>Evidence shows plagiarism or other assessment offence that is: substantive but not key to the overall piece of work or thesis; or substantive and central to the piece of work or thesis; or amounts to a considerable portion of the piece of work or thesis. Or The candidate has committed a second/subsequent offence, where previously</p>	<p>Candidate is required to resubmit the work or thesis in a manner and within a timescale approved by RDAB; or 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;  In all cases the offence will be recorded on the candidate’s ISIS record and included in future academic references.</p>

	found guilty of a first offence.	
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**K17.7** Assessment offences relating to taught elements of the award

**K17.7.1** Allegations against candidates registered on programmes leading to MPhil and doctoral level awards of the University shall be investigated in accordance with the University's assessment offence procedures (G1 – G9) where the allegation relates to the assessment of taught elements of the award for which UWE credit is awarded.

**K17.7.2** All allegations relating to research study undertaken by candidates for the purpose of an MPhil or doctoral level award shall be investigated in accordance with procedures as set out in section K17 of the regulations.

## Appendix B1: Process for the designation of professors

### 1. Preparation of a business case

**1.1** The University may consider internal and external candidates for designation as Professor by referring to the criteria in academic regulation B11.

**1.2** A business case for establishing posts is normally made as part of the annual planning round and this must be approved by the Vice Chancellor's Executive Group (VCE). Exceptionally, cases may be considered at other times, these will also require VCE approval.

**1.3** A proposal for a new post must be supported by a strong rationale and academic business case. Executive Deans will therefore be asked to link a business case to academic leadership and enhancement, and to show how the post would support strategic growth, sustainable development and fit with University priorities.

**1.4** The business case will need to confirm the purpose of the new post and how it will be funded. For example:

#### The purpose

- a. a need to identify definable leadership within the relevant department;
- b. the promotion of innovative leadership in teaching and learning;
- c. the provision of academic leadership in an aspect of research, knowledge exchange or public engagement.

#### Support for the post

- a. increased income through student numbers on new courses;
- b. sponsorship from an external agency;
- c. money earned through externally funded research grants.

The business case should also cover:

#### Academic need

- a. fit with the University's strategic priorities (including the UWE Partnership Mission);
- b. areas of academic development agreed as part of faculty/department planning with VCE;
- c. defined research or knowledge exchange and/or teaching leadership against a funded case.

#### Generation and/or an increase in income

- a. funding streams that will support, or augment the new role;
- b. new or re-attributed student numbers;

- c. external Research and Knowledge Exchange grants;
- d. consultancy or other non-HEFCE income;
- e. significant match funding from an external source (for example: private or industrial sponsorship).

**Activity**

- a. as part of the business case the Executive Dean (or nominee) will be asked to quantify and describe a set of personal targets for the post holder.

**2. Appointment to professor**

**2.1** If the business case is considered to be credible, robust, sustainable and necessary to the academic direction of the sponsoring department or faculty, the Executive Dean (or nominee) will be asked to initiate the University's recruitment process.

**2.2** For appointed professors who are employed by the University, the title of Professor is valid for the period of their employment.

**2.3** A professor employed by the University shall normally be required to deliver an inaugural open lecture, or otherwise demonstrate the professed reputation and qualities, before a University audience within one year of designation as a professor.

**3.** The process for appointing to professor and associate professor and awarding of emeritus and visiting titles

**3.1** The full procedure for making appointments to professor, associate professor and visiting titles is available on the Academic Careers section of the Human Resources web page (visible internally only).

# Appendix C1: Credit rating of award routes offered by external institutions leading to awards of the University

## 1. Affiliated institutions

**1.1** 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.

**1.2** 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.

**1.3** 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.

**1.4** An affiliated institution with authority to conduct its own validation and review of award routes leading to awards of the University may:

- a. seek approval to apply the University's credit structure and requirements to its proposed award(s);
- b. exceptionally, seek approval from the University to credit rate award routes leading to awards of the University in accordance with its own credit rating arrangements.

## 2. Institutions outside the United Kingdom

**2.1** Where award routes leading to awards of the University are offered by an institution outside the United Kingdom, the regulations, procedures and arrangements for credit transfer and credit rating shall be considered as part of the procedure for the approval of the relationship. These shall have due regard to any credit accumulation and transfer scheme and credit rating arrangements in the country and institution in question.

## 3 Credit rating of external, non-award-bearing provision

**3.1** 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.

**3.2** The credit rating of learning undertaken through external organisations is the responsibility of the Academic Board which will make appropriate arrangements for fulfilling these responsibilities and may delegate its responsibilities to a committee or sub-committee. Panels established for the purpose of considering applications for credit-rating from external organisations operate with the authority of and report to Academic Board.

**3.3** 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.

**3.4** Applications from organisations wishing to apply for the credit rating of learning provision should be addressed to or (if received through a faculty link) be referred to the Director of Academic Services as soon as possible. Where the preliminary contact is with any other member of University staff, the Director of Academic Services must be notified of the approach as early as possible.

**3.5** The Director of Academic Services will arrange for preliminary informal consultation with the appropriate officers of Academic Services to determine the scope and nature of the organisation's likely proposals. After preliminary consultation and advice to the organisation, the Director of Academic Services may, in appropriate cases, identify a member of University staff to act as a consultant to the organisation in the preparation of a formal application. Where an application relates to the work of a University faculty, it will normally be expected to come forward with the support of the faculty concerned.

**3.6** The formal application from the external organisation should be submitted to the Director of Academic Services who will decide the most appropriate process for the consideration of the application. This will always involve a meeting of a panel representing the University and representatives of the external organisation.

**3.7** The panel will consider the application and decide on an appropriate credit rating and make a recommendation to the Director of Academic Services.

**3.8** If those applying for credit rating from within or from outside the University cannot reach agreement about the rating with a University panel or representatives, the matter will be referred for resolution to the Director of Academic Services.

## Appendix D1: Consultation with and feedback from students

**1.1** Student feedback is an important element of the University's quality management and enhancement framework and should be used to review and develop policy and practice at all levels within the University.

**1.2** The University will collect feedback from students at a number of levels – modular, programme, institutional and via the National Student Survey (NSS).

**1.3** Student involvement in the development, quality management and monitoring of programmes is secured through the requirement that there should be student representation committees set up by each faculty for the management of programmes. In addition, faculties may choose to establish other forms of staff/student consultative arrangements to meet particular local needs.

**1.4** Faculties and academic partners in addition to the required formal arrangements may determine other procedures for securing feedback from students on their educational experience. Such procedures shall ensure that there is provision for requesting, analysing, acting upon and communicating the outcome of student feedback on individual modules and on the student's learning experience. The procedures should enable students to provide information and offer opinion on their experience of teaching and learning, assessment methods and arrangements, access to and appropriateness of learning resources, and provision for student guidance and other forms of pastoral and learning support.

**1.5** Responsibility for ensuring that student consultation and feedback procedures are in operation lies ultimately with the Executive Dean, working in conjunction with the faculty executive and with the chairs of any other committees and groups established for this purpose. The operation and effectiveness of these arrangements and their oversight by the faculty executive are required to be covered by a faculty's annual monitoring and evaluation procedures. These, in turn, are subject to faculty scrutiny by Academic Standards and Quality Committees.

**1.6** In developing and maintaining its procedures for student consultation and feedback, a faculty is required to ensure that:

- a. informal and formal mechanisms for securing student consultation and feedback are employed;
- b. there is provision for student participation in quality assurance and quality enhancement activities;
- c. information and guidance is available to students on faculty structures and committee arrangements, on provision for student representation and that steps are taken to encourage student representation and to record the names of elected student representatives in the faculty and to make them known to students, staff and the Students' Union;
- d. lines of responsibility for and channels of communication with students are clear and documented;

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

- e. there is a range of mechanisms for securing feedback, including but not confined to questionnaires;

and, in order to ensure that consultation and feedback arrangements are fully used, that:

- a. consultative and feedback mechanisms are timely and sufficiently frequent to allow students to make a worthwhile contribution to developing and enhancing their learning experience;
- b. the focus and purpose of consultative and feedback mechanisms are made clear and communicated effectively to all students and staff;
- c. arrangements for preparing agendas and briefing students in relation to formal committee business are timely and accessible;
- d. arrangements for requesting feedback from students on modules, units of study and across a programme/award are appropriately coordinated;
- e. that the feedback loop is properly closed through provision for keeping students informed of action or the reasons for taking no action.

Reference: QAA UK Quality Code Part B Chapter B5 Indicators 1- 3 and 7
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## Appendix E1: Assessment principles

**1.1** 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.

**1.2** 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.

**1.3** The University's policy on 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.

Reference: UK Quality Code for Higher Education Part B Chapter B6 Indicators 1, 2, 4, 8 and 10, Chapter B7 Indicators 2 and 3

## Appendix E2: Extenuating circumstances regulations

### Definition of extenuating circumstances

It is each student's personal responsibility to undertake the required assessments for their programme of study on the dates set by the University. However, the University recognises that at times students may encounter major situations which affect their ability to sit an exam or submit a piece of coursework or other assessment. These situations are known as 'extenuating circumstances'.

Extenuating circumstances are significant personal difficulties or circumstances which may impact on a student's ability to complete, submit or attend a specific assessment and are defined as significantly disruptive matters which are outside of the control of the student.

The purpose of this document is to outline the three main ways in which the University can support students encountering such situations, in order that the most appropriate outcome can be reached in each case.

### Submission of an extenuating circumstances application

**E16.2R** A student may apply for extenuating circumstances if they do not submit an assignment or do not attend an examination or other controlled conditions assessment such as a presentation. If a student has chosen to submit an assessment or attend an exam, it will be assumed that they have made a judgement they were fit to do so and the implication will be that there were no extenuating circumstances present which could have adversely affected them. Any extenuating circumstances applied for before or after the exam or assessment will be rejected.

### Completing the online form

**E16.3** Extenuating circumstances forms are available online via the UWE website.

**E16.4R** It is the student's responsibility to ensure all relevant information and supporting documentary evidence is made available to the University. Please note a verbal notification regarding personal difficulties is not sufficient.

**E16.5R** When filling out the form, students must ensure they record exactly which assessments have been affected and link this to the modules they relate to. Students must clearly state why the circumstances adversely affected their ability to attend or to submit the assessment. The dates of the assessment must be linked to the reasons given.

**E16.6R** Students must ensure they have completed the form before submitting it.

**E16.7R** All of the following pieces of information are essential:

- a. personal details - name, student number, award title;
- b. details of the extenuating circumstance – how their circumstances have affected their studies and relevant dates and details;
- c. documentary evidence;
- d. signature – electronic submission is authentication of the signature and confirmation of the date.

**E16.8** Students are strongly advised to obtain guidance or advice from Information Points or Student Support Advisers prior to submitting their form. However, such advice should be limited to the procedures to be followed and the required evidence. The responsibility lies with the student to make the final decision. Staff should avoid attempting to judge the likely outcome of an application submitted under the procedure.

**E16.9** Where a student is studying with an academic partner they should contact their local administration office for guidance.

**E16.10** In addition, the Students' Union Advice Centre provides independent advice and assistance with applications for all students:

<http://www.thestudentsunion.co.uk/representation/advice-centre/>.

**E16.11R** Requests for consideration of extenuating circumstances will not be carried forward between assessment opportunities. A new form, and new up to date evidence, will need to be submitted which demonstrates that the circumstances are continuing (for longer term circumstances please see the sections on 'ongoing conditions, disabilities or pregnancy and maternity' or 'suspension of studies'.

**E16.12** Students who are not able to submit an application using the online form should contact an information point as soon as possible.

### **List of acceptable and unacceptable circumstances**

**E16.13** The table at the end of this section is provided as a guide for students and staff and shows circumstances and evidence that are normally acceptable, as well as instances that are not considered as valid grounds for the submission of an application.

### **Final deadline for submission of an application**

**E16.14R** An extenuating circumstances application should be made in advance of an assessment (see E1.5R). However, if the student's situation prevents this, it must be made as close as possible to the deadline of the affected assessment(s).

**E16.15** Where this is not possible, there are final deadlines for making extenuating circumstances applications once module teaching and assessment has been completed at the end of each term. For the 2016/2017 academic year these are:

## UWE Bristol Academic Regulations and Procedures 2016/2017

Postgraduate Dissertation modules (for students completing their award)	14:00 14 October 2016
Health and Applied Sciences (November 2016 exam boards)	14:00 18 November 2016
Modules completed by the end of assessment period 1	14:00 3 February 2017
Health and Applied Sciences (March 2017 exam boards)	14:00 17 March 2017
Modules completed by the end of assessment period 2	14:00 2 June 2017
Modules completed by the end of assessment period 3	14:00 28 July 2017
Modules completed by the end of assessment period 4	14:00 18 August 2017

For students studying at international partner institutions where these regulations apply their local administration offices will be able to provide the final deadline information prior to each examining board period.

Please note: these deadlines do not apply to students studying BPTC/GDL/LPC law programmes.

### Late claims for extenuating circumstances

**E16.16R** Applications for extenuating circumstances received after the relevant deadline will not be considered, unless at the same time a student gives a valid and acceptable reason for submitting the application late. Students are expected to provide evidence as to why they did not submit an application at the appropriate time. Late claims for extenuating circumstances must be received no later than ten working days after the formal notification of the examining board's decision. In exceptional circumstances, where a student is in a position to demonstrate, with the support of documentary evidence, that they could not reasonably have been expected to have complied with the University's regulations in respect of extenuating circumstances owing to the specific nature of the issues involved, a claim which has been submitted beyond this time frame may be reviewed. Where appropriate, if the late claim of extenuating circumstances is upheld after the relevant examining board has met, the Chair of the Examining Board will be notified and a sub-Award Board convened to reconsider the student's academic profile.

**E16.17** If a student encounters any problems which might prevent them from submitting an application or the accompanying evidence by the relevant deadline, they should contact an infopoint as soon as possible. They may be advised either to submit the application with a full explanation for the reasons for the lack of required evidence and an indication of when it might be available or to make an appointment with a Student Support Adviser. Students studying at international partner institutions should contact their local administration office.

**E16.18R** If the evidence is still not available when the application is considered by designated staff or the panel and no other independent corroborating evidence is available, it will be rejected.

### Third party applications

**E16.19R** The University may not make a submission on behalf of a student unless in very exceptional circumstances where a student is unable to submit a request for the consideration of extenuating circumstances on their own behalf. For example, if a student is unexpectedly confined

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

to hospital for medical treatment. For such an application to be accepted the University requires that the submission states why the student was unable to make the application themselves; the name and contact details of the third party and their connection to the student; and that the application is supported by evidence.

### **The process for considering extenuating circumstances applications**

**E16.20** The University operates a two stage process which has full delegated authority from Faculty Award Boards to make decisions whether to accept or reject extenuating circumstances applications. Designated staff have the authority to consider extenuating circumstances applications.

#### **Stage one**

**E16.21** Designated staff will consider cases following the submission of the application online. Depending on the nature of the circumstances and evidence provided, the staff member may be able to consider the application or will consult with an academic reviewer before a decision is made.

#### **Stage two**

**E16.22** Where staff are unable to reach a decision at stage one, the application will be considered by an Extenuating Circumstances Panel. The panel will convene at intervals during the year, meeting formally or virtually. The panel may, if appropriate, request and receive reports from tutors. The panel will comprise at least three members of staff, including the Chair who will be an academic member of staff.

#### **Confidentiality**

**E16.23** All cases and evidence provided must be treated as confidential and a panel may decide to assess cases anonymously.

**E16.24** In the event that a student subsequently appeals or makes a complaint any relevant paperwork may be accessed as part of the investigation.

#### **Decisions**

**E16.25** Designated staff or the extenuating circumstances panel shall decide whether to accept or reject each application.

#### **Notification of outcomes**

**E16.26** The decisions to accept or reject extenuating circumstances applications will be recorded and entered onto the Student Record system. Students will be notified as to whether their application has been accepted or rejected via email and any subsequent Award Board decision will be available on myUWE following the publication of results.

## **The role of the Award Boards**

**E16.27R** Decisions about the impact of individual extenuating circumstances upon a student's progression or eligibility for an award will be made by an Award Board (a meeting which is convened to confirm results and to classify degrees). Where an extenuating circumstances application has been accepted the Board can use its discretion to take account of these and may:

- a. allow a resit or retake of a failed module;
- b. allow the mark for a resit or retake to be uncapped;
- c. allow a student to continue on an award despite failing one or more modules providing that the rest of their academic profile allows them to do so;
- d. accept failure of a module/s when recommending eligibility for a named award.
- e. recommend an aegrotat award (an unclassified award granted to a student who is unable for reasons of illness or similar incapacity to complete or be assessed).

Please note:

- a. these decisions are subject to the assessment regulations for the award;
- b. some of these outcomes may have visa implications for those students who require them;
- c. Award Boards should consider the implications of accepting failure in core or compulsory modules, particularly for awards that lead to professional qualifications or have professional accreditation or recognition, to ensure the student is not disadvantaged by applying this regulation.

**E16.28R** Acceptance of an extenuating circumstances application does not permit the following:

- a. an adjustment to the marks for individual modules;
- b. to allow students who have passed a module to retake it;
- c. to waive the fees for a retake unless in very exceptional cases which are markedly different from the usual run of cases (see the waiver policy for further information);
- d. to allow marks for elements of assessment within a failed component to be carried forward.

## **2. Five working day extensions**

Students are expected to plan their workload to avoid being impacted upon by a minor illness or other cause which is not considered to be extenuating circumstances. However, if a significant and serious event arises shortly before the published deadline for a piece of work which may prevent submission and for which a student can provide original, independent documentary evidence, they may apply for an extension.

An extension is where a student applies for a brief extension to the hand-in deadline for an individual coursework assignment. The extension will normally be for a maximum of 5 working days. This maximum period is required in order to avoid delaying the provision of feedback to the rest of the cohort, to allow for sufficient marking time and to facilitate the efficient processing of student work.

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

**E16.29R** The extension request must normally be submitted at least two full working days (48 hours) before the deadline. However, wherever possible students should submit their request well in advance of this date. The student should be prepared to explain what duration of extension they would need.

**To note:** Dates when the University is closed do not count as working days. For example, the University is closed on public holidays so these do not count as working days.

**E16.30R** An extension request will normally only be considered if:

- a. the request is submitted within the permitted timescale;
- b. relevant third party documentary evidence is attached to the request.

**E16.31** If upon discussion with the student it is discovered that it is not realistic for them to submit, or they chose not to submit they may still make an extenuating circumstances application. The grounds for making an application for an extension

**E16.32R** The only acceptable grounds for making an application for a five working day extension are as follows:

- a. bereavement (close family member e.g. partner, parent, primary carer, child);
- b. serious personal accident or injury of self or close family member/serious illness of self or close family member (including mental health);
- c. victim of crime (requires a written statement of events, evidenced by a crime reference no./police report and one of the following: evidence from a counsellor, doctor, victim support or legal adviser which confirms that the nature of the crime is likely to prevent the timely submission of the work);
- d. part time students who have had an unexpected increase in working hours (evidenced by a letter from the employer);
- e. sporting commitment at a national/international level;
- f. participation in activities at a national/international level;
- g. a unique career enhancing opportunity approved by the University.

**E16.33R** The requirements for the supporting evidence are the same as would be expected for an extenuating circumstances application (see E16.61R). However, self-certification will not be accepted as evidence for a five working day extension request.

### **Late requests**

**E16.34** Requests made after the assignment deadline will normally not be considered. However, if an incident occurs during the two full working days (48 hours) before the deadline and only if the student provides independent documentary evidence of a situation which demonstrates they cannot meet one or more of the requirements above, a late request may be considered. An example of such a situation may be an emergency event on the evening before/morning of the hand in. For example, if a student was unexpectedly confined to hospital for medical treatment. However, there is no guarantee that such a request can be considered.

N.B. It must be possible for staff to have time to mark the work before the examination boards.

**Assessment types and extensions**

**E16.35** Due to the nature of the type and timing of some forms of assessment it will not be possible for an extension to be given or the maximum extension may be less than 5 working days. Where the nature of the assessed work is such that an extension cannot be granted, or where the student cannot undertake the task at a different time from the other students without gaining an unfair advantage, and they then do not submit or undertake the assessed work, a 'non submission' will be recorded. The student will still be eligible to apply for extenuating circumstances.

<b>A. Five working day extensions are normally available for the following assessment types</b>	<b>B. Five working day extensions are <u>not</u> normally available for the following assessment types</b>
An individual piece of work, for example: <ul style="list-style-type: none"> <li>• coursework;</li> <li>• an individual presentation;</li> <li>• an individual viva.</li> </ul>	Group work, for example: <ul style="list-style-type: none"> <li>• jointly assessed group work;</li> <li>• a group presentation;</li> <li>• group design review;</li> <li>• a group report for which the same mark is assigned to all contributors.</li> </ul>
<ul style="list-style-type: none"> <li>• a poster;</li> <li>• an individual poster presentation.</li> </ul>	Assessments limited by logistical constraints, for example: <ul style="list-style-type: none"> <li>• assessments to be completed whilst on a field trip;</li> <li>• assessments with a submission date which falls after the Friday before the relevant Field Board;</li> <li>• assessments submitted for marking in a studio by a group of staff at a fixed time (including work for an end of term degree show).</li> </ul>
Work associated with practice but only if it is a portfolio or a written submission which includes professional practice evidence (but is not the practice element of a professional practice module).	Practice elements of professional practice modules.
Write up of laboratory work if it is submitted as an individual piece of coursework, but this may need a discussion with the supervisor.	Practical / skills based work, for example: <ul style="list-style-type: none"> <li>• an assessment taking place within a laboratory;</li> <li>• Objective Structured Clinical Examinations (OSCEs)</li> </ul>
	Where assessments are set up as timed assignments, for example: <ul style="list-style-type: none"> <li>• multiple choice questions;</li> <li>• computer based exams;</li> <li>• tests;</li> <li>• timed essays.</li> </ul>

**E16.36R** Extensions may not be granted for examinations or any resit work.

**How the University considers extension requests**

**E16.37** A student making a request for an extension must be directed in all cases to an infopoint. Extensions may not be agreed between an individual tutor and the student.

**E16.38** An extension to a deadline is granted in order that the assessed work can be submitted as if on time. The assessed work is then marked according to the same criteria as all other assignments submitted.

**E16.39** Where an extension to a deadline is permitted, it should:

- a. normally be no more than 5 working days in duration;
- b. be directly related to the time lost;
- c. fall prior to the provision of feedback to the cohort so that the student is not advantaged through knowledge of the feedback provided to other students;
- d. enable the work to be marked before the examination board meets.

Additional points to note:

- a. it is not expected that a student would require repeated changes to deadlines;
- b. repeated requests for extensions to deadlines would normally activate a detailed review of a disabled student's current support, or to consider whether a student who does not have reasonable adjustments in place, requires them;
- c. it must be possible to provide parity for all students registered on the module. Granting an extension must not disadvantage other students, or unduly advantage the student who is applying for the extension;
- d. a student is permitted to submit the work earlier than the expiry date of the extension period if they wish;
- e. there should be no further extension upon an already granted extension.
- f. in the case of students with disabilities, if they do not fit the criteria or require an adjustment to their deadline of longer than 5 working days they should be referred to the Disability Service.

**3. Suspension of studies**

**E16.40** Where a student has experienced serious but temporary circumstances which have impaired their learning (for example, a long period of illness or medical treatment or another unexpected but disruptive occurrence) they may request a temporary withdrawal or 'suspension of studies'. A temporary withdrawal is a break from study and, as such, a request to suspend studies during the current academic year must be received no later than one of the following deadlines:

<b>Programme start date</b>	<b>Suspension of Studies</b>
September 2016	07 April 2017
January 2017	04 August 2017
April 2017	10 November 2017

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

This allows the examining board to fully consider the impact of the temporary withdrawal on the student's academic profile. If a student does not engage with any of their assessments but remains enrolled on the modules, this may have significant academic and funding implications. After the deadline if the student does not withdraw and they are experiencing serious but temporary circumstances, they should refer to the regulations on submitting an extenuating circumstances application.

**E16.41** A student may temporarily withdraw with the intention to return to the programme within an agreed time period. The date of withdrawal is the date that the University receives written notification of the student's decision.

**E16.42** Students temporarily withdrawing from the University should note the following:

- a. academic progression may be affected;
- b. there may be fee implications;
- c. there may be academic consequences if a student temporarily withdraws from a programme accredited by a Professional, Statutory and Regulatory Body;
- d. there may be implications on immigration status and for completion of studies for students who require a visa;
- e. a temporarily withdrawn student cannot submit work for assessment or sit examinations;
- f. no marks for work submitted after the suspension of studies commences will be recorded, but credit for modules which have been passed prior to the suspension of studies will be awarded;
- g. withdrawal from modules will remove access to view them on Blackboard;
- h. it will only be possible to return to the same programme if it is still running;
- i. reference should be made to the tuition fee policy for further information.

**E16.43** On a student's return:

- a. all assessments for all modules will need to be taken, even if work was submitted previously and / or the examination/s were sat, unless the whole module has been passed;
- b. the form of module assessment may be different;
- c. they may be required to change their mode of attendance depending on the number of modules they have already passed e.g. from full-time to part-time.

**Late work (for students who do not have extenuating circumstances but submit work late)**

**E16.44R** Faculties will inform students of the deadline by which assessed work should be submitted.

**E16.45R** Assessments must be submitted on or before the published hand in date and before 14:00 (2.00pm) or they are treated as late work.

**E16.46R** Work for which no extension has been agreed and which is submitted up to 24 hours after the published deadline will receive a mark penalty. Similarly, work will not be accepted after

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

the 24 hour 'window' and will be recorded as a non-submission if no request for an extension has been approved.

**E16.47** Full details are available in section E15 of the Academic Regulations.

### **Extenuating circumstances affecting a whole cohort**

**E16.48** When a Field Board or single tier Examining Board makes a decision on the assessment of students in modules, it shall take account of any circumstances relating to the delivery or assessment of a module adversely affecting the performance of a whole cohort or a particular sub-group of students on a component of assessment or the module as a whole. The Board may consider such matters when requested to do so by members of staff, students enrolled on the module in question or as a consequence of a report received from examination invigilators.

**E16.49** In the case of submissions from students, normally the details should be provided in writing to the designated person responsible for the module not less than five working days before the meeting of a Field Board or single tier Examining Board [the examining board dates are available on the Academic Services webpage]. However, the Board shall have discretion to consider submissions received after this date provided they are received prior to the Board meeting.

**E16.50** Instances where there is a known material irregularity affecting an individual or group of students or where an exceptional incident is acknowledged by the University (for example, the death of a student, a critical systems failure) may be dealt with at the time at which they arise through existing policies, procedures and protocols. In such cases there will be no requirement for students to make their own extenuating circumstances submission.

### **Ongoing conditions, disabilities or pregnancy and maternity**

**E16.51** Extenuating circumstances should not be used to mitigate against ongoing or chronic conditions or illnesses. Instead students should contact the Disability Service if they have a long term illness, medical/mental health condition or disability or if they have a temporary disability, severe illness (likely to last less than a year), are in a period of pregnancy or maternity or are a primary adopter. Reasonable adjustments or a pregnancy support plan (as appropriate) may be put in place to meet the students' educational support needs.

### **Postgraduate research students**

**E16.52** Extenuating circumstances applications for postgraduate research candidates are managed separately (although the list of acceptable and non-acceptable grounds for application does apply).

**E16.53** Further information is available in Section K10 of the regulations.

**E16.54** In the case of submissions to the Research Degrees Examining Board, these should be addressed to the Postgraduate Research Assessment Manager, marked with the name of the award and the words 'extenuating circumstances'.

However, please note that taught modules which are part of professional doctorate programmes do fall under the regulations as described in this document.

### **Fitness to study**

**E16.55** The University also operates a 'Fitness to study' policy to manage occurrences where there are concerns about a student's wellbeing.

### **Specific conditions for documentary evidence relating to extenuating circumstances**

**E16.56R** In all cases, applications for extenuating circumstance or extensions 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.

**E16.57R** For an application to be accepted, all of the following conditions must be met.

A student must produce independent documentary evidence to show that the circumstances:

- a. were out of their control and could not be prevented
- b. correlated directly with the period affected
- c. met the relevant specific conditions relating to documentary evidence (see below).

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 the illness correlating with the dates of assessment;  
in English with any translation of supporting documentation organised and financed by the student and undertaken by an authorised translator\*\*\*.

\*students are reminded that UWE has its own University Health Centre.

\*\*It is accepted that any evidence submitted electronically is a copy of the original documentation, however, the University reserves the right to request to see the original document if required.

\*\*\*for example, a local authority translation service.

**E16.58R** The University will deem any documentation that has been amended either by the original author or by the student for any reason as inadmissible. If there is concern that a student may have fraudulently presented documentation to the University the matter will be investigated and considered under the University's procedures for investigating alleged assessment offences or under the terms of the procedures for the suspension and expulsion of students for academic reasons.

**E16.59R** Evidence presented by students must meet the standards required to provide the University with the necessary assurances to satisfy University regulations. The University reserves the right to take such steps as deemed necessary to verify the evidence submitted without prior notification to the student. Where the University is unable to authenticate the material to its satisfaction, it will not be accepted.

### **Self-certification**

**E16.60R** Students are expected to plan their work so that they can complete their assessments, even if they lose a day or two through illness or other disruption. However, in exceptional circumstances, where they have been prevented from submitting or attending an individual assessment, students may use self-certification for an extenuating circumstances application if they cannot provide any other form of evidence. Self-certification may only be used once for one assessment during each academic year (a period determined by the programme start date). The table of acceptable extenuating circumstances provides details on the circumstances in which self-certification can be accepted. Self-certification will not be accepted as evidence for absence from a group assessment or as evidence for a five working day extension.

### **Acceptable and unacceptable circumstances**

**E16.61R** The table below is provided as a guide for students and staff and shows circumstances and evidence that are normally acceptable as well as instances that are not considered as valid grounds for the submission of an application.

**Circumstances likely to be accepted (with appropriate evidence)**

<b>Example of a Circumstance</b>	<b>Appropriate Evidence</b>
<p><b>Serious personal accident or injury of self or close family member:</b></p> <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>	<p>Medical certification of serious accident (doctor’s note, hospital letters, hospital appointments).</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>
<p><b>Serious illness of self or close family member (including mental health):</b></p> <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>	<p>Medical certification of serious illness (doctor’s note, hospital letters, hospital appointments, copy of prescription or medication, letter from a counsellor).</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>
<p><b>Death of close family member (e.g. partner, parent, primary carer, child):</b> The definition of ‘close’ is not confined to partner, parent or child and might reasonably include significant others (e.g. primary carers, grandparents, or friends) 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.</p> <p>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.</p>	<p>Death certificate, order of service, newspaper announcement or corroboration from a member of the student’s family. Death certificate, order of service, newspaper announcement or corroboration from a member of the student’s family (e.g. a supporting letter).</p> <p>In cases of death relating to ‘significant others’, the claim should normally be accompanied by a brief explanation of the student’s relationship to the deceased.</p> <p>In cases where the student’s family name does not correspond to that of the deceased, a brief explanation of the relationship between the student and the deceased should be provided.</p> <p>Where appropriate, additional information on the location of a funeral, and any requirements for religious observance may be helpful.</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>
<p><b>Major household problem: fire, burglary, requirement to appear in court.</b> All must be relevant to the date of the assessment event or the period leading up to it.</p>	<p>Independent (third party) evidence of serious personal disruption.</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>

Example of a Circumstance	Appropriate Evidence
<p>Impact of natural disaster: severe weather which prevents attendance or submission, civil disruption or other major hazard (including major breakdown in transport system);</p>	<p>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.</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>
<p>Major, unplanned and verified changes in work commitments.</p>	<p>Employer letter providing evidence of significant change of employment circumstances (not valid for full time students).</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>
<p><b>Serious personal disruption:</b> 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>	<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) counsellor, social worker, victim support, etc.</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>
<p><b>Unplanned or unexpected circumstances during pregnancy:</b> 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>	<p>Medical certification (doctor’s note, hospital letters, hospital appointments).</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>
<p><b>Highly contagious illness:</b> swine flu/norovirus where medical advice is to stay at home and not visit a doctor.</p>	<p>An application may be submitted without evidence if it is not possible to obtain any. However, if evidence is available to the student it should be submitted and cover the period of absence from the University.</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>

Example of a Circumstance	Appropriate Evidence
<p><b>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.</b></p>	<p>Corroboration from a Dyslexia Adviser or Disability Adviser.</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>
<p><b>Religious observance and scheduled examinations:</b> 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>	<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> <p>Self-certification form (may be used for one assessment only during each academic year)</p>
<p><b>Verifiable University-wide, site-wide, nationally or internationally-wide failures of equipment.</b></p>	<p>As appropriate to the situation.</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>
<p><b>Sporting commitment at a national/international level;</b> the student is selected to compete at national or international level or attend a training camp which requires absence from the University on the date that the assessment was due to be submitted or the assessment sat.</p>	<p>Official correspondence from the relevant sporting body confirming the requirement to be available on specified dates.</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>
<p><b>Participation in activities at a national / international level;</b> may be interpreted as including, but not necessarily confined to, the fields of dance, art and design, drama, fashion, literature and writing, moving image and writing. Applies to required absence from the University on the date that the assessment was due to be submitted or the assessment sat.</p>	<p>Official correspondence from the relevant organisation confirming the requirement to be available on specified dates.</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>

Example of a Circumstance	Appropriate Evidence
<p><b>Unique career enhancing opportunity:</b> this should be linked to practice based learning and/or contribute to regional development and entrepreneurialism. It should be relevant to the programme of study and supported by the programme team and apply to required absence from the University on the date that the assessment was due to be submitted or the assessment sat.</p>	<p>Official correspondence from the relevant employer/programme team confirming the requirement to be available on specified dates.</p> <p>Self-certification form (may be used for one assessment only during each academic year)</p>

**Circumstances unlikely to be accepted**

Example of a circumstance which is unlikely to be accepted	Further explanation
<p><b>Personal illness or disability:</b> where 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><b>Colds or known conditions such as hay fever.</b></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><b>Normal examination stress or anxiety experienced during revision or the assessment period:</b> 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><b>Non serious domestic or personal disruptions:</b> 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: 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;</p>

	<p>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;</p> <p>they have access to suitable accommodation during any period of assessment, including any assessments offered in the reassessment period.</p>
<b>Example of a circumstance which is unlikely to be accepted</b>	<b>Further explanation</b>
<p><b>Study related circumstances:</b> 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.</p>	<p>It is the student's responsibility to:</p> <p>ensure that they know and remember the location, time and duration of all formal assessments;</p> <p>ensure that all work which is electronically stored is sufficiently backed up;</p> <p>ensure that all hardware which is not owned by the University is reliable.</p>
<p><b>Requests based on casual preferences or for social or domestic reasons:</b> for example, weddings.</p>	
<b>Cultural adjustment/assimilation.</b>	
<b>Difficulty with the English language.</b>	
<b>Different teaching methods in the United Kingdom to a home university.</b>	
<b>Anxiety caused by visa issues.</b>	
<p><b>Examination conditions:</b> disruption in the examination room, excessive noise, behaviour of other students.</p>	<p>Normally such conditions will have been reported to the invigilators who will pass the reports onto the faculty to be dealt with as appropriate.</p>

**Exceptional extenuating circumstances**

**E16.62R** Exceptionally, a student may apply for extenuating circumstances **after** attempting an assessment. This is permitted on only two grounds:

- a. The student's circumstances impaired their judgement to the extent that they were unable to recognise or determine the impact they had on them at the time of the assessment.
- b. The student attended an examination or other controlled conditions assessment but was taken ill during the event.

**1. A student's judgement is impaired at the time of the assessment**

**E16.63R** Circumstances could include but are not limited to:

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

- a. Chronic medical condition of self or close family member (including mental health). For example, an incapacitating illness or unexpected deterioration in an ongoing illness or medical condition.
- b. Death of close family member (e.g. partner, parent, child). The definition of 'close' is not confined to partner, parent or child and might reasonably include significant others (e.g. primary carers, grandparents, or friends).
- c. Acute personal crisis at the time of assessment. Due to a personal crisis the student was unable to exercise the judgement necessary at the time to deem themselves well enough to do an assessment (e.g., relationship breakdown or anxiety).

**E16.64R** Applications on the grounds of impaired judgement must be supported by independent evidence which specifically covers the period of assessment and explains the impact on the student at the time.

- a. The evidence must relate directly to the student not a family member, friend etc.
- b. Medical evidence must state the whole period when the student was unfit to study. Providing evidence of an existing medical condition with hospital appointment letters, prescriptions or medicine boxes alone would not be deemed sufficient to demonstrate impaired judgement.
- c. A doctor's note for a seriously ill relative would not allow a claim to be approved. Evidence confirming the impact on the student during the period relating to the assessment would be required.
- d. Evidence for bereavement may include a death certificate, an order of service or a newspaper announcement. In addition, regardless of the type of relationship, the impact of the death on the student needs to be clearly explained.

**Please note:** self-certification will not be accepted as evidence to support any application made on the grounds of impaired judgement.

### **2. A student attempts a controlled conditions assessment but is taken ill during the event**

**E16.65R** The application must be supported by written, verifiable, and independent evidence of their medical condition. The student evidence may be corroborated by the report of the examination invigilator or academic staff responsible for supervising the assessment.

### **The process for considering exceptional extenuating circumstances applications**

**E16.66** Applications made on exceptional grounds will be considered by a review group specially convened to make decisions on these cases. The group is constituted of staff from across the University in order to ensure that that each case is treated equitably. The group will include at least one member of academic staff.

### **Outcome if the exceptional application is accepted**

**E16.67R** If a student applies for extenuating circumstances under one of the two exceptional grounds after the assessment and the application is accepted by the review group, the mark for it will be removed and will be replaced by a non-submission. Where appropriate an Award Board may then use its discretion to act as per regulation I.17.1a-e.

# Appendix E3: Process for arranging to sit controlled assessments requiring prescribed conditions off campus (examinations)

## 1. Introduction

**1.1** First sit examinations should be held at the University of the West of England or an approved academic partner.

**1.2** Permission to take an examination off campus may be granted only in the following circumstances (and is subject to the criteria set out in 2.1):

- a. where the assessment is the resit and where it can be arranged at a British Council Office;
- b. where the assessment is the resit for students participating in an academic exchange, and it can be arranged at one of the other institutions participating in the exchange; or
- c. where a student is involved in national or international elite/high performance sporting/or other activities at that level, or a unique career enhancing opportunity approved by the University and where the assessment may be invigilated by responsible individuals approved by the University (e.g. staff from the national governing body of the sport).

**1.3** Assessments under controlled conditions taken off campus have security implications and the associated administrative costs are considerable.

## 2. Acceptable circumstances

**2.1** Students who are away from the UK on the date of the resit examination may exceptionally be permitted to take the examination off campus if:

- a. they are paying an international rate fee and are a final year student whose permanent home address is outside of the UK and who would need to return only to take a resit;
- b. they are on a University approved placement taking place outside of the UK which is linked to a credit bearing module and have been allowed to proceed to the placement with a requirement to complete the resits during the placement;
- c. they are an exchange student participating in an academic exchange arrangement.

## 3. Non - acceptable circumstances

**3.1** Students will not be permitted to take an examination overseas in any of the following circumstances:

- a. they are resident in the UK but are out of the country on holiday or for domestic reasons;
- b. for individual convenience;
- c. they are undertaking an internship which does not fall into the criteria in 2.1b.

## 4. Application

**4.1** A student enquiring about taking an assessment under controlled conditions off campus under the provisions in 1.2 and 2.1 should be informed that the location off campus is subject to University approval and that a fee and expenses will be charged. A student seeking permission to take an assessment under controlled conditions off campus under the above provisions must apply to Central Exams and Timetabling (CETTS) as early as possible and before the published deadline. The application must be in writing supported by relevant documentary evidence. Further information, including details of the deadline and the request form are available from the CETTS web pages.

## 5. Consideration by a panel

**5.1** CETTS will convene a panel to consider requests and assess whether the application meets the stated criteria and if secure arrangements can be made in time. At this point a request may be rejected. However, if the request is accepted, CETTS will make contact with the British Council Office or other institution to establish whether the exam sitting can be facilitated. This will determine whether the exam can be taken overseas. An examinations officer will then inform the student of the decision.

**5.2** If a request is rejected or it is not possible to facilitate the examination off campus, the student will be expected to return to the University to sit it.

**5.3** If a request is accepted, students must be aware of the following:

- taking account of time zone differences, the assessment shall normally be synchronized with the scheduled time of the assessment on the University campus so as to prevent any possibility of communication between candidates at different centres. Students should be aware this could mean that the examination may take place at an unsociable hour;
- in order to ensure security, a student taking an assessment under controlled conditions off campus will not be permitted to retain the question paper at the end of the assessment;
- under no circumstances should the student be permitted or asked to make the arrangements him or herself although they can be consulted on the location where there is more than one British Council Office or partner exchange institution participating in the exchange in the country concerned.

## 6. Fees and expenses

**6.1** A student granted permission to take an assessment under controlled conditions off campus will be charged a fee. The student will be invoiced for the fee and must pay any additional costs associated with the invigilation or organisation of the examination or assessment. A student who does not pay the fee and/or any additional expenses will be treated as a debtor.

**6.2** The fee covers courier postage of examination papers and stationery, liaison with the examination centre off campus, and the University's administrative costs including preparing examination packs. It does not cover any other costs such as the organisation of the venue, fees

charged by the venue or invigilators. Where any additional costs are incurred by the University, these will also be charged to the student.

### **7. Exceptional applications**

**7.1** A student other than those covered by the circumstances outlined in 1.2 and 2.1 will not normally be permitted to take an assessment under controlled conditions off campus.

**7.2** Permission will only be granted in very exceptional circumstances by the Head of Examinations and Timetabling. The Head of Examinations and Timetabling may also give permission for an assessment under controlled conditions to take place elsewhere than at a British Council Office or an institution participating in an exchange.

**7.3** A student seeking permission due to very exceptional circumstances must apply in writing and the application supported by relevant documentary evidence. Further information, including details of the deadline and the request form, are available from the CETTS web pages.

# Appendix H1: Procedure for withholding awards from students

## 1. Introduction

**1.1** Allegations of breaches of student conduct may be dealt with through an informal or a formal process. In cases where a student becomes the subject of a formal allegation of a breach of student conduct, the Student Policy Manager shall notify the Director of Academic Services so that the following process may be undertaken.

**1.2** Before the meeting of the relevant examining board(s) an appropriate officer of Academic Services shall warn students who have outstanding obligations to the University or who are the subject of allegations of breaches of student conduct of the following:

- a. their award may be withheld;
- b. they will not be permitted to re-register for the same or another award;
- c. they will not be permitted to enrol on other modules or other study.

## 2. Students who are not yet eligible for the highest level award

**2.1** A student with outstanding obligations to the University or who is the subject of an allegation of a breach of student conduct shall be assessed in the normal way. The examining board will not be informed of their status until after the deliberative process is complete. The examining board's decision shall then appear on the results list but with an indication that any award for which the student is eligible shall not be conferred until outstanding obligations or allegations have been discharged.

**2.2** If the outstanding obligation is not discharged or the allegation of a breach of student conduct has not been concluded before the next point of re-registration or enrolment, the student will be not normally be permitted to re-register for the same or any other programme or award, or to enrol for any module or other study. However, the University may permit re-registration or re-enrolment where the outstanding obligation is a debt at or below a sum to be determined by the Vice-Chancellor or their nominee.

## 3. Students eligible for the highest level award

**3.1** If the outstanding obligation or allegation of a breach of student conduct has not been cleared by the time of the meeting of the examining board at which eligibility for or recommendation for conferment of an award is due to be made, the board shall not be told of the outstanding obligation until after it has concluded its decisions on all candidates.

The Director of Academic Services or designated person shall ensure that the secretary to the examining board:

- a. records the academic decision in the normal way;

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

- b. notifies the examining board that the award will be withheld after it has made its decisions on all candidates;
- c. records the student's name and results on the results list in the normal way but with an annotation to indicate where appropriate that an award will not be conferred. This annotation shall be in a form prescribed by the Director of Academic Services;
- d. prepares a supplementary results list in the prescribed format showing the academic decision of the examining board but with no date of publication, undertakes the normal checking and approval procedure, and lodges the signed list with the Director of Academic Services.

**3.2** After the examining board, the Director of Academic Services or designated person shall ensure that the student is notified in writing of the decision to withhold the award. The notification shall be in a form prescribed by the Director of Academic Services.

### **4. Actions following discharging outstanding obligations to the University**

**4.1** When the obligation is discharged in full including clearance of cheque(s), the Head of Financial Services or other appropriate University officer shall inform the Director of Academic Services immediately, who shall ensure that:

- a. the supplementary results list is dated, countersigned and authorised for publication by the faculty;
- b. arrangements are made for the grant of an award for which the student has qualified.

### **5. Actions following the resolution of an allegation of a breach of student conduct**

**5.1** When the allegation has been determined and any consequential action disposed of, the Director of Academic Services shall arrange for the publication of the decision of the examining board. If the outcome of the allegation is that the student is dismissed from the University, the Vice-Chancellor may decide whether the award should be conferred or continue to be withheld for six years from the date of the examining board's decision, after which, if any obligation outstanding to the University has not been discharged, the examining board's decision shall be annulled.

## Appendix H2: Appeal against a decision of an examining board

### Regulations and processes governing the consideration of appeals

**H26.2R** 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.

#### Application of the regulation

**H26.3** In all cases the original outcome shall be final and not varied until and unless a successful appeal results in an alternative decision. For example, where a student is excluded due to academic failure, the student shall not be reinstated until the appeal process is complete and the outcome of the appeal results in an amendment of the original decision.

**H26.4R** 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.

**H26.5R** 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. the presentation of extenuating circumstances to explain how studies were adversely affected – these should be dealt with under the University's Extenuating Circumstances Procedure unless evidence is provided that a claim has been submitted via the Extenuating Circumstance Procedure but has not been considered in accordance with the regulations covering the process;
- d. dissatisfaction with teaching or service-related provision, including supervision – these should be dealt with under the University's Complaints Procedure;
- e. marginal failure to attain a higher classification of award;
- f. lack of awareness by a student of the relevant procedure or regulations.

**H26.6R** Academic Board shall authorise arrangements for the receipt and consideration of appeals against a decision of an examining board.

**Application of the regulation**

**H26.7** The application shall:

- a. be submitted electronically using the form provided on the Academic Services website. Third party applications must include a signed third party consent;
- b. be received no later than ten working days after the formal notification of the examining board's decision. The Complaints and Appeals Team may use discretion to consider and allow a late request where a student demonstrates good reason for delay;
- c. state clearly the grounds on which the application is based, identify the issue(s) about which remedy is sought and where appropriate identify the new decision sought;
- d. include all relevant documentary evidence on which the application relies (for example, medical or death certificates); the Complaints and Appeals Team may use discretion to allow late submission of evidence where a student demonstrates good reason for delay.

**Stage one**

**Application of the regulation**

**H26.8** If an application meets the conditions in H26.7 the Head of Complaints and Appeals (or nominee) shall undertake such enquiries as necessary to establish the facts of the examining board's decision and the evidence on which it was made in light of the relevant regulations.

**H26.9R** 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 H26.4R; 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.

**Application of the regulation**

**H26.10** A student shall normally be notified of the outcome at stage one of their appeal application by email within four to six weeks from the receipt of the submission of supporting evidence (where relevant). Where a case is likely to take longer than four to six weeks, students shall be notified to this effect. The student shall be notified of their right to request a review of this decision.

**Stage two**

**H26.11R** 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.

### **Application of the regulation**

**H26.12** Requests for review, with reasons given, should be submitted in writing to the Chair of the Academic Appeal Panel within 10 working days of receipt of the email from the Complaints and Appeals Team informing them of the outcome at stage one of this procedure.

**H26.13R** The Academic Appeal Panel shall have as its membership:

Vice-Chancellor's nominee (Chair);

- a. one senior member of academic staff from each faculty, with considerable experience of examining board business;
- b. one senior member of academic staff from the associate faculty, with considerable experience of examining board business;
- c. nominee of the Director of Student and Partnership Services.

**H26.14R** The officer to the Academic Appeal Panel shall be a nominee of the Director of Academic Services.

**H26.15R** 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.

**H26.16R** 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.

**H26.17R** 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.

### **Application of the regulation**

**H26.18** The student shall be advised in writing of the Academic Appeal Panel's decision, normally within four to six weeks of the Request for Review having been received. The student will be given reasons for the decision. The decision of the Appeal Panel will be final in the University and the student will be issued with a Completion of Procedures Letter.

### **Independent review**

#### **Application of the regulation**

**H26.19** There are no other appeals procedures within the University beyond those detailed above. Students who believe that their case has not been dealt with properly by the University or that the outcome is unreasonable may be able to complain to the Office of the Independent Adjudicator for

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

Higher Education (OIA) if the complaint is eligible under its rules and once all internal University procedures have been concluded.

### **Annual report**

**H26.20** The Head of Complaints and Appeals shall arrange for the preparation of a report on the applications for review of decisions of examiners and their outcomes and on any matters related to this procedure to Academic Board annually in a manner which maintains confidentiality.

### **Changes to examining board decisions**

**H26.21** Changes made to decisions as a result of an appeal must be approved by the Chair of the relevant examining board and recorded as an addendum to the minutes.

References: QAA UK Quality Code for Higher Education Part B Chapter B9 Indicators 1- 7
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## Appendix H3: Appeals from students at affiliated institutions

### Regulations governing the arrangements for appeals

**H27.4R** 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.

**H27.5R** 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 their assessment after they have completed all the procedures concerning reviews of decisions of examining boards and appeals approved by the University as applicable to the affiliated institution.

**H27.6R** 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.

### Application of the regulation

**H27.7** To appeal, the student shall write to the Head of Complaints and Appeals marking the envelope 'Appeal', and identifying her/himself, the affiliated institution, the programme (and award where appropriate) and year, the decision of the affiliated institution's review group, the facts on which the ground(s) for the appeal are based, and the remedy (ies) sought. The letter must be signed by the student and give the full name, date of birth and student number (where applicable). The letter must be received by the Head of Complaints and Appeals not later than ten working days after the date of notification conveying the final outcome of the affiliated institution's procedures for considering appeals against decisions of examining boards.

**H27.8** The Head of Complaints and Appeals shall undertake enquiries to determine whether the appeal meets the conditions set out in H26.5R – H26.7. The student shall be notified in writing of the outcome.

If the appeal meets the conditions the Head of Complaints and Appeals shall:

- a. refer the appeal to the Appeals Panel of the Academic Board; or
- b. refer the appeal back to the affiliated institution, in which case he or she shall identify where the affiliated institution has not followed the approved procedures and shall specify the grounds on which the affiliated institution shall reconsider the original application for review from the student;
- c. determine that there is no basis on which the appeal can proceed.

**H27.9** The student shall be informed in writing of the decision.

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

**H27.10** If the application for review is referred to the Appeals Panel of the Academic Board, the application shall thereafter follow the procedure set out above except that:

- a. the Chair of the affiliated institution's review group, not the examining board, shall have the right to appear before the panel, to speak and to amplify any written statement; and
- b. the only decisions open to the review panel shall be:
  - i. that the matter be referred back to the affiliated institution's review group for reconsideration in the light of grounds which the review panel shall specify; or
  - ii. that the appeal be rejected.

**H27.11** The Head of Complaints and Appeals shall inform the student in writing of the decision of the Academic Board Appeals Panel as soon as possible.

**H27.12** In the case of an application for review concerning a research degree, Academic Regulations Appendix H4 applies.

**H27.13** There shall be no further appeal against the decision of the Appeals Panel.

**H28.14** If the affiliated institution is required to reconsider an appeal, it shall do so using the approved procedures and shall (so far as is practical) involve the same officers. Any meeting of an affiliated institution's review group shall (so far as is practicable) comprise the same members and meet within seven working days of the date of the instruction to do so.

**H27.15** The reconvened review group of the affiliated institution shall have regard to the grounds specified by the Appeals Panel of the Academic Board but shall determine its own procedure and shall be free to decide whether it requires to see the student again. In all other respects, the group's procedure shall follow that determined for the earlier meeting and the general procedures approved by the University.

**H27.16** The Head of Complaints and Appeals shall be responsible for ensuring that a report on any appeals and their outcomes, and on any matters related to this procedure, is provided to the Academic Board annually in a form which maintains confidentiality.

### **Changes to examining board decisions**

**H27.17** Changes made to decisions as a result of an appeal must be approved by the Chair of the relevant examining board and recorded as an addendum to the minutes.

References: QAA UK Quality Code for Higher Education Part B Chapter B9 Indicators 1- 7
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## **Appendix H4: Process governing the suspension and expulsion of students for academic reasons**

**1.1** A student may be suspended from or required to leave a programme, award or module for academic reasons other than failure in assessment. These other academic reasons may include non-compliance with the programme requirements (e.g. attendance or participation in specific activities), proven and multiple assessment offences, admission on the basis of an application which is subsequently found to be incorrect or fraudulent and/or that the student has acquired a status which renders continuation on the programme or award inappropriate. For students on professional programmes, where there are concerns regarding their professional suitability or fitness to practice (which may include lack of engagement or poor attendance), the Professional Suitability Policy and Procedure will be used.

**1.2** Non-compliance with programme, award or module requirements may be identifiable by the examining board if the programme requirements include items which are listed in the assessment requirements (such as attendance requirements or participation in specific programme, award, or module activities). In such a case the examining board's decision is implemented in the normal way.

**1.3** For the purposes of this procedure, the Vice-Chancellor may delegate responsibility to a member of the Vice-Chancellor's Executive and the Executive Dean may delegate responsibility to an Associate Dean or another senior member of the staff of the faculty.

**1.4** If an Executive Dean (or nominee) considers that a student's participation in a programme, award or module is of such a nature as to render it unlikely that they could fulfill its academic, assessment, professional or practice requirements, the Executive Dean (or nominee) may propose that the student shall be expelled from the programme, award or module. This will only be made after the Executive Dean (or nominee) has given the student the opportunity to be heard and to be represented by the Students' Union. The Executive Dean (or nominee) will notify the student in writing of the proposal to expel, of the date and time set aside for the opportunity to be heard and will remind them of the assistance which can be provided by the Students' Union.

**1.5** If the Executive Dean (or nominee) still wishes to expel the student from the programme, award or module after they have been given the opportunity to be heard, they shall submit a request to the Head of Complaints and Appeals. This will include the reasons for the request, whether or not suspension pending the outcome is sought and any written or verbal representations made by the student.

**1.6** On receipt of a proposal for expulsion which includes a proposal for suspension while the request is being considered, the Head of Complaints and Appeals shall seek the permission of the Vice-Chancellor (or nominee) for the suspension and will inform the student and the Executive Dean (or nominee's) decision.

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

**1.7** Any temporary suspension of the student will remain in force until such time as it is changed by the outcome of this procedure. The Deputy Vice-Chancellor will review at regular intervals whether it is reasonable for the temporary suspension to continue or whether it should be revoked or extended for a further period of time.

**1.8** On receipt of a proposal for expulsion, the Head of Complaints and Appeals will send a copy of the request to the student, and provide an opportunity for the student to appeal within 10 working days. The student must appeal in writing to the Head of Complaints and Appeals.

**1.9** The only grounds for appeal shall be:

- a. that the University has failed to follow the procedure as set out;
- b. that the student has material new information/evidence which was not reasonably available before.

**1.10** The Vice-Chancellor (or nominee) will consider the appeal submission and determine whether there are valid grounds to proceed. Where valid grounds have been determined, the Head of Complaints and Appeals will invite the student to submit additional evidence within a specified timeframe for further consideration. This may include an opportunity for the student to be heard by the Vice-Chancellor (or nominee) and to be represented by the Students' Union.

**1.11** The Vice-Chancellor (or nominee) may make any decision appropriate to the case including a period of temporary suspension and expulsion from the University.

**1.12** The decision of the Vice-Chancellor (or nominee) will be final and will conclude this procedure. The Head of Complaints and Appeals shall notify the student and the Executive Dean (or nominee) of the Vice-Chancellor's (or nominee's) decision.

**1.13** A 'Completion of Procedures' letter will be issued to the student. Further information on procedures for external and independent review can be obtained from the Office of the Independent Adjudicator for Higher Education website ([www.oiahe.org.uk](http://www.oiahe.org.uk)).

## Appendix J1: Establishing a relationship with external institutions for delivery of programmes of supervised postgraduate research study

**Definition:** relationships between the University and (a) institutions of higher education with degree-awarding powers for taught programmes only and (b) affiliated institutions of the University (collectively referred to as external institutions) where the external institution wishes its research students to be registered for awards of the University.

**1.1** An initial inquiry concerning a possible relationship shall be referred to the Director of Academic Services who shall manage the process of considering the application for a formal academic relationship. The external institution, through an appropriate member of its senior management and with the concurrence of the Principal, shall indicate in writing that the institution formally seeks the approval of the relationship.

**1.2** The external institution shall supply the University with:

- a. details of its procedures and processes for consideration of applications for registration for programmes of supervised postgraduate research study;
- b. the terms of reference and composition of any relevant committee and the relationship of such committee to the Academic Board;
- c. the details of the managerial oversight of the process and staffing support for its administration;
- d. the details of its procedure for consultation with students and for complaints by students about programmes of supervised postgraduate research study.

**1.3** The documentation shall be considered by the Vice-Chancellor (or nominee) and the Director of Academic Services, who shall judge whether the documents show evidence that the external institution's processes satisfy the standards expected of the University's faculties in their management of supervised postgraduate research study.

**1.4** Questions or issues arising may be pursued with the external institution in writing, but may require a meeting with the representatives of the external institution. The group may advise the institution of revisions to its processes or structures which would be necessary in order to satisfy the University.

**1.5** Having satisfied itself that the external institution's processes and structures are satisfactory, the group shall recommend to the Chair of Academic Board to recognise the external institution as an affiliated institution for the purposes of programmes of supervised postgraduate research study.

**1.6** The Director of Academic Services shall draft the agreement, based on the model agreement, and shall co-ordinate the process culminating in the agreement being signed on behalf of the

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

University by the Vice-Chancellor (or nominee) and on behalf of the external institution by the Principal.

**1.7** Some months before the end of the period approved for the agreement, the Director of Academic Services will notify the Principal of the external institution of the arrangements for review of the agreement and proposals for its continuation and revision, if appropriate.

**1.8** The agreement shall provide for one year's notice of termination of the agreement subject to satisfactory provision being made for the completion of programmes by existing students.

## Appendix K18: Postgraduate research degrees – higher doctorates

**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.

### K18.1 Application

**K18.1.1R** 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.

**K18.1.2R** Applications, specifying the higher doctorate applied for, as listed in K1.5 shall be made in writing to the Officer to the Research Degrees Award Board.

**K18.1.3R** 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 CNAAB or a university in the United Kingdom or of a qualification of equivalent standard.

**K18.1.4R** 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, or contribution to the public domain.

**K18.1.5R** The application shall comprise of:

- 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.

**K18.1.6R** 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

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

need to be considered as part of the application taking account of expertise and examining arrangements.

**K18.1.7R** Exceptionally, a person acting as an external adviser to the committee may be appointed as an examiner.

**K18.1.8R** The applicant shall pay such fees and at such time as are determined by the University.

### **Application of the regulations**

**K18.1.9** The Academic Board has delegated its authority to make recommendations for the award of Higher Doctorates to the Higher Doctorates Committee (hereinafter referred to as the Committee).

**K18.1.10** Applications shall be made in writing to the Officer to the Research Degrees Award Board in the form prescribed in K18.1.5R. The applicant should mark the envelope as 'Higher Doctorate' and shall state his or her full name, address for correspondence, and qualifications with their dates. The work submitted shall have been published already; it may constitute any of the types of work listed in K18.2.1R and shall normally be submitted in the form in which it was published. Where the work to be considered is of a nature which does not enable copies to be submitted, the applicant shall provide evidence of its existence and information on where it can be viewed.

**K18.1.11** On receipt of an application, the Officer shall notify the Chair of the Committee who shall appoint those members who are not ex officio so as to ensure that the Committee includes at least one member with expertise in the field of study of the applicant. The Committee shall consider whether a prima facie case has been made. If it so decides, it shall identify a person with relevant expertise from outside the University from whom it shall seek advice both on the appropriateness of proceeding to examination and on recommendations for the appointment of external examiners. The Officer shall supply the external expert adviser(s) with a copy of the application.

**K18.1.12** Taking the external advice into account, the Committee shall decide whether the application shall proceed to examination. If it decides to proceed to examination, it shall also decide the names of at least two persons to be invited to act as external examiners who have expertise in the field of study under consideration and who have experience of examining at least at doctoral, and preferably at higher doctoral level.

**K18.1.13** The Officer shall notify the applicant of the Committee's decision on whether to proceed to examination.

**K18.1.14** The fee payable by the applicant shall be in two parts: the first part to be submitted with the application and the second, where relevant, before examination of the application.

### **K18.2 Examination**

**K18.2.1R** 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.

**K18.2.2R** Each examiner shall report independently to the committee. If the examiners disagree the committee may appoint a third examiner.

**K18.2.3R** The committee may, at its discretion, invite the applicant to discuss his or her submitted work with the committee and the appointed examiners.

**K18.2.4R** 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.

**K18.2.5R** 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.

**K18.2.6R** The University shall retain in its library one copy of the full documentation submitted as part d of a successful application as detailed in K18.1.5R.

### **Application of the regulations**

**K18.2.7** The Officer shall send to each examiner a copy of the complete application. Where it is not possible to provide a copy of the published work, the Officer shall make arrangements for the examiners to view the work. The candidate shall not contact the examiners in relation to the application and examination for the higher doctorate.

**K18.2.8** The examination shall be undertaken by reference to the submitted material only. The examiners shall submit independent written reports to the Officer by a date determined by him/her. The Officer shall submit them to the Committee for decision. The assessment shall accord with the criteria set out in K18.2.1R. The reports shall comment in detail on the extent to which the application satisfies those criteria, shall comment on the appropriateness of the specific award sought by the applicant and shall make recommendations to the Committee.

**K18.2.9** If the examiners disagree, the Committee may decide to act on the recommendation not to grant the award. Alternatively, it shall appoint a third examiner who shall not be informed of the views of the other examiners. The Officer shall provide the third examiner with the submitted material seen by the original examiners. The third examiner shall assess and report in a similar manner to the original examiners.

**K18.2.10** The Officer shall convey the decision to the applicant in writing.

**K18.2.11** On receipt of a recommendation by the Committee for an award, the Officer shall produce a results list confirming the recommendation of the Committee dated with the date of the relevant meeting of the Committee. The Officer shall pass the results list to an appropriate officer of the University for publication and production of the certificate.

**K18.2.12** Written and published material submitted shall not normally be returned to the applicant.

**K18.2.13** An applicant granted a Higher Doctorate will normally be required to give a public lecture within one year of conferment of the award.

## Glossary of Terms

### **Academic complaint**

The expression of a specific concern about the provision of a short course/module, programme of study, or a related academic service.

### **Academic dress**

The agreed design of robes worn by the University's officers and graduates

### **Academic regulations**

The academic regulations provide a point of reference across the University.

### **Academic standards:**

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).

### **Academic standard of an award**

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.

### **Admission**

A student is admitted to the University when they have 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. The process of application to the University is explained in the applying to UWE Bristol guide.

### **Aegrotat**

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.

### **Annulment**

The decision to declare an outcome of an examining board null and void.

### **Annual monitoring and evaluation**

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.

### **Appeal**

A request for a review of a decision of an academic body charged with decisions on student progression, assessment and awards.

### **Assessment**

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. Assessment of student performance is an integral part of students' learning experience. Both summative and formative forms of assessment are used in the University.

### **Assessment offence**

Assessment offences include copying (reproducing or imitating), cheating, collusion (agreement to deceive, using the words or ideas of colleagues or other students and not acknowledging the source, allowing another student to see or use an assessment), preventing or attempting to prevent another student from being able to be assessed properly, plagiarism, self-plagiarism and other breaches of assessment or other examination regulations or procedures.

### **Award**

An award (e.g. BA (Hons)) is granted on completion of an approved programme of study.

### **Award descriptor**

An award descriptor is additional information provided in an award title to explain what has been studied, for example BA (Hons) History (Medieval).

### **Award titles**

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.

### **Capping**

The restriction of the mark gained on resitting or retaking to the minimum pass mark.

### **Chief external examiner**

A chief external examiner is appointed to have oversight of a group of cognate programmes.

### **Collaborative provision**

Denotes educational provision leading to an award or to specific credit towards an award of the University in conjunction with approved partners.

### **Competence standard**

An academic, medical or other standard applied by or on behalf of a responsible body for the purpose of determining whether or not a person has a particular level of competence or ability.

### **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 programme.

### **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.

### **Credit level**

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.

### **Credit tariff**

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.

### **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.

### **Differential level of award**

Indicates a particular level of achievement on an award. For honours degrees this is expressed as a classification and as merit or distinction for other types of award where this is specifically permitted by the regulations.

### **Dual Award**

A collaborative arrangement whereby 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.

### **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 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.

### **External examiners**

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.

### **Field external examiner**

A field external examiner has responsibility for specified modules within their assigned field(s) of study.

### **Fields of study**

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.

### **Force majeure**

An approach used to manage the impact of something that interrupts the expected course of events and which restricts participants from fulfilling obligations.

### **Formative assessment**

Assessment constitutes a learning experience in its own right and is usually not included in the formal grading of the work.

### **Honorary degrees**

A degree conferred in recognition of achievement, merit or public service and without the recipient having had to fulfill the usual prerequisites for the awarding of the degree.

### **In good standing**

When a student is not in tuition fee debt to the University or not subject to any University student conduct proceedings or proceedings relating to expulsion for academic reasons at the point specified.

### **Integrated Bachelor's/Masters degree**

An extended programme, normally lasting four years, where a three year undergraduate curriculum leads directly into an integrated level M programme (FHEQ level 7). Students are normally required to meet specified performance criteria as stated in the approved programme specification in order to progress to level M study (FHEQ level 7).

### **Interim award**

An award for which a student may qualify at defined points during their progress on a programme of study. This is available to students who decide not to complete their highest level of award or who fail to achieve it, but who have achieved the credit requirement for an interim award.

### **Joint award**

One certificate of award granted or conferred by the collaborating degree awarding institutions.

### **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.

### **Notional study time**

Notional study time is used to denote all time expected to be spent by a student in pursuit of a higher education qualification. It includes formal staff/student contact time, independent study, private study, time spent in professional practice when required, revision and the completion of assessment requirements.

### **Optional module**

Where the programme 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.

### **Periodic curriculum review**

Periodic Curriculum Review is concerned with the academic quality and standards of subjects/programmes of study leading to University awards. All University taught provision will be re-approved every six years.

### **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.

### **Prima facie**

At first sight/based on what seems to be the truth when first seen or heard.

### **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.

### **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.

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

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.

### **Professorial title**

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.

### **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.

### **Quality and Standards Management**

The University regulations governing the approval of programmes, awards and modules.

### **Recognition of prior experiential learning/accredited experiential learning (AEL)**

Learning achieved through experience outside formalised learning arrangements which is assessed and confirmed by the University for the award of University credit.

### **Recognition of prior certificated learning/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. It may also be formal learning which has not been assessed but which is capable of assessment for the purpose of the award of University credit.

### **Registration**

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, confirm their programme of study, agree to pay, or make arrangements to 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 terms and conditions, rules and regulations.

### **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 opportunity to take a module again, having failed to reach the required pass standard at the previous first sit and resit. This allows a further sit and a resit.

### **Sandwich placement**

A period away from the University involving a work experience which is a requirement for a sandwich award.

### **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 for accredited learning/recognised prior learning, the credit achieved may be transferred towards the University award.

### **Summative assessment**

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.

### **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 learning**

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-

## **UWE Bristol Academic Regulations and Procedures 2016/2017**

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.

### **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.

## Corrections to the Academic Regulations 2016/2017

### Page 16

**Typos corrected** – Bachelor/Masters - capitalised

### Page 17

**Typo corrected** - Postgraduate Certificate **in** Education (PGCE)

### Page 80

#### **Addition of omitted text**

**H6.1R** Differential levels of undergraduate awards other than honours degrees are limited to pass and distinction with the exception of Foundation Degrees **and Integrated Masters** awards 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.

**Footnote added for clarification** - Due to professional body requirements, the classification method for direct entrants to the BEng in Mechanical Engineering will include the marks and whole credit for the project.