

Academic Regulations and Procedures 2017/2018

Student and Academic Services

August 2017

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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 Student and 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.

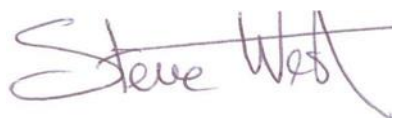
Annual review

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 2017/2018 academic year is available on the Academic Regulations and Procedures web pages and further advice and guidance is available from the Director of Student and 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 or module, 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 Student and 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.

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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.

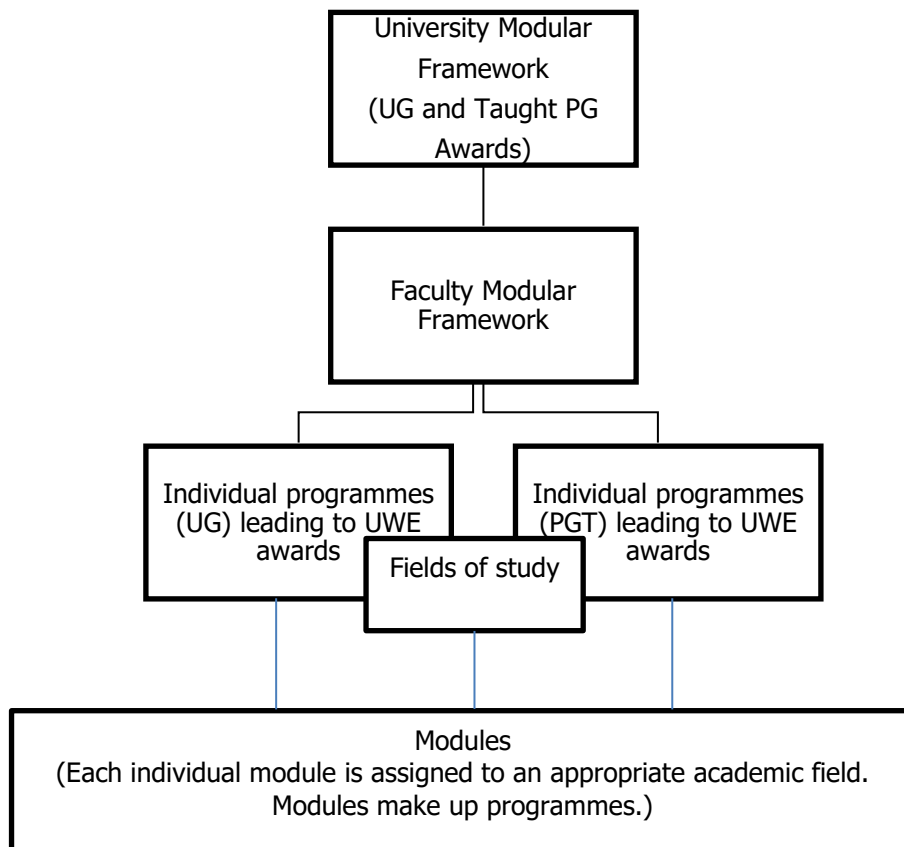
A2.7 The Academic Regulations apply in all cases except where expressly stated within the approved programme specification. For example, the University does exceptionally permit 'non-standard' regulations for awards where there are specific professional body requirements that cannot be accommodated within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

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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:

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- 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.

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)

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.

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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:

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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 Part 1 of the Postgraduate Research Degrees 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:

Award	Minimum Number of Weeks	Credit Total	Notional Study Time
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

Award	Minimum Number of Weeks	Credit Total	Notional Study Time
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 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

Award	Minimum Number of Weeks	Credit Total	Notional Study Time
Postgraduate Certificate in Education	36 weeks	120 credits	1200 hours
Professional Graduate Certificate in Education	36 weeks	120 credits	1200 hours
Postgraduate Certificate Learning and Skills	30 weeks	120 credits	1200 hours
Postgraduate Certificate	15 weeks	60 credits	600 hours
Postgraduate Diploma	30 weeks	120 credits	1200 hours
Masters Degree	45 weeks	180 credits	1800 hours
Masters by Research	52 weeks	180 credits	1800 hours
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:

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- 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.

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

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

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 Part 6 of the Postgraduate Research Degrees 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 Awards recognised or accredited by a professional body may require more than the minimum amount of credit. Where this is the case, a default named award not exceeding the minimum credit requirements for a University award at the same level will be available.

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

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

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*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.

Undergraduate Awards	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
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

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
Foundation Programme	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
Graduate Certificate	60	At least 40		60	3	6
Professional Graduate Certificate in Education	120	At least 120			3	6
Graduate Diploma	120	At least 80		120	3	6

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
Postgraduate Certificate	60	At least 40	60			M	7
Postgraduate Certificate Education (PGCE)	120	At least 40	At least 80		120	M	7
Postgraduate Certificate Learning and Skills	120	At least 40	At least 30	At least 20	120	M	7
Postgraduate Diploma	120	At least 80	120			M	7
Masters and Masters by Research	180	At least 120	180			M	7
Masters in Research (MRes)	180	At least 120				M	7

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 Student and 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 Student and 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.

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 Student and 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 5², 10, 15, 20, 30, 40, 45, 50 or 60 credits³. A Masters dissertation module may lead to 40, 45, 50 or 60⁴ 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.

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

³ 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.

⁴ 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).

C8. Credit level

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

Main higher education qualifications	UWE level	FHEQ ⁵ level
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
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.

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.

⁵ 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.

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. Accreditation of prior learning

Accreditation of prior learning allows a student to be exempted from a module/s where credit can be awarded based upon the prior achievement of learning outcomes. The exempted module/s will contribute to the credit requirements of the University's awards.

- Accreditation of Prior Learning (AL) is learning accredited or certificated by a UK or overseas higher education institution or by an external body (e.g. a professional or other awarding body).
- Accreditation of Prior Experiential learning (AEL) is learning achieved through experience which may not be formally certificated.

C11.1 The award of AL/AEL credit will be recorded at the appropriate examination board and identified as AL or AEL against the relevant module/s on the student's certificate of credit.

C12 Re-using credit towards a higher level qualification

C12.1R Where AL or AEL or a combination of the two contribute to the credit requirements of an award of the University, this must not exceed two-thirds of the total credit requirements for the award. This limit does not apply to AL credit which has been achieved under the University's own academic regulations where the student is proceeding towards a higher award.

C12.2R Where a student fails to meet the requirements of their award they may be eligible to receive a lower level award. In such cases, the two-thirds maximum will become directly proportional to the overall number of credits required.

C13. Re-using credit towards the same level of qualification

C13.1R Where a student has previously accepted an award they may re-use a maximum of 20% of the credit achieved to contribute to the same level of qualification.

C14. Approval process for the recognition of AL

C14.1R The process for faculty scrutiny of applications for AL must be undertaken by designated staff within each faculty who have the appropriate subject, discipline and/or professional expertise. The learning achieved by the student, must be matched with the specified learning outcomes for the modules or groups of modules for which the AL will be a substitute or with programme learning outcomes within the Shell Award Framework.

Application of the regulation

C14.2 To be recognised as contributing credit to an award of the University, the evidence for AL 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 programme learning outcomes within the Shell Award Framework;
- currency, the learning is in keeping with expectations of current knowledge;
- an equivalent academic level of achievement to the module/s being applied for;
- an equivalent credit size to the module/s being applied for.

C14.3 Learning which could be accredited may be achieved prior to, or concurrent with, the student's registration at the University. Applying for AL is the responsibility of the applicant or student but an application may be made at any time.

C14.4R Credit awarded for AL will not:

- carry marks or grades awarded by another institution;

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- carry marks achieved under the University's own academic regulations;
- be used to gain an award in its entirety.

C14.5R Marks or grades used in the AL process will not be shown on the students' Notification of Credit and Assessment Marks, nor will they be used in the calculation for honours or other differential level of award⁶.

C15. Approval process for the recognition of AEL

C15.1R Credit, but not a mark may be awarded if the applicant's experience can 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.

Application of the regulation

C15.2 The assessment of applications for AEL 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.

C15.3R Assessment of AEL 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

C15.4 Applicants are required to apply to the relevant faculty or affiliated institution conducting the programme.

C15.5 Assessment of AEL 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.

C15.6 The module outcome will be pass or fail.

C16. Monitoring and review

C16.1 Monitoring the AL/AEL 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.

⁶ 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).

C17. Transfer of marks

C17.1R A student who has discontinued registration without having achieved or accepted an award may resume registration for that award later subject to continuing to meet its requirements. Credit and marks achieved from modules passed before registration ceased may contribute to the resumed award if the modules continue to be valid for the award.

C17.2R 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.

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 [How to suspend, transfer or withdraw from your studies](#) web pages.

The entry requirements for research degree programmes are set out in Part 3 of the Postgraduate Research Degrees Academic Regulations.

Key dates

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

Part D: Admission and study

D1. General entrance requirements

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 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 disabled students 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 Student and 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

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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 Student and 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. Student and 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 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

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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. Student and 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:

Scenario	Outcome
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

Scenario	Outcome
14 calendar days after the start of the teaching period	No more transfers permitted
Withdrawal before 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 after 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 personal 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.

Application of the regulation

D16.2 The formal consultation procedures are available in Appendix D1.

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 personal 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 personal 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](#).

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 personal circumstances applications 2017/2018

Postgraduate Dissertation modules (for students completing their award)	14:00 20 October 2017
Health and Applied Sciences (November 2017 exam boards)	14:00 17 November 2017
Modules completed by the end of assessment period 1	14:00 9 February 2018
Health and Applied Sciences (March 2018 exam boards)	14:00 16 March 2018
Modules completed by the end of assessment period 2	14:00 8 June 2018
Modules completed by the end of assessment period 3	14:00 3 August 2018
Modules completed by the end of assessment period 4	14:00 17 August 2018

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 a missed assessments 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 circumstances present which could have adversely affected them and so it will not normally be possible to submit an application.

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.

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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 personal 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 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 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 personal 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

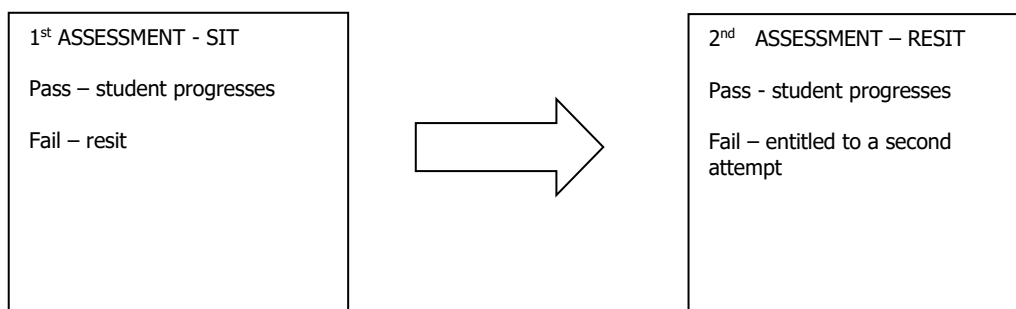
E4.1R A student has the right to **two** attempts at standard and project modules (unless this is not permitted by a professional body).

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

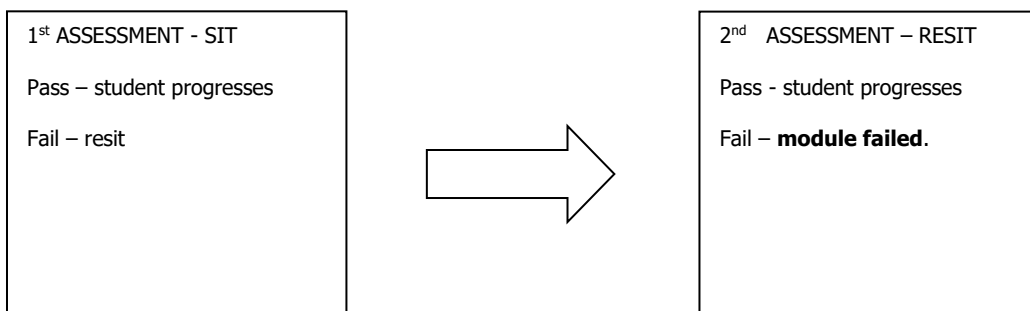
E4.3 The diagram below sets out the regulations for standard and project modules.

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)



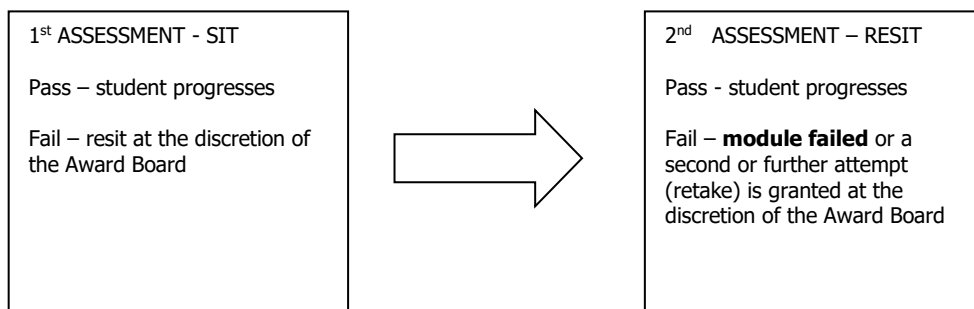
E5. Assessment of professional practice modules

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

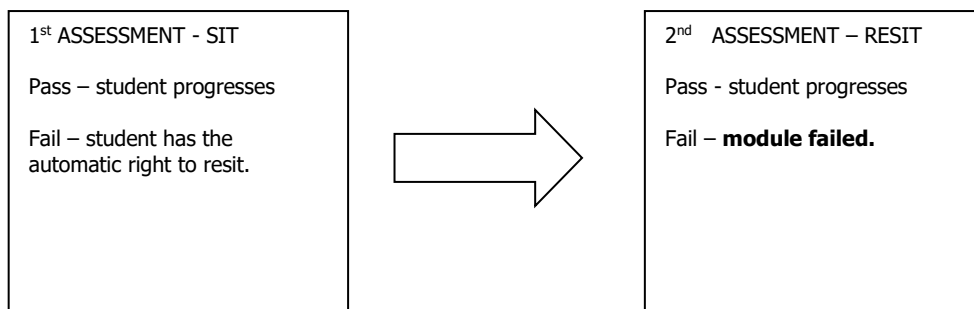


E6. Masters dissertation modules

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 personal 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 personal 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.

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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.

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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 personal 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 personal 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.

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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.

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 personal circumstances regulation [E1.5R](#).

E16. Personal circumstances

E16.1R It is the student's responsibility to submit an application for a five working day extension, missed assessment or for the exceptional removal of a mark if they are affected by personal circumstances which can be evidenced ([Appendix E2](#)).

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 (or Student Support Advisers for pregnancy related circumstances).

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 of five working days or less they should apply through the five working day extension process. Where students require adjustments to coursework deadlines longer than five working days 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.

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.

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.

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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](#).

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 and an outcome 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 feedback date 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.

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 and an outcome 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 feedback date 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;

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- 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.

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 Part 15 of the Postgraduate Research Degrees Academic Regulations.

Part G: Assessment offences

What is an assessment offence?

Assessment offences threaten academic integrity and standards. An assessment offence is any action which has the potential to give a student an unfair advantage in an assessment.

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 The penalties which shall be applied where an offence has been committed are set out in the [Assessment Offences policy and process](#).

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 personal circumstances, consideration of condoned credit and assessment offences etc.

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 Part 14 of the Postgraduate Research Degrees Academic Regulations.

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 Student and 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 The following awards may be granted with merit (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 marks⁷.

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 When the credit for a non-honours degree awarded for study and assessment under the University's academic regulations, is used towards a subsequent honours degree, relevant marks

⁷ 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.

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will be used in the calculation of the honours degree classification. Students will have their honours degree classification based upon 120 credits. The best 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 credits⁸.

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.

⁸ 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.⁹

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

⁹ 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

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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.

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The award of a Masters Degree with merit is not available for the following named awards: MA Scenic Art, MA Theatre Production Management and MA Film Production.

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.

The award of a Masters Degree with distinction is not available for the following named awards: MA Scenic Art, MA Theatre Production Management and MA Film Production.

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 Student and 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 Student and 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](#)).

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 personal circumstances¹⁰.

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 personal 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 Part 14 of the Postgraduate Research Academic Regulations.

¹⁰ 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.

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.

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

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. 3 Secretary to the examining board

I. 3.1R The Secretary to the examining board shall be the nominee of the Director of Student and 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 personal 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 Student and 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 must include an external examiner; either in person or contributing via a video, web, telephone or other link, in order to have the authority to grant credit or an award to students.

However, when a field board is considering results for the resit of a module, it may award credit for that module without the relevant external examiner being present; providing the Module Leader has confirmed to the chair in advance that due process in the setting, marking and moderation of assessment has been followed and there are no other issues that require discussion.

The contribution of the external examiner for all boards of which they are a member of 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*;

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- 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.

*When a field board is considering results for the resit of a module, if the module leader has already confirmed the marks in writing and there are no other issues for discussion then at the discretion of the chair, they are not required to attend the board.

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 personal 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 a student may be permitted to enrol on more than 150 credits 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 personal 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 a student may be permitted to enrol on more than 150 credits 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.

* For example used for Initial Teacher Education programmes resulting in recommendations for Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status.

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. Personal circumstances

I. 17.1 If the student's application on the grounds of personal 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 award¹¹. 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 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 total¹²

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 personal circumstances relating to the unachieved credit, they may consider recommending an award. This is subject to students having met professional body requirements where appropriate¹³.

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 personal 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 Student and Academic Services prior to each exam board period.

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

¹² 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.

¹³ 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.

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 above¹⁴:

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 personal 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.

¹⁴ 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.

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 Student and 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 Part 14 of the Postgraduate Research Academic Regulations.

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 Student and 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 Student and 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 Student and 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 Student and 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 Student and 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](#).

Postgraduate Research Degrees Regulations

Introduction to the Regulations

The Academic Regulations is the framework of rules in which all the University's learning and assessment activities take place. Regulations are mandatory; they set out what must happen and what the impact will be.

These Postgraduate Research Degree (PGR) regulations are applicable to all postgraduate researchers and are about the research project element of their research degree award. They are also for all those who are involved in supporting postgraduate research degree study at UWE.

Where postgraduate researchers undertake taught modules either as part of their research development and training programme, or as part of a Professional Doctorate award, the University's general Academic Regulations and Procedures apply to those taught elements. This includes personal circumstances for assessments and coursework in taught modules.

Processes for making an academic appeal against the decision of an Award Board, or for making a complaint are the same for both research and taught aspects of research degree awards and may be accessed at: <http://www1.uwe.ac.uk/students/academicadvice/academicappeals.aspx>

As students of the University, all postgraduate researchers are also subject to and supported by the University's published non-academic policies, such as the student conduct policy and the tuition fees policy. These can be found here:

<http://www1.uwe.ac.uk/about/corporateinformation/policies.aspx>

Any postgraduate researcher who is uncertain about which regulations apply to them should contact the Graduate School: graduateschool@uwe.ac.uk in Room 3E37, Frenchay Campus.

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Postgraduate Research Degrees: Part 1 – postgraduate research degree awards of the University

PGR 1. Postgraduate research degree awards granted by the University

PGR1.1R 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;¹⁵
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).

PGR 1.2. Research degrees by published research

PGR1.2.1R 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 of published work and satisfy the conditions in the Academic Regulations and Procedures.

PGR 1.3. Professional Doctorate

PGR1.3.1R The University may award a 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).

¹⁵In 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.

PGR 1.4. Creative Practice

PGR1.4.1R A postgraduate researcher (PGR) may undertake research in which their own creative work forms a significant part of the intellectual enquiry, and where the creative work is undertaken as part of the registered research programme approved by the Faculty Research Degrees Committee. The project registration proposal (RD1) should set out the intended form of submission as described at a. below.

PGR1.4.2R A postgraduate researcher may also undertake research in which the principal focus is preparation of a scholarly edition of the works of others e.g. one or more texts, musical or choreographic works, works of fiction or other original artefacts.

PGR1.4.3R In both such cases:

- a. part of the final submission for assessment may comprise examples of original works in addition to the thesis, for example: works of fiction, musical or choreographic works, designs, devices and products, short film, exhibition of works, installation or other original artefacts, or examples of creative work. Where practical this should be bound into the thesis;
- b. any submitted creative work must be 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 deposition of the thesis to the University research repository must be accompanied by some permanent record (for example, electronic recording, photographic record, musical score, or diagrammatic representation) of the creative work.

PGR1.5 Collaboration with other bodies

PGR1.5.1R The University encourages co-operation with industrial, governmental, commercial, professional or research establishments for the purpose of research leading to research degree awards. All such collaborative working will be governed by contractual arrangement agreed by the University and the external party.

PGR 1.6 Establishing a relationship with external institutions for delivery of programmes of supervised postgraduate research

Definition: relationships between the University and a) institutions of higher education with degree-awarding powers for taught programmes only, or b) affiliated institutions of the University where the institution wishes its postgraduate researchers to be registered for awards of the University.

PGR1.6.1R An initial inquiry concerning a possible academic relationship of this kind shall be referred to the Academic Registrar who will manage the application process, working in close collaboration with the Director and the Manager of the UWE Graduate School from the outset.

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PGR1.6.2R The external institution, with the agreement of the Principal, shall indicate in writing that it seeks formal approval of the relationship.

Processes governing the consideration and approval of any such relationship are described at Appendix PGR1 to the Graduate School Handbook

PGR 1.7 Higher doctorates

PGR 1.7.1R 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 (DSci).

Processes governing higher doctorate awards are described in the appendix to the Postgraduate Research Degrees regulations.

Postgraduate Research Degrees: Part 2 - postgraduate qualification descriptors

PGR 2.1 Expectations

PGR2.1.1 In higher education, levels of learning and achievement are described in the Frameworks for Higher Education Qualifications of degree awarding bodies published by the QAA. www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf

PGR2.1.2 Qualification descriptors are used to describe the relative intellectual demands, complexity, depth and independent learning associated with a particular level of learning. To gain an award students are expected to be able to demonstrate that they meet the outcomes and have developed the wider skills and abilities set out in the descriptor for that qualification level.

PGR2.1.3 Postgraduate research degrees at UWE align with the QAA qualification descriptors for Doctoral Level 8, and Masters Level 7.

PGR2.2 Doctoral descriptor

PGR2.2.1R The award of a doctorate of the University requires the postgraduate researcher to demonstrate that they:

- a. have 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 research and / or practice;
- c. show the ability to conceptualise, design and implement a project for the generation of new knowledge at the forefront of the field of research and/or 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. have developed independent judgement of issues and ideas in the field of research and / or practice and are able to communicate and justify that judgement to appropriate audiences;
- f. can critically reflect on their work and evaluate its strengths and weaknesses including understanding validation procedures.

PGR2.3 MPhil descriptor

PGR2.3.1R The award of a Master of Philosophy requires the postgraduate researcher to demonstrate that they:

- a. have engaged in enquiry which makes a contribution to knowledge within their field of study;
- b. can demonstrate a systematic understanding of the current state of knowledge within their field of research and / or practice;

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- c. show the ability to conceptualise, design and implement a project capable of contributing new knowledge close to the forefront of the field of research and / or practice;
- d. can demonstrate a sound understanding of the methodology and techniques of enquiry relevant to the discipline or field of practice;
- e. have 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. can critically reflect on their work and evaluate its strengths and weaknesses.

PGR2.3.2 The overall difference between a doctorate and an MPhil is not one of time or length but rather an issue of depth and sophistication.

Postgraduate Research Degrees: Part 3 – applications and admissions

PGR3.1 Consideration of applications

PGR3.1.1R Applicants must submit a complete application, according to the University's published process.

PGR3.1.2R Proposed research can be in any field of study in which the University has the expertise and resource to offer supervision. The proposal must be capable of leading to scholarly work, and the production of a written thesis or other agreed outputs.

PGR3.1.3R Applications will be reviewed in the appropriate faculty. Research proposals are considered according to academic merit.

PGR3.1.4 The following factors will be considered: suitability for research degree study, alignment to the faculty's research priorities and available resources; mode and place of study; availability of funding; any related accredited studies and research training; ethics and confidentiality; intellectual property rights; arrangements with any collaborators.

PGR 3.2 Entry requirements

PGR3.2.1R Applicants for the MPhil, PhD, DPhil or Professional Doctorate are normally expected to have a UK 2:1 honours degree or above, or a UK Masters qualification (or from a University of comparable standard, if outside the UK).

PGR3.2.2R Applicants must meet minimum English language proficiency requirements. For international applicants wishing to pursue research at UWE these are IELTS 6.5 – 7.5 overall or accepted equivalents. Faculties may vary their requirements within this range. Any such variation will be published on the Graduate School website.

PGR3.2.3R Applicants for professional doctorate programmes are also expected to have experience of relevant professional practice, and may need to demonstrate that they have access to a suitable professional context in which to conduct their research.

PGR3.2.4R Eligibility to apply for the MPhil (by publication) or DPhil is met by one of the following:

- a. The applicant is employed by the University or an affiliated institution for a minimum of one year, with at least six months remaining on contract;
- b. The applicant has a close association with the University in line with published criteria, and as agreed by the Executive Dean of the relevant Faculty, or the Vice-Chancellor.
- c. Registration for DPhil or MPhil by publication is on a part-time basis.

PGR 3.3 Offer of a place

PGR3.3.1R Successful applicants will only receive a formal offer with terms and conditions, after a successful formal interview.

PGR3.3.2R The appropriate Faculty Research Degrees Committee will approve any offer of a place on a research degree programme.

PGR3.3.4R The formal offer will name an appropriate Director of Studies.

Postgraduate Research Degrees Part 4: postgraduate researcher registration

Initial registration, changes to registration and withdrawal of registration.

PGR 4.1 Initial registration

PGR4.1.1R Normal minimum and maximum periods of registration are as follows:

	Minimum	Maximum
Master of Philosophy (FT)	18 mths	36 mths
Master of Philosophy (PT)	30 mths	48 mths
Doctor of Philosophy (PhD) (FT)	24 mths	48 mths
Doctor of Philosophy (PhD) (PT)	36 mths	84 mths
Professional Doctorate (FT)	36 mths	48 mths
Professional Doctorate (PT)	48 mths	72 mths
Doctor of Philosophy (DPhil) (PT)	12 mths	72 mths
Master of Philosophy by publication (MPhil) (PT)	12 mths	48 mths

PGR4.1.2R Initial registration will take place at the postgraduate researcher's (PGR's) start date, and PGRs are required to re-register each year until their completion of, or withdrawal from, the award. Annual fees are due at the start of each registration year.

PGR 4.1.3R PGRs must demonstrate satisfactory progress at each stage of their award for registration to continue.

PGR 4.2 Changes to registration, including suspension and extension

PGR4.2.1R Faculty Research Degrees Committees (FRDCs) are responsible for considering applications to make changes to a PGR's registration, where supported by appropriate evidence, including:

- Research project
- Supervisory team
- Mode of attendance
- Registration status (suspension, extension or withdrawal)
- Change of doctoral registration to MPhil (before submission of thesis)

PGR4.2.2R A PGR can apply for suspension from their registration if they are unable to work on their research degree due to health or other acceptable reasons. The FRDC will not normally approve a suspension of more than one year at a time.

PGR4.2.3R Where recommended by the FRDC, the Research Degrees Award Board may extend the PGR's registration where there are acceptable reasons, presented with appropriate supporting evidence and a realistic timescale for completion.

(See also information about personal circumstances at Part 7 of these PGR Regulations.)

PGR 4.3 Withdrawal of registration

PGR4.3.1R Withdrawal of registration may be initiated by the PGR or the University at any time on application to the Faculty Research Degrees Committee (FRDC). Where withdrawal is initiated by the University the application must be supported by appropriate evidence and comply with the published PGR withdrawal policy.

PGR4.3.2R The decision to withdraw a PGR's registration is the responsibility of the Research Degrees Award Board on recommendation from the FRDC.

PGR 4.4 Additional circumstances in which postgraduate researchers may be required to leave the award or may be expelled by the University

PGR4.4.1R PGRs may also be required to leave the award by the University for reasons other than those described in the PGR withdrawal policy. These reasons may include admission on the basis of an application subsequently found to be incorrect or fraudulent and/or that the PGR has acquired a status which renders continuation on the award inappropriate. For PGRs registered on Professional Doctorate awards where there are concerns regarding their professional suitability or fitness to practice the professional suitability policy and procedure will be used.

Processes governing the expulsion of students of the University, including postgraduate researchers, are described at Appendix H4 of the University Academic Regulations and Procedures.

Postgraduate Research Degrees: Part 5 - postgraduate researcher personal conduct and expectations

PGR5.1 Responsibilities of Postgraduate Researchers (PGRs)

PGR5.1.1R The rights of PGRs to supervision, tuition, resources, assessment, certification and conferment of an award are subject to remaining in good standing with the University.

PGR5.1.2R PGRs are individually responsible for providing the University with such information as it requires for admission, registration and the collection of fees, for the certification of credit and awards, and for any other purpose connected with the University's functions.

PGR5.1.3R PGRs are required to comply with the written terms and conditions of their registration on the award, supplied with their formal offer at admission. Non-compliance with these terms and conditions may result in withdrawal of registration.

PGR 5.2 Compliance with University policies – personal academic integrity

PGR5.2.1R PGRs are individually responsible for their own conduct and are required to act with integrity in relation to the production and representation of academic research and outputs, and in acknowledging the contributions of others in their work. They are subject to the requirements of the University's [Code of Good Research Conduct](#) and its [Assessment Offences policy](#), as well as the University's policy about Intellectual Property Rights.

PGR5.2.2 PGRs are also subject to the requirements of other published [University policies](#). These include but are not limited to: non-academic student policies such as the student conduct policy and the tuition fees policy; relevant corporate policies, and the IT acceptable use and security policies.

See also Part 10 of this handbook: Research Governance; research conduct and expectations.

Postgraduate Research Degrees: Part 6 - postgraduate researcher professional development and research training requirements; accredited learning; PGR involvement in teaching.

PGR 6.1 Professional development and research skills training requirements

PGR6.1.1R All postgraduate researchers are required to undertake an assessed professional development and research skills training programme of a minimum Masters (M) level credit value to enable them to meet the requirements of the UWE MPhil or Doctoral descriptor and become effective researchers. This programme should align with the aims and objectives of the [Vitae Researcher Development Framework](#)

PGR6.1.2R The credit requirements for the assessed programme 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 PGRs will benefit from undertaking research training beyond the minimum required to fulfil the credit requirement.

PGR6.1.3R Where the programme of related studies includes approved studies leading to a taught award and a PGR is registered for that award and fulfils all its requirements, they may be recommended for that award in addition to the degree of MPhil or PhD.

PGR 6.2 Recognition of prior certificated learning (accredited learning, AL) in MPhil, PhD, MPhil and DPhil by publication awards

Prior certificated learning is learning that has been accredited or otherwise certificated by an institution of higher education, including the University of the West of England or other recognised external body acceptable to the University. It is usually referred to as accredited learning or AL.

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PGR 6.2.1R Postgraduate researchers on MPhil, PhD, MPhil and DPhil by publication awards may apply to use accredited learning to contribute towards some, or all of the accredited training requirement of the award for which they are registered, where the Faculty Research Degrees Committee has agreed that this is appropriate for that individual.

PGR 6.2.2R The Graduate School has established procedures for the scrutiny and verification of applications for recognition of accredited learning from PGRs in this respect.

PGR6.3 Recognition of prior experiential learning (AEL)

Experiential learning is defined as learning achieved through experience gained by an individual outside formalised learning arrangements and where the learning is assessable by the University.

PGR6.3.1R Assessment of experiential learning requires the matching of the learning achieved by the PGR to the learning outcomes of a specified UWE module.

PGR 6.4 Recognition of prior learning (AL or AEL) in Professional Doctorates

PGR6.4.1R Where prior learning (accredited and / or experiential learning) contributes to the credit requirements of a professional doctorate, the combination shall not exceed two-thirds of the total credit requirements for the award. The two-thirds ceiling shall not apply where a PGR has obtained all credit by study and assessment under the UWE Academic Regulations.

PGR6.4.2R Where a professional doctorate researcher fails to meet the requirements of the award on which they are 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.

PGR 6.5 Reporting AL and AEL to exam boards

PGR6.5.1R [C11.1] All decisions to recognise credit awarded or certificated by an external institution or body (AL) will be reported to the Research Degrees Award board and identified against the relevant modules. This will be identified as recognised certificated learning (accredited learning) on the certificate of credit.

PGR6.5.2R [C14.4R] Credit awarded for 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.

PGR6.5.3R [C11.1 / C15.3R] The outcome of the assessment of experiential learning (AEL) applications must be reported as recommendations for the award of credit to the relevant Field Board for 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 on the certificate of credit. Outcomes of modules will be reported to the Research Degrees Award Board in the normal way.

PGR6.5.4 The module outcomes in both instances will be pass or fail.

PGR 6.6 Postgraduate researchers who teach

The University's 2020 strategy identifies research activity, output and knowledge exploration as key to informing and enriching its taught curricula. Postgraduate researchers have the potential to play a significant role in supporting learning and teaching in this respect and the Graduate School has developed a [policy for PGRs who teach](#) which underpins this aim.

PGR6.6.1R Contribution to teaching by postgraduate researchers can only occur with the permission of the Director of Studies and must not impede progress on the research degree.

PGR6.6.2R For full time postgraduate researchers, teaching commitments may not amount in total to more than 120 hours per academic year.

PGR6.6.3R Postgraduate researchers who teach more than 120 hours per year must be registered on their research degree award part-time.

PGR6.6.4R Postgraduate researchers who teach must undertake the training available that is appropriate to the number of hours they teach per year.

Postgraduate Research Degrees: Part 7 – sources of support and help for postgraduate researchers

This part of the handbook includes regulations, information and guidance about:

- Personal circumstances for Postgraduate researchers (part 7a)
- Reasonable adjustments (part 7b)
- Links to other resources and sources of help available (part 7c)

PGR 7.1 Expectations and accessing support and help

PGR7.1.1R All PGRs are entitled to expect access to proper levels of support during their studies, provided by the University via the Graduate School and other professional and special services, from within faculties, and by the supervisory team.

Information about sources of support and help will be made available to postgraduate researchers via the Graduate School Handbook and the Graduate School web pages.

Part 7a Personal Circumstances for postgraduate researchers

Introduction

Personal circumstances in this context are significant personal difficulties or significantly disruptive matters outside your control which impact upon your ability to make progress with your research, or to meet the deadline for completing/submitting your work for a specific progress milestone, or to attend a progression viva voce/progress review meeting.

They can also apply when completing or submitting your thesis/work for final assessment or undertaking a final assessment viva voce examination, but there is special advice that you must follow for the final assessment period.

The University Graduate School has a personal circumstances process in place to help PGRs facing these situations.

The help available varies according to the nature and seriousness of the situation, and you need to read the guidance below and on the Graduate School personal circumstances webpage carefully to decide which option is most relevant for you.

All personal circumstances requests must be supported by *relevant evidence* and must be made by the deadlines indicated in the application process on the webpage.

Who is this guidance for?

This guidance is for PGRs registered on post graduate research degrees where personal circumstances are affecting progress with their research study.

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It is not applicable for circumstances affecting any Masters level modules that PGRs may be taking as part of their training development credit requirement or modules being undertaken by PGRs registered on Professional Doctorate programmes.

If you have circumstances affecting a specific assessment for a module you are taking, you will need to complete the University's personal circumstances process for taught modules which can be found at

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

If your circumstances affect both your research study *and* a specific taught module assessment you will need to complete both the PGR and the taught module processes. This is because the range of appropriate options is different for each process. If you are unsure about what which process applies to you please contact the [Graduate School](#) for more advice.

To submit a PGR personal circumstances application you need to use the form provided on the Graduate School personal circumstances webpage

Regulations about personal circumstances for PGRs

PGR7.2.1R Postgraduate researchers are expected to engage with all progress review milestones and assessment events (i.e. progression examination and final assessment viva voce examination) that are required of them.

PGR7.2.2R If a PGR does not submit the required work/thesis by the specified deadline for a progress review milestone, progression examination, or at final submission, this will be recorded as a non-submission. If this is due to significant personal reasons outside the PGR's control then they may submit a personal circumstances application.

PGR7.2.3R If the PGR has chosen to submit the required work/thesis and attend the progress review meeting or viva voce examination it will not normally be possible to submit a personal circumstances application subsequently. (See also late personal circumstances at PGR7.4.7).

PGR7.2.4R If personal circumstances prevent a PGR from actively engaging with their research project, meeting a submission deadline, or attending a progress review or viva voce examination they may apply for one of the following:

- Up to 5 working days (Monday – Friday) for the late submission of a progress examination report or progress review work. Evidenced or self-certified where no evidence collectible (once only per stage, not available for final submission or within final assessment period).
- An extension to a progress milestone submission deadline i.e. progress examination report or progress review work (for up to 28 days, once only per stage. Not available for final submission or within final assessment period);
- The postponement and rearrangement of a progression examination or progress review meeting;
- A suspension of registration (for up to 12 months, not within the final assessment period);

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- An extension to the registration end date (available post stage 3 progress review only – extra time to complete and make final submission).
- Postponement and re-arrangement of the final assessment viva voce;
- Suspension during the final assessment period, or extension of the final assessment period.

NB. The final assessment period commences at the point of submission of the thesis or critical commentary for final assessment.

In all cases appropriate supporting evidence will be required. Processes for making applications are described on the Graduate School PGR personal circumstances web page. Additional guidance is provided below.

PGR7.2.5R Faculty Research Degrees Committees will have mechanisms to consider applications for personal circumstances confidentially up to the commencement of the final assessment period.

PGR7.2.6R The Research Degrees Award Board will have mechanisms to consider applications for personal circumstances confidentially within the final assessment period.

PGR7.2.7R The Research Degrees Award Board is responsible for considering personal circumstances relating to the withdrawal of a postgraduate researcher's registration.

Procedures about personal circumstances

PGR 7.3 How can the PGR personal circumstances process support me?

PGR7.3.1 Summary of options available

Type of help available	Applicable registration stages	Typically relevant situations and impact
<p>Up to 5 working days extension to progress milestone submission deadline</p> <ul style="list-style-type: none"> • Complete Pers Circs form on Grad School Pers Circs webpage. Submit by email with evidence to Graduate School 	<ul style="list-style-type: none"> • Stages 1, 2 or 3 for: <ul style="list-style-type: none"> • RD1 proposal; progression exam report; progress review work. • Not for final assessment period 	<ul style="list-style-type: none"> • Short term circumstances affecting your ability to meet your submission deadline. • Self-certification is sometimes permissible in these cases. • Milestone specific – does not extend your registration. • Available for Tier 4 visa PGRs
<p>Up to 28 days extension to milestone submission deadline or postponement of progression exam or progress review meeting</p>	<ul style="list-style-type: none"> • Stages 1, 2 or 3: <ul style="list-style-type: none"> For: <ul style="list-style-type: none"> • RD1 proposal, progression exam report or viva, 	<ul style="list-style-type: none"> • Circumstances that mean you need more time to submit your work, typically those affecting your work rate, rather than stopping you from working altogether; • Circumstances that mean you need to postpone your progression exam viva or progress review meeting;

<p>Complete Pers Circs form on Grad School Pers Circs webpage. Submit by email with evidence to Graduate School</p>	<p>progress review work or meeting.</p> <ul style="list-style-type: none"> • Not for final assessment period 	<ul style="list-style-type: none"> • Milestone specific - does not extend your overall registration completion date or impact your fees or funding; • No adjustment of future milestone deadlines; • Once only per stage of your award; • Self-certification not permissible; • This is available for Tier 4 visa PGRs.
<p>Suspension of Registration: one month or more - up to 12 months</p> <ul style="list-style-type: none"> • Complete an RD4 form and submit via email with evidence to the Graduate School • Tier 4 visa PGRs: complete RD4 form submit to Graduate School as above, <p>And</p> <ul style="list-style-type: none"> • Complete an authorised absence request form (if for more than 2 weeks); available from, and submitted to, UWE Info points. 	<ul style="list-style-type: none"> • Stages 1, 2, or 3 (For final assessment period see below) 	<ul style="list-style-type: none"> • For more serious or longer term circumstances which mean you cannot work at all and need a complete break or 'time out' from your research studies; • Affects your overall registration completion date and all interim progress milestones; • NB. This may also affect any modules you are registered on for the duration of your suspension and you may need to submit personal circumstances separately for these; • Fees not payable during suspension, but neither is any bursary, stipend or other funding support. You may be financially liable for any funding shortfall as a consequence of suspension; • PGRs subject to Tier 4 visa requirements must submit a completed 'Authorised Absence' request form which is available from UWE Info points and gain approval for any authorised absences or suspension of more than two weeks prior to the start of the absence.
<p>Exceptional Extension of Registration</p> <p>Complete an RD3 form and submit with supporting evidence to Graduate School</p>	<ul style="list-style-type: none"> • Stage 3: after PR3 progress review – usually during completion period. • Not for final assessment period (see below) 	<ul style="list-style-type: none"> • Where circumstances occur during the completion phase of your registration (after stage 3 progress review) affecting your ability to complete your project and submit your thesis on time; • You may be financially liable for any additional fees payable as a consequence of an extension to your registration; • Is available for Tier 4 PGRs but you must get advice from the Visa Support Team if you will need to extend your visa.

<p>ALL personal circumstances concerning the submission of thesis for final assessment or occurring after submission has taken place. Contact Graduate School PGR Assessment Team for advice</p>	<ul style="list-style-type: none"> • Final Assessment Period: For deadlines once submission has been made for final assessment. 	<ul style="list-style-type: none"> • Including but not confined to: <ul style="list-style-type: none"> • deadlines for submitting thesis for final assessment; • postponement of viva; • suspension during final assessment period or during thesis resubmission period; • extension of resubmission period; • Tier 4 PGRs must get advice from the Visa Support Team if any request will need an extension to your visa.
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Part 7b Reasonable Adjustments

PGR 7.5 Regulations about reasonable adjustments

PGR7.5.1R The Graduate School in collaboration with other professional and specialist services will ensure that there are confidential opportunities for PGRs to disclose disabilities, health or other ongoing conditions, or specific learning difficulties (including dyslexia) for which additional support and/or reasonable adjustment may be required.

PGR7.5.2R The Graduate School in collaboration with other professional and specialist services will ensure that mechanisms are in place for PGRs with a documented disability, health or other ongoing condition, or specific learning difficulty to access additional support and/or reasonable adjustments.

PGR 7.6 Reasonable adjustments in viva voce examinations, progress review and examination of taught modules

PGR7.6.1R [E18.1R] Where appropriate, PGRs may receive extra time or other exam adjustments. In the case of viva voce examinations and progress review these adjustments can be varied and wide ranging and must be discussed and agreed individually with the Graduate School in advance.

Postgraduate Research Degrees Part 8: supervisory teams and the supervision process

PGR 8.1 The supervisory team

PGR8.1.1R Faculty Research Degree Committees (FRDCs) will appoint at least two supervisors, including one Director of Studies, based upon their collective experience and knowledge of the research area.

PGR8.1.2R

i) The Director of Studies will be a permanent member of UWE staff and is responsible for the conduct and governance of the project (see also Part 10 of these regulations Research Governance).

ii) At least one UWE member of the supervisory team will have previous experience of successful supervision at all stages through to completion at the appropriate level, either at UWE or at another UK University.

iii) Where this completion is with another UK University they will also have completed the UWE supervisor training prior to the appointment of the supervisory team (RD1 approval). This individual will advise the Director of Studies should they not have this experience.

PGR8.1.3R All newly appointed Directors of Studies and Directors of Studies who are new to UWE must undertake in full the supervisory training specified by the Graduate School within 12 months of their appointment as a UWE Director of Studies. Failure to comply with this requirement without good reason will prevent the member of staff being allocated any further Director of Studies appointments until the training is completed.

PGR8.1.4R Any changes to the supervisory team are subject to the consideration and approval of the FRDC.

PGR 8.2 The supervision process

PGR8.2.1R The supervisory team is responsible for meeting with the candidate regularly, discussing progress made and agreeing any actions and objectives.

PGR8.2.2R The supervisory team may raise concerns at any time with the Faculty Research Degrees Committee about progress being made by the candidate, which may result in further action being taken.

PGR8.2.3R The FRDC will monitor supervisory arrangements through data about progress and completion rates, progression and review reports, supervision training attendance, and feedback from PGRs.

Postgraduate Research Degrees: Part 9 – registration of the research project (RD1)

PGR 9.1 Confirmation of project registration (RD1)

PGR9.1.1R Within 3 months for full-time and 6 months for part-time of their initial registration, all postgraduate researchers (PGRs) must submit their project registration proposal (RD1) for review and approval by the Faculty Research Degree Committees (FRDCs).

PGR9.1.2R The RD1 submitted should include:

- a. a definition of the research project title;
- b. supervision arrangements;
- c. a detailed schedule of work ;
- d. an outline of proposed research skills development, training plan and module selection.

In addition, and where applicable to the project:

- e. an indication of ethical approval application;
- f. documentary evidence of a collaborative agreement with an external funder, identifying ownership of research data and/or Intellectual Property contract (IP);
- g. An application for the restriction of access to the final published thesis or critical commentary where this is deemed necessary (see also Part 10 Research Governance).

PGR9.1.3R Consideration of the RD1 proposal has two possible outcomes which are:

Satisfactory – continue registration, **or**

Unsatisfactory – refer for resubmission

PGRs will have one opportunity to rework and resubmit their RD1 proposal.

PGR9.1.4R The resubmission deadline is normally 4 weeks for full-time PGRs and 6 weeks for part-time PGRs from the date of notification. At resubmission stage, the only outcomes available are:

Satisfactory – continue registration, **or**

Fail – registration withdrawn.

There will be no further opportunity for resubmission.

PGR9.1.5R The RD1 must be satisfactory in order to continue on the award and advance to the progression exam. Failure at this stage will result in the PGR's withdrawal from the award by the Research Degrees Award Board (RDAB).

PGR 9.2 Major changes to the research project

PGR9.2.1R Any fundamental or major change to either the overall aim or methodology of the research project requires the approval of the Faculty Research Degrees Committee.

Postgraduate Research Degrees: Part 10 – Research governance including research project conduct and expectations; ethics; intellectual property and misconduct.

Research governance is the framework by which the University manages research to ensure research integrity is maintained. This framework includes principles, legal and regulatory provisions, standards of good practice, policies, guidance, systems, management and supervision. Further information about UWE's framework for research governance is set out in the [University's Code of Good Research Conduct](#)

PGR 10.1 Expectations about PGR research project conduct

All UWE Bristol research must have a designated project manager who is responsible for the conduct of the research including compliance with The University's Code of Good Research Conduct and University policies on:

- Health & safety and risk management
- Research ethics
- Research data management
- Intellectual property
- IT acceptable use
- Staff welfare and dignity at work

PGR10.1.1R For postgraduate research projects at UWE the designated project manager is the Director of Studies who is responsible for ensuring that the project is carried out in line with the University's [Code of Good Research Conduct](#), and that the PGR is given effective induction, training, support and monitoring to assure good research practice (see also Code of Good Research Conduct, annex 1, research role definitions).

PGR10.1.2R The Director of Studies is responsible for ensuring that the PGR submits any necessary application for [ethical approval](#) for the project where appropriate. Non-compliance with the University's ethics requirements may lead to investigation under research misconduct procedures.

PGR10.1.3R A PGR who, having received appropriate advice and guidance from their Director of Studies/supervisory team, deliberately and wilfully chooses to ignore it resulting in a breach of the requirements of the Code may be personally liable and lead to investigation under research misconduct procedures. (See Code Chapter 5, 5.3.1 pg. 1).

<http://www1.uwe.ac.uk/research/researchgovernance/codeofgoodresearchconduct.aspx>

PGR 10.2 Intellectual Property

PGR10.2.1R The Director of Studies is responsible for providing guidance to the PGR on the application of the University's policy on Intellectual Property (IP) both with regard to the PGR's own research study and outputs, and to the use of any third party intellectual property within their thesis.

<http://www1.uwe.ac.uk/about/corporateinformation/policies.aspx>

PGR10.2.2R Having received this advice PGRs are responsible for compliance with the University's policy on Intellectual Property within their research work and outputs. (See also part 5 of this handbook PGR personal conduct and expectations).

PGR 10.3 Restricting access to a thesis

PGR10.3.1R Any application to restrict access to a thesis should normally be made at RD1 stage, with appropriate supporting evidence, and will be considered by the Research Degrees Award Board on the recommendation of the Faculty Research Degrees Committee.

PGR10.3.2R Where the need to restrict access to a thesis emerges at a subsequent stage of registration, exceptional application must be made to the Research Degrees Award Board.

PGR10.3.3R The agreed period of restriction will not normally be longer than two years from the date of the confirmation of the award; however the Research Degrees Award Board may approve a shorter or longer period where it considers this to be appropriate.

Postgraduate Research Degrees: Part 11 – the progression examination

PGR 11.1 Purpose of this progress milestone

PGR11.1.1 To demonstrate that the postgraduate researcher (PGR) is making satisfactory progress with their project so far.

How progress is measured

PGR11.1.2 The University uses the Doctoral/MPhil award criteria (set out at PGR regulations part 2) as the benchmark for measuring progress. Two independent reviewers internal to the University consider the progression report submitted by the PGR against these criteria and discuss this with the PGR at viva voce (oral examination).

PGR11.1.3 PGRs must pass the progression examination to be able to continue with their research degree.

Milestone objectives

PGR11.1.4 In particular the reviewers must be confident that the PGR, supported by their supervisory team, has done the following:

- Defined the detailed objectives and scope of the research project;
- Been actively engaged in working on the research project and has made progress in line with initial objectives agreed at the registration of the project (RD1 stage) and with the time spent;
- Made a suitable survey of the relevant research literature and shown an ability to make a critical evaluation of published work;
- Developed an appropriate knowledge of research methods relevant to the area of research, and can explain and justify their choice of research methods;
- Taken action to deal with any conditions of ethical approval and / or identified any changes to ethical requirements;
- Been actively engaged in any professional development or training activities identified at RD1 stage;
- Developed an adequately detailed plan of future work so that the research degree can be completed within the registration period allowed.

Regulations about the progression examination

These regulations describe what must happen at the Progression Examination and are applicable to all PGRs including those registered on Professional Doctorate programmes.

PGR11.2.1R By the end of stage 1 of their research registration, all PGR candidates must have undertaken and passed the progression examination in order to continue on their award and move to Stage 2.

PGR 11.3 Format of the progression examination

PGR11.3.1R The progression examination has two components:

Component 1

Evidence of progress submitted in the form of a progression report (part 1), together with other work or outputs submitted by the PGR on an optional basis (part 2);

Component 2

A viva voce examination conducted by two independent internal reviewers unconnected with the project, the PGR or the supervisory team.

PGR11.3.2R All PGRs are required to attend the viva voce examination in person at the location and on the date specified by the University. This will normally be at one of the University's campus sites.

PGR 11.4 Outcomes of the progression examination

PGR11.4.1R Possible outcomes from the progression examination are:

- Pass – continue registration
- Fail – withdrawal of registration
- Discretionary resubmission with or without a further viva voce examination

The outcome is of the examination as a whole; it is not possible to pass one component and be referred in the other.

PGR11.4.2R There is no automatic right to resubmission at progression examination stage and resubmission is not available at all to PGRs registered for PhD, MPhil or DPhil whose initial registration date is prior to 1 October 2013, or to PGRs registered on Professional Doctorate programmes whose initial registration date is prior to 1 September 2013.

PGR11.4.3R At resubmission the only outcomes available are pass or fail. There will be no further resubmission opportunity.

PGR11.4.4R Failure to demonstrate appropriate progress and pass the progression examination will result in withdrawal of registration on the award by the Research Degrees Award Board (RDAB). Non submission of the progression report by the deadline advised without good reason and supporting evidence will result in loss of opportunity, and may result in withdrawal of registration. Non submission at resubmission without good reason and supporting evidence will result in withdrawal of registration.

PGR 11.5 Deciding the outcome of the progression examination

PGR11.5.1R Faculty Research Degrees Committees (FRDCs) will consider the recommendation of the reviewers and decide the outcome of the progression examination.

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PGR11.5.2R Where the FRDC agree a fail recommendation this will be forwarded to the Research Degrees Award Board (RDAB) which will consider withdrawal of the PGR's registration from the award.

PGR11.5.3R Where the reviewers' recommendations are not unanimous they shall each submit a separate report to the FRDC which will consider both reports and agree an outcome decision. There will be no further viva voce examination of the PGR within that assessment attempt.

PGR11.5.4R The FRDC may seek independent advice to inform this decision-making process from an academic colleague who is unconnected with the project, supervisory team or the PGR, but has subject or other appropriate expertise.

PGR11.5.5R PGRs have the right of appeal against an RDAB decision only within specified limited grounds. These grounds and the process for submitting an appeal are set out in the Academic Regulations at Appendix H2.

Postgraduate Research Degrees: Part 12 – progress review in stages 2 and 3

PGR12.1R Postgraduate researchers (PGRs) must demonstrate continuing satisfactory progress in order to progress to the next stage of their award and continue their registration.

PGR12.2 Progress Review

PGR12.2.1R A review of academic progress must be completed by the end of each stage of the PGR's award subsequent to the progression examination.

PGR12.2.2R The possible outcomes of the progress review are:

- Satisfactory progress – progress to the next stage;
- Unsatisfactory progress – refer for further work and resubmission

In the case of unsatisfactory progress the reviewers report must also indicate the nature of the additional work or evidence needed to demonstrate that the project is back on a satisfactory footing.

PGR12.3 Deciding the outcome of the progress review

PGR12.3.1R Faculty Research Degree Committees will consider the recommended outcome report of the progress review for each PGR and agree an outcome decision.

PGR12.3.2R Failure to submit both review form and evidence of progress by the deadline specified without good reason accepted by the FRDC will be deemed unsatisfactory and will result in loss of submission opportunity.

PGR12.3.3R Continued unsatisfactory progress at resubmission, or failure to resubmit by the deadline specified without good reason, will result in withdrawal of registration on the award by RDAB, no further resubmission will be permitted.

Postgraduate Research Degrees: Part 13 – preparing for the final Assessment

Regulations about preparing for the final assessment

These regulations describe what must happen during the preparation for the final assessment and are applicable to all postgraduate research degree candidates. The final assessment period begins once the thesis or critical commentary has been submitted for final assessment

NB. In chapters concerning the final assessment process the PGR may be referred to as the PGR candidate, or simply the candidate.

PGR 13.1 Responsibility for submitting the thesis for final assessment

PGR13.1.1R The PGR candidate is ultimately responsible for deciding on the content of the thesis and when to submit the thesis for assessment. Submission can only take place between the minimum and maximum registration periods.

PGR13.1.2R The candidate will submit a full first draft of their thesis to their Director of Studies for comment and receive comments from the DoS and/or other members of the supervisory team prior to submitting the thesis for assessment.

PGR 13.2 Preparing the thesis for final assessment

PGR13.2.1R The language of the thesis will be English unless an application for an alternative has been approved by the Research Degrees Award Board.

PGR13.2.2R [PGR14.2.2R] Where candidates are assessed for MPhil and PhD awards with an approved creative practice focus, the assessment will be by submitted thesis and viva voce, but may also include submission of original creative work in any medium undertaken as part of the registered research project. This creative work may include but is not limited to: one or more scholarly texts, works of fiction, musical or choreographic works, designs, devices and products, short film, exhibition of work, installation or other original artefacts.

PGR 13.3 Preparing the collection of published works for MPhil or DPhil by publication for final assessment

PGR13.3.1R A candidate for an MPhil or DPhil by publication will submit a critical commentary and their collection of published works. Published work may include books, original and exhibited creative work in any medium, peer reviewed publications in the public domain, published patents or designs, or other forms of published scholarly output embodying original research.

PGR13.3.2R The language of the critical commentary will be English.

PGR13.4 Deposition of the e-thesis or critical commentary on the University research repository

PGR13.4.1R The candidate must deposit an identical electronic version of the work submitted for final assessment to the University Research Repository. This will be held by the University on a closed access basis until the completion of the award when it will be replaced by the final version of the thesis or critical commentary.

PGR13.5 The Examining Panel

Appointment of the panel

PGR13.5.1R Examining panels are appointed by the Research Degrees Award Board (RDAB) on behalf of the Academic Board.

Composition of the panel

PGR13.5.2R Candidates for MPhil, PhD and professional doctorates are examined by at least two and not normally more than three examiners. At least one examiner will be external to the University.

PGR13.5.3R Candidates for MPhil or DPhil by publication are examined by two examiners both of whom are external to the University.

PGR13.5.4R If the candidate and internal examiner are both permanent members of staff at the same work place, a second external examiner must be added to the examining panel. This is not needed if the candidate is on a fixed term contract of employment of less than 12 months.

PGR13.5.5R All examinations will be overseen by an Independent Chair appointed by RDAB. The role of the Independent Chair is to make sure the assessment is fair and held in line with the regulations.

Criteria for examiner appointment

External examiners

PGR13.5.6R External examiners will be:

- a. independent of the University and affiliated institutions registering candidates with the University for research degrees, and any collaborating establishment linked to the research project;
- b. must not have acted previously as the candidate's supervisor or adviser;
- c. must not have co-authored or worked collaboratively with any member of the supervisory team or the other examiners on the panel, and their own work must not be the focus of the research being examined.
- d. former members of UWE staff are not permitted to be an external examiner until five years after their employment has ended.

Internal examiners

PGR13.5.7R Internal examiners will 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.

Internal examiners must not:

- d. have been a candidate's Director of Studies, supervisor or adviser;
- e. have co-authored more than 5 publications with any member of the supervisory team;
- f. have worked closely in collaboration* with any member of the supervisory team (e.g. research projects or bids), nor will their own work be the focus of the research project being examined.

In addition:

- g. an internal examiner who is also a candidate for a research degree at UWE may only be used if the Board is confident there is no potential for conflict of interest;
- h. members of staff who have previously acted as an independent reviewer for the candidate may be appointed as internal examiners, but must also meet examiner appointment criteria.

*Directors of studies who are unsure about the eligibility of a member of staff for appointment as an internal examiner should seek advice from the Officer to the Research Degrees Award Board before submitting the EX1 examination arrangements form.

Postgraduate Research Degrees: Part 14 - final assessment regulations

NB. In all chapters concerning the final assessment process the PGR may be referred to as the 'PGR candidate', or simply 'the candidate'.

PGR 14.1 Principles of assessment for MPhil and Doctoral level research based awards

PGR14.1.1R To be awarded an MPhil or Doctoral level research degree by the University, PGR candidates must demonstrate to the satisfaction of the examiners that they meet the requirements of the University's published qualification descriptor for that degree (see PGR Part 2 postgraduate qualification descriptors).

PGR14.1.2R In addition, candidates must successfully complete assessment of any required taught credit, and fulfil any other academic or professional assessment requirements for the award as detailed in published award specifications and elsewhere in these regulations.

PGR 14.2 Forms of assessment for MPhil and Doctoral level research based awards

MPhil and Doctoral level research based awards

PGR14.2.1R MPhil and Doctoral level research based awards (MPhil, PhD, Professional Doctorate degrees) are assessed by submission of a written thesis and a viva voce (oral) examination.

PGR14.2.2R Where PGR candidates are assessed for MPhil and PhD awards with an approved creative practice focus, the assessment will be by submitted thesis and viva voce, but may also include submission of original creative work in any medium undertaken as part of the registered research project. This creative work may include but is not limited to: one or more scholarly texts, works of fiction, musical or choreographic works, designs, devices and products, short film, exhibition of works, installation or other original artefacts, or examples of creative work.

Research awards by publication

PGR14.2.3R Research awards by publication (including MPhil and DPhil degrees by publication) are assessed by submission of a collection of published work together with a critical commentary setting out the nature and significance of the collection as a whole in terms of its contribution to new knowledge within the subject field, and a viva voce (oral) examination.

PGR14.2.4R Published work may include books, original and exhibited creative work in any medium, peer reviewed publications in the public domain, published patents or designs, or other forms of published scholarly output embodying original research.

Variations to the prescribed submission formats

PGR14.2.5R Very exceptionally parts of the thesis, or all of it, may be presented other than in written, printable form where it can be demonstrated that the contents can be better expressed in

that form and are capable of being assessed. In all such cases the permission of the Research Degrees Award Board (RDAB) must be obtained before the final examination arrangements have been approved.

Variations to examination by viva voce

PGR14.2.6R Exceptionally RDAB may approve an alternative to the viva voce where it is satisfied that a candidate would be seriously disadvantaged on health, disability, or other grounds by being required to undergo an oral examination. Normally RDAB's permission must be sought and obtained before the final examination arrangements have been approved.

Viva location

PGR14.2.7R All candidates are required to attend the viva voce examination in person at the location and on the date specified by the University. This will normally be at one of the University's campus sites, unless otherwise specified for PGRs within an approved academic agreement or schedule thereto between the University and an affiliated institution.

PGR 14.3 Regulations about the final assessment process for postgraduate research degrees

PGR14.3.1R A candidate for PhD, MPhil or Professional Doctorate is assessed by a panel of at least two and normally not more than three examiners, of whom at least one must be an external examiner and one an internal examiner. Candidates for MPhil and DPhil by publication are assessed by two external examiners.

PGR14.3.2R The final assessment has two parts:

- i. The examiners' independent reports (one per examiner) containing a preliminary assessment of the work submitted by the candidate;
- ii. A viva voce (oral) defence by the candidate of the submitted work in the context of the field of study in which the research lies.

The viva voce will normally be conducted in English.

(*NB. 'Submitted work' in this context means the thesis, or the published work and critical commentary, or other approved variant).

PGR14.3.3R Both the viva voce examination and examiners' reporting processes are overseen by an Independent Chair appointed by RDAB for this purpose.

PGR14.3.4R No candidate may be failed and the degree not awarded without having had the opportunity of a viva voce examination, either at first attempt or where a resubmission attempt has been granted. But there is no automatic right to resubmission.

NB. Part 15 Assessment Offences, PGR15.11.7R provides the exception to this regulation in the case of a proven assessment offence.

PGR14.3.5R At final assessment a candidate may be referred for resubmission and reassessment once only, and may undergo a maximum of two viva voce examinations in total, unless RDAB permits otherwise on the grounds of accepted personal circumstances or other exceptional grounds.

PGR 14.6. The range of outcomes of the final assessment following viva

PGR14.6.1R Following the viva voce examination the examiners may recommend to the Research Degrees Award Board one of the following outcomes:

A. The candidate fulfils the criteria for the award on which they are registered:

The candidate fulfils the Doctoral / MPhil award criteria and the candidate is recommended for the degree:

- i. Without further correction or amendment;

or
- ii. Subject to **satisfactory correction** of presentational / typographical errors within the material[†] (maximum 4 weeks FT / 6 weeks PT). Corrections to be approved by one or all examiners;

or
- iii. Subject to **satisfactory 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 all examiners;

or
- iv. Subject to **satisfactory major amendments**. 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 further viva examination is required, amendments to be approved by all examiners.

(NB. These recommendations are collectively known as **Pass** outcomes)

B. The candidate does not currently fulfil the criteria for the award on which they are registered:

The examiners recommend that the candidate is referred for resubmission and re-assessment.

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

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examiners. The candidate may be permitted to revise and re-submit the material for the degree and be re-assessed on one further occasion with or without viva voce examination. Revisions indicated by examiners may reasonably be expected to be completed within a maximum 12 months FT / 18 months PT. The re-assessment shall be of the submitted material† as a whole and undertaken by all examiners.

(NB. This recommendation is a **referral** outcome, at this point the candidate has not yet passed their degree).

C. Additional outcomes for PhD or DPhil assessment only:

MPhil with amendments

The candidate does not fulfil the doctoral award descriptor criteria but does meet the award criteria for MPhil and may be recommended for this award subject to satisfactory 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 viva voce examination is required. Amendments to be approved by one or all examiners;

or

Resubmit and be assessed for MPhil

The candidate does not fulfil the doctoral award criteria but has the potential to meet the award criteria for MPhil and may revise and resubmit the material† as indicated by the examiners for assessment for the award of MPhil (within a maximum of 12 months FT / 18 months PT). The assessment shall be of the submitted material †as a whole, conducted by all examiners and a viva voce examination will be required.

†NB. Material and/or amendment of material in the case of DPhil / MPhil by publication refers to the critical commentary element of the submission only, since the publications/outputs will already be in the public domain.

D. Degree not awarded

The candidate is not recommended for the award of any degree and is not permitted to resubmit for re-assessment. Unsuccessful candidates for DPhil / MPhil by publication may be permitted to re-apply after a period of three years.

(NB. This recommendation is a **Fail** outcome).

PGR 14.7 Regulations in the event of disagreement between examiners

PGR14.7.1R Where the examiners' recommendations are not unanimous, this will be reported by the Independent Chair to the Research Degrees Award Board (RDAB) which may:

- a. uphold the recommendation of the external examiner (where there is one external examiner);

or

- b. uphold a majority recommendation provided that the majority includes at least one external examiner (where there is more than one external examiner);

or

- c. appoint an independent external assessor to review the thesis and make an independent report together with an outcome recommendation to RDAB. No further viva voce examination of the candidate will take place within that assessment attempt. RDAB will consider all reports and agree an outcome decision in accordance with regulations at PGR14.6.1R. Where this process takes place in the context of resubmission assessment however, outcome B (i.e. a further resubmission for that degree) cannot be granted.

PGR 14.8 Regulations in the case of unsatisfactory amendments following category A outcomes

PGR14.8.1R Should the amendments submitted, whether major or minor, not be considered satisfactory by the examiners the candidate will be given 12 additional weeks to make the necessary adjustments.

PGR14.8.2R If after this additional time the examiners confirm that they are not yet content with the amended material, RDAB may exceptionally permit the candidate up to a maximum of 12 further weeks to make final adjustments. There is no automatic right to this further time.

PGR14.5.3R If the amended material continues to be unsatisfactory the candidate will be considered not to have complied with the academic requirements of the award, will be withdrawn by RDAB and the degree will not be awarded.

PGR14.9 Regulations about the resubmission process following a category B outcome, and the range of possible outcomes at resubmission

PGR14.9.1R Only one re-assessment may be permitted by RDAB, subject to the candidate submitting for re-assessment within 12 months FT / 18 months PT of the date of the formal notification of the outcome of the first assessment.

PGR14.9.2R RDAB may require that an additional external examiner is appointed for the re-assessment.

PGR14.9.3R RDAB may, where there is good reason, approve an extension of the resubmission period.

PGR14.9.4R In all other respects the re-assessment will be conducted in the same way as the first assessment, and the candidate will be required to submit a draft of the resubmission to their Director of Studies and receive comments as at regulation PGR13.1.2R.

PGR14.9.5R Following completion of the re-assessment the examiners may recommend an outcome from the list set out in PGR14.6.1R with the following exceptions:

- Outcome option B (resubmission for the same degree) **is not** available;
- A PhD or DPhil candidate may be recommended for the award of MPhil subject to satisfactory amendments (outcome option C.i), but **may not** be recommended for a further resubmission to be assessed for MPhil (outcome option C.ii).
- A PhD or DPhil candidate who, as an outcome of their first assessment, has resubmitted and been assessed for the award of MPhil (i.e. outcome C.ii) **may not** be given a further resubmission opportunity for MPhil.

PGR 14.10 Regulations when the examiners recommend outcome D: Degree not awarded and no resubmission permitted.

PGR14.10.1R Where the examiners recommend that the degree is not awarded i.e. that the candidate has 'failed' the award, the examiners will prepare an agreed joint statement of the deficiencies of the thesis or collection of published work and critical commentary including the rationale for their recommendation. This will be considered by the Research Degrees Award Board. Where RDAB agrees this outcome, the examiners' statement will be forwarded to the candidate by the Board together with the formal notification of the outcome. The candidate will be withdrawn from the award.

PGR 14.11 Responsibility for deciding the assessment outcome and granting the research degree award: the Research Degrees Award Board

PGR14.11.1R The Research Degrees Award Board is the examining board approved by the University to be responsible for granting postgraduate research degree awards, or amending a properly executed decision about postgraduate research degree awards, on behalf of the Academic Board. RDAB must include a Chief External Examiner appointed by the Academic Registrar on behalf of the Academic Board.

PGR14.11.2R RDAB will decide the assessment outcome and grant research degree awards on behalf of Academic Board on consideration of the reports and recommendation of the examiners following the viva voce examination, and on consideration of outcomes from taught components/modules from the appropriate Field Boards.

PGR14.11.3R The result of the candidate's assessment and the award granted will be produced by the Graduate School, signed by the Chair of RDAB and published in the format approved by the University.

PGR14.11.4R The candidate will be considered to have completed their award on the date that RDAB decides that the award is granted.

PGR14.11.5R The University may withhold an award from a candidate who:

- has outstanding obligations, financial or otherwise, to the University; or
- has not successfully completed the requirement for accredited learning (i.e. taught modules) for the programme;

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- is the subject of an ongoing investigation concerning an allegation of a breach of discipline or an assessment offence allegation.

NB. Candidates may appeal against the decision of RDAB only on the grounds that:

'There has been material and significant administrative error or other material irregularity such that the assessment was not conducted in accordance with the approved regulations for the award.' [Appendix H2, extract, H26.4R]

The processes governing the consideration of such appeals for all students of the University including postgraduate research degree candidates are described at Appendix H2 of the UWE Academic Regulations and Procedures.

PGR14.13 Deposition of the final version of the thesis or collection of published works and critical commentary, and intellectual property requirements.

PGR14.13.1R All candidates for PhD, Professional Doctorate and MPhil awards must deposit the final version of their thesis, incorporating any amendments required by the examiners, on the UWE Bristol Research Repository before the award can be conferred. For the awards of DPhil/MPhil by publication only the critical commentary and bibliography listing the published works submitted for consideration for the award must be added to the UWE Research Repository.

PGR14.13.2R The candidate must ensure that use of any third party intellectual property complies with the requirements of the University's intellectual property policy. The thesis or critical commentary must 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

PGR14.13.3R Access to a thesis or critical commentary via the UWE Research Repository may only be restricted where a previous application to do so has been agreed by RDAB.

PGR 14.14 Posthumous awards

The processes governing the granting of a posthumous award to a deceased student of the University, including postgraduate researchers, are described at section H22 of the UWE Academic Regulations and Procedures. These are applicable to postgraduate researchers where a full draft thesis in assessable form has been submitted to the Graduate School in accordance with PGR regulations and procedures at PGR Part 13.

Postgraduate Research Degrees: Part 15 – assessment offences

Expectations

The University considers that allegations of assessment offences relating to research study undertaken by postgraduate researchers for the purpose of an MPhil or Doctoral level award are serious, and must be investigated accordingly. All students of the University, including PGRs, are subject to the University's published policy about academic integrity and assessment offences.

PGR 15.1 Investigation of assessment offence allegations

PGR15.1.1R Assessment offence allegations made against PGRs registered on an MPhil or doctoral level award (including those who are also members of University Staff or affiliated Staff) will be investigated under the University's Academic Regulations and Procedures or where appropriate the UWE research misconduct procedures.

- i. Assessment offence allegations made against PGRs relating to the assessment of taught elements of the award for which UWE credit is awarded (e.g. taught modules) will be investigated in accordance with procedures at Part G of the University regulations and procedures.
- ii. Assessment offence allegations made against PGRs relating to the assessment of the research project, the thesis or the critical commentary (MPhil/DPhil by publication), or any other element of research undertaken directly relating to the award, will be investigated under PGR regulations and procedures at PGR Part 15. The investigation will align with the principles of the University [Code of Good Research Conduct](#) as appropriate.
- iii. Allegations of research misconduct relating to any other area of research with which the postgraduate researcher is connected will be investigated under procedures set out in the University [Code of Good Research Conduct](#) and [Research misconduct procedures](#).

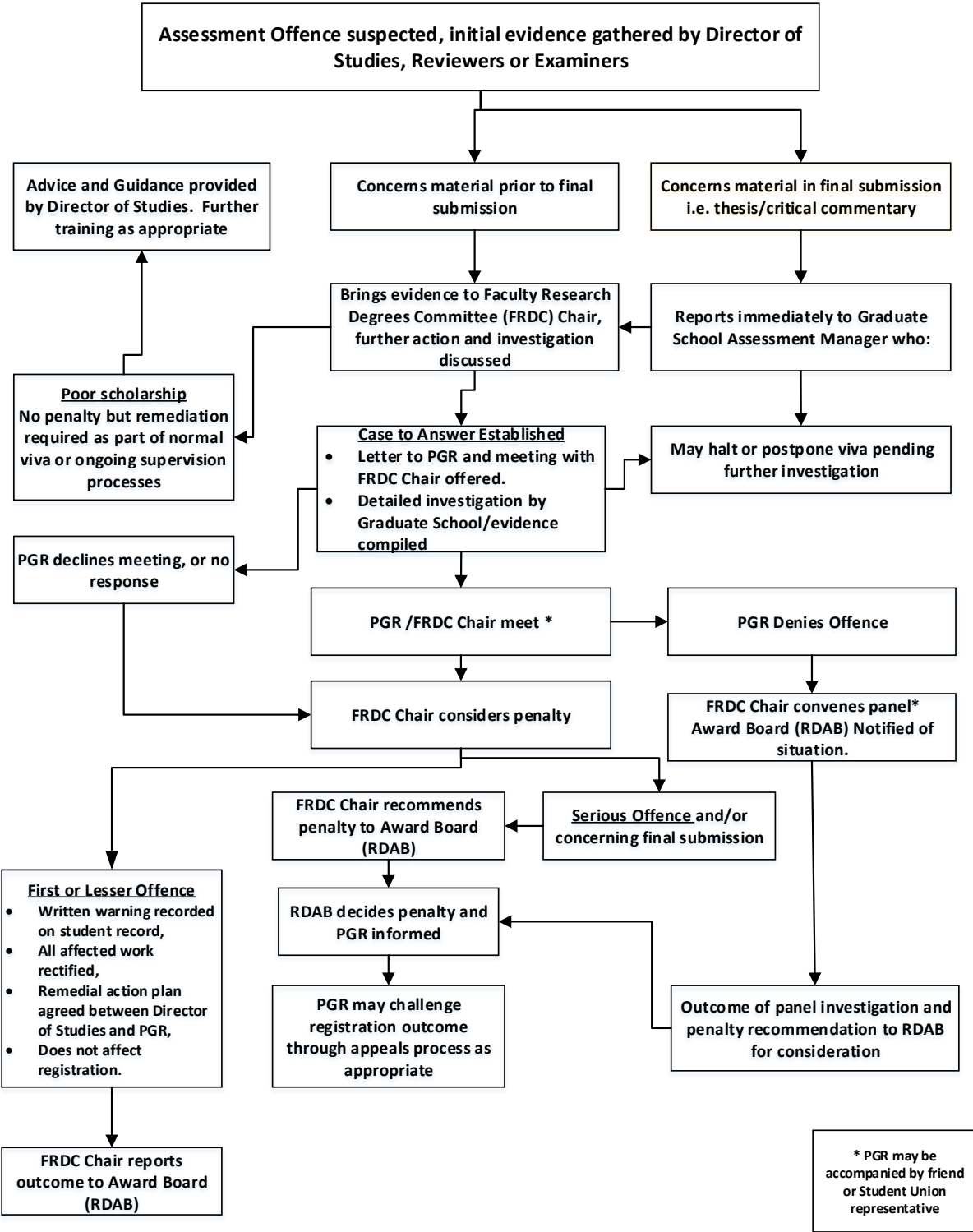
PGR15.1.2R Investigation of assessment offence allegations will normally be led by the Chair of the Faculty Research Degrees Committee for the faculty in which the PGR is registered, who will act as the Executive Dean's nominee. If there is potential for conflict of interest, the allegation will be investigated by another member of the FRDC, or the Chair of the FRDC for another Faculty.

Procedures for investigating assessment offence allegations in PGR research

These procedures are used for investigating assessment offence allegations within research relating postgraduate research degree awards as defined at PGR15.1.1R ii) only. The process is summarised in the diagram below:

UWE Graduate School

Diagrammatic Summary of investigative processes for allegations about Assessment Offences in Supervised Postgraduate Research



PGR15.1.3R Summary of possible outcomes and applicable penalties

Offence Outcomes	Nature of the Offence committed	Normal penalty to be applied, or range of penalties where there is more than one available.
<p>Poor scholarship</p>	<p>Incomplete, inaccurate or missing citation in a small number of instances.</p>	<ul style="list-style-type: none"> • 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 and any further training needed. • 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. • No offence will be recorded on the candidate’s student file/record.
<p>First and lesser offence</p> <p>(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 with very little significance to the piece of work overall.</p>	<ul style="list-style-type: none"> • FRDC Chair/Panel 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 student file/record until graduation. • 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>All other offences including:</p> <ul style="list-style-type: none"> • First and serious offence; • Second / subsequent offences; 	<p>Evidence shows plagiarism or other assessment offence that:</p> <p>Is not extensive and is of relatively minor significance to the piece of work or thesis;</p> <p>or</p>	<ul style="list-style-type: none"> • Affected material is redacted within the work and RDAB permits the assessment to go ahead. <p>or</p> <ul style="list-style-type: none"> • Candidate is required to resubmit the work or thesis for assessment in a manner and within a timescale

<ul style="list-style-type: none"> • All offences detected within the thesis after its submission for final examination, other than instances of poor scholarship. 	<p>Is extensive amounting to a considerable portion of the piece of work or thesis, or there are numerous occurrences throughout the work.</p> <p>or</p> <p>Is significant and compromises the academic integrity of piece of work or thesis as a whole;</p> <p>or</p> <p>The candidate has committed a second / subsequent offence, where previously found guilty of a first offence.</p>	<p>approved by RDAB, no further resubmission outcome permitted;</p> <p>or</p> <ul style="list-style-type: none"> • Candidate is required to withdraw by RDAB and their registration is terminated, no resubmission is permitted. The candidate will not qualify for the award on which they are registered; • In all cases the offence will be recorded on the candidate’s student file/record and included in future academic references.
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PGR is required to withdraw, registration is terminated and no award is made.

PGR 15.11.7R Where the offence committed is sufficiently serious the Research Degrees Award Board may require the PGR to withdraw. Their registration will be terminated and no award will be made. In the case of an offence in work submitted for final assessment this decision will override regulation PGR14.3.4R and the PGR candidate may be withdrawn without a viva voce examination.

Quality Assurance Matters. Postgraduate Research Degrees: Part 16 – Representation, consultation, complaints, monitoring and evaluation

PGR 16.1 Representation

PGR 16.1.1R All Academic Board Committees concerned with the provision of postgraduate research degrees will have opportunities for postgraduate researcher (PGR) representation within their membership. These include Faculty Research Degree Committees (FRDC), the Graduate School Committee (GSC) and the Research and Knowledge Exchange Committee (RKE).

PGR 16.2 Consultation and feedback

PGR 16.2.1R [D16.1R] The Academic Board requires faculties and Academic Partners to establish and promote arrangements for securing consultation with, and feedback from, all students including postgraduate researchers. The Graduate School will provide mechanisms to enable those concerned with postgraduate research programmes to provide regular feedback both collectively and individually.

PGR 16.3 Complaints about PGR academic provision

PGR 16.3.1R [H28.2R] An academic complaint is defined as a matter of concern to a student, including a PGR, about the delivery, management, assessment methods and procedures of an award that includes supervised research which has not been resolved through the normal consultation process.

PGR 16.3.2 Procedures for dealing with complaints from students, including PGRs, about academic matters are available on the [University complaints webpage](#).

PGR 16.4 Annual Monitoring and evaluation

PGR16.4.1R All provision contributing to MPhil and doctoral awards of the University is subject to annual monitoring to an approved format and in accordance with policies and procedures established by Academic Board.

Appendix C1: Credit rating of award routes offered by external institutions leading to awards of the University

1. Affiliated institutions

APPC1.1.1 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.

APPC1.1.2 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.

APPC1.1.3 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.

APPC1.1.4 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

APPC1.2.1 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

APPC1.3.1 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.

APPC1.3.2 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.

APPC1.3.3 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.

APPC1.3.4 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 Student and Academic Services as soon as possible. Where the preliminary contact is with any other member of University staff, the Director of Student and Academic Services must be notified of the approach as early as possible.

APPC1.3.5 The Director of Student and Academic Services will arrange for preliminary informal consultation with the appropriate officers of Student and 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 Student and 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.

APPC1.3.6 The formal application from the external organisation should be submitted to the Director of Student and 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.

APPC1.3.7 The panel will consider the application and decide on an appropriate credit rating and make a recommendation to the Director of Student and Academic Services.

APPC1.3.8 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 Student and Academic Services.

Appendix D1: Consultation with and feedback from students

APPD1.1.1 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.

APPD1.1.2 The University will collect feedback from students at a number of levels – modular, programme, institutional and via the National Student Survey (NSS).

APPD1.1.3 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.

APPD1.1.4 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.

APPD1.1.5 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.

APPD1.1.6 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;

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- 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

APPE1.1.1 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.

APPE1.1.2 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.

APPE1.1.3 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: Students experiencing difficulties which impact on their ability to meet assessment deadlines

Undergraduate, Postgraduate Taught and Taught elements of Postgraduate awards only.

APPE2.1R 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 personal difficulties or circumstances outside of their control which affect their ability to sit an exam or submit a piece of work on or by the required date.

Personal circumstances which may prevent submission of, or attendance at assessments on the required date	Example of appropriate evidence
<p>Serious personal accident or injury of self or close family member:</p> <ul style="list-style-type: none"> • car (or other transport) crash; • an acute episode within a longer term medical condition. 	<p>Medical certification of serious accident (doctor’s note, hospital letters, hospital appointments).</p>
<p>Serious illness of self or close family member (including mental health):</p> <ul style="list-style-type: none"> • an incapacitating illness or unexpected deterioration in an ongoing illness or medical condition; • an assault where the student is the victim; • breaks and sprains of the normal writing hand/arm. 	<p>Medical certification of serious illness (doctor’s note, hospital letters, hospital appointments, copy of prescription or medication, letter from a counsellor).</p>
<p>Death of close family member</p> <p>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.</p> <p>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 personal 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’, or where the student’s family name does not correspond to that of the deceased, the claim should be accompanied by a brief explanation of the student’s relationship to the deceased.</p> <p>Where appropriate, additional information on the location of a funeral, and any requirements for religious observance may be helpful.</p>

Personal circumstances which may prevent submission of, or attendance at assessments on the required date	Example of appropriate evidence
<p>Major household problem: fire, burglary, requirement to appear in court. All must be relevant to the date of the assessment event or the period leading up to it.</p>	<p>Independent (third party) evidence of serious personal disruption e.g. fire officer, police officer, court or tribunal officer.</p>
<p>Serious personal disruption: 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>Unplanned or unexpected circumstances during pregnancy or for a parent with a baby under six months old: in cases where a student or infant becomes unwell during pregnancy or post-birth 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>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>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>Highly contagious illness: for example swine flu/norovirus/gastroenteritis where the 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>Students who are the primary carer for a disabled person and something unexpected has affected their ability to submit.</p>	<p>Medical certification (doctor’s note, hospital letters, hospital appointments). Independent evidence of serious personal disruption e.g. letter of corroboration from the relevant organisation, counsellor, social worker, etc.</p>

Personal circumstances which may prevent submission of, or attendance at assessments on the required date	Example of appropriate evidence
<p>Disabled students where:</p> <ul style="list-style-type: none"> • they are affected by other illnesses or events disproportionately because of their disability; • the condition is fluctuating or episodic; • the disability, mental health condition, medical condition or Specific Learning Difficulty (e.g. dyslexia) has been diagnosed within the last six months. 	<p>Medical certification (doctor’s note, hospital letters, hospital appointments).</p>
<p>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.</p>	<p>Corroboration from a Dyslexia Adviser or Disability Adviser.</p>
<p>Religious observance Scheduled examinations only: where a student misses an examination due to participation in collective worship, abstinence or a ritual.</p> <p>Applications may not be made for any other form of assessment</p>	<p>One or more of the following:</p> <ol style="list-style-type: none"> 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; 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.
<p>Sporting commitment at a national/international level; 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>Participation in activities at a national / international level; 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>

Personal circumstances which may prevent submission of, or attendance at assessments on the required date	Example of appropriate evidence
<p>Unique career enhancing opportunity: 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>Verifiable University-wide, site-wide, nationally or internationally-wide failures of equipment.</p>	<p>As appropriate to the situation.</p>

APPE2.2R Examples of circumstances which are **not** acceptable reasons for failing to submit or undertake an assessment:

- **Colds or known conditions such as hay fever.** Sore throats, sprains (other than in the writing hand/arm).
- **Accidents/illness affecting relatives or friends** unless serious or if the student is a sole carer / has a disability so is disproportionately affected.
- **Normal examination stress or anxiety experienced during revision or the assessment period:** unless corroborated by medical evidence as a chronic condition and the student is undergoing treatment.
- **Stress in practice placement.**
- **Non-serious domestic, social or personal disruptions:** moving house, change of job, holidays, weddings, normal job pressure, failed travel arrangements, financial difficulties, oversleeping.
- **Study related circumstances:** equipment failure including computing/printer difficulties (unless they occur in the examination itself), failure to have taken back up copies for work stolen or corrupted, bunching of deadlines/examinations, missing books, poor time management, misreading the examination timetable, taking the wrong examination.
- **Cultural adjustment/assimilation.**
- **Difficulty with the English language.**
- **Different teaching methods in the United Kingdom to a home university.**
- **Anxiety caused by visa issues.**
- **Examination conditions:** disruption in the examination room, excessive noise, behaviour of other students. Normally such conditions will have been reported to the invigilators who will pass the reports onto the faculty to be dealt with as appropriate.

Evidence requirements

APPE2.3R Students applying under any of the processes outlined in this appendix, must provide original, independent documentary evidence. This must show that their personal circumstances were out of their control and could not be prevented. The evidence must be dated and correlate with the dates of the assessment.

Evidence must be 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.

Evidence must be in English with any translation of supporting documentation organised and financed by the student and undertaken by an authorised translator**.

Evidence relating to medical conditions must be written by appropriately qualified professionals who are independent to the student***;

*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.

***Students are reminded that UWE has its own University Health Centre.

APPE2.4R 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.

APPE2.5R 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.

A student cannot submit on time due to the impact of a significant and serious event arising shortly before the deadline.

Five working day extension process.

APPE2.6R Students are expected to plan their workload to avoid being impacted upon by a minor illness or other cause. However, if a **significant** and **serious** event arises shortly before the published hand-in deadline for an individual coursework assignment which may prevent submission and for which a student can provide original, independent documentary evidence, they may apply for a five working day extension.

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APPE2.7 The maximum period of five working days is required 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, particularly prior to examination boards.

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.

The process for applying for a five working day extension

APPE2.8R A student making a request for an extension must be directed in all cases to an Information Point. Extensions may not be agreed between an individual tutor and the student.

APPE2.9R If an extension to a deadline is granted the assessed work will be marked as if on time.

APPE2.10R The extension request must normally be submitted at least two full working days (48 hours) before the deadline.

APPE2.11R 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.

APPE2.12 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 will still be eligible to use the missed assessments process if appropriate.

Assessment types and extensions

APPE2.13 Due to 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 five 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 do not submit or undertake the assessed work, a 'non-submission' will be recorded. The student will still be eligible to use the missed assessments process if appropriate.

A. Five working day extensions are normally available for the following assessment types	B. Five working day extensions are <u>not</u> normally available for the following assessment types
An individual piece of work, for example: <ul style="list-style-type: none">• coursework;• an individual presentation;• an individual viva.	Group work, for example: <ul style="list-style-type: none">• jointly assessed group work;• a group presentation;• group design review;• a group report for which the same mark is assigned to all contributors.

<ul style="list-style-type: none"> • a poster; • an individual poster presentation. 	<p>Assessments limited by logistical constraints, for example:</p> <ul style="list-style-type: none"> • assessments to be completed whilst on a field trip; • assessments with a submission date which falls after the Friday before the relevant Field Board; • 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).
<p>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).</p>	<p>Practice elements of professional practice modules.</p>
<p>Write up of laboratory work if it is submitted as an individual piece of coursework, but this may need a discussion with the supervisor.</p>	<p>Practical / skills based work, for example:</p> <ul style="list-style-type: none"> • an assessment taking place within a laboratory; • Objective Structured Clinical Examinations (OSCEs)
	<p>Where assessments are set up as timed assignments, for example:</p> <ul style="list-style-type: none"> • multiple choice questions; • computer based exams; • tests; • timed essays.

APPE2.14R Extensions may not be granted for examinations, **any** resit work or for assessments contributing to the Graduate Diploma in Law.

APPE2.15 Additional points to note:

- as the work is submitted after the deadline a student will receive their mark later than the rest of the cohort;
- it is not expected that a student would require repeated changes to deadlines;
- 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;
- 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;
- a student is permitted to submit the work earlier than the expiry date of the extension period if they wish;
- there should be no further extension upon an already granted extension;
- in the case of disabled students, 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.

APPE2.16R Self-certification forms will **not** be accepted as evidence for a five working day extension request.

Late five working day extension requests

APPE2.17 Requests made after the assignment deadline will normally not be considered. Only if an incident occurs during the two full working days (48 hours) before the deadline and 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.

A student is unable to submit or attend an assessment due to their personal circumstances.

Missed assessments process

APPE2.18R 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 so they cannot apply under the missed assessments process.

APPE2.19R A student may use the missed assessments process if they do not submit an assignment or do not attend an examination or other controlled conditions assessment such as a presentation due to the impact of their personal circumstances. Students must ensure they have read regulation [E1.5R](#) before submitting an application for a missed assessment. **Applications for missed assessments will be rejected if a student goes onto submit their work after making an application.**

Using the missed assessments process.

APPE2.20 Applications for missed assessments should be made online via the UWE website.

APPE2.21 Students who are not able to apply using the online form should contact an Information Point as soon as possible.

APPE2.22 Students are strongly advised to obtain guidance or advice from Information Points or Student Support Advisers prior to submitting their form. Such advice will 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.

APPE2.23 The Students' Union Advice Centre provides independent advice and assistance with applications for all students: <https://www.thestudentsunion.co.uk/advice-centre/>

APPE2.24 Where a student is studying with an academic partner they should contact their local administration office for guidance.

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APPE2.25 It is the student's responsibility to ensure that the form is completed and that all relevant information and supporting documentary evidence is made available to the University. A verbal notification regarding personal difficulties is not sufficient.

APPE2.26 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. They must clearly state why the circumstances adversely affected their ability to attend or to submit the assessment. The reasons given must be linked to the dates of the assessment.

APPE2.27 All the following pieces of information are essential:

- personal details - name, student number, award title;
- details of how the circumstances affected the student's studies / assessment and relevant dates and details;
- documentary evidence.

Electronic submission is authentication of the signature and confirmation of the date.

APPE2.28R A student's application 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 and affecting the student's ability to submit or attend assessments. For longer term circumstances please see the sections on 'ongoing conditions, disabilities or pregnancy and maternity' or 'suspension of studies'.

Final deadline for submission of an application

APPE2.29R A missed assessments 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).

APPE2.30 Where this is not possible, there are final deadlines for applying once module teaching and assessment has been completed at the end of each term.

For the 2017/2018 academic year these are:

Postgraduate Dissertation modules (for students completing their award)	14:00 20 October 2017
Health and Applied Sciences (November 2017 exam boards)	14:00 17 November 2017
Modules completed by the end of assessment period 1	14:00 9 February 2018
Health and Applied Sciences (March 2018 exam boards)	14:00 16 March 2018
Modules completed by the end of assessment period 2	14:00 8 June 2018
Modules completed by the end of assessment period 3	14:00 3 August 2018
Modules completed by the end of assessment period 4	14:00 17 August 2018

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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.

APPE2.31 If a student encounters any problems which might prevent them from applying or providing evidence by the relevant deadline, they should contact an Information Point 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.

APPE2.32R If the evidence is still not available when the application is considered and no other independent corroborating evidence is available, it will be rejected.

Self-certification

APPE2.33R In exceptional circumstances, where a student has been prevented from submitting or attending an individual assessment, they may use self-certification to accompany an application under the missed assessments process if they cannot provide any other form of evidence.

APPE2.34R Self-certification may only be used **once during each academic year** (a period determined by the programme start date). It may be used to cover one or more assessments which are due to be submitted or taken on the **same** day.

APPE2.35R Self-certification will **not** be accepted as evidence for:

- absence from a group assessment;
- a five working day extension / adjustment to a coursework deadline;
- an application relating to a practice placement;
- withdrawing from a module;
- a late personal circumstances application;
- an assessment a student has submitted or attended;
- supporting an exceptional request to remove a mark.

Late applications

APPE2.36R Applications received after the final deadline will not be considered unless a student can demonstrate that circumstances beyond their control prevented the disclosure of the relevant factors at that time. Applications must be received no later than ten working days after the formal notification of the examining board's decision. In addition to providing evidence of their circumstance, students must also provide evidence showing why they did not apply at the appropriate time.

APPE2.37R In exceptional circumstances, where a student can demonstrate, with the support of independent documentary evidence, that they could not reasonably have been expected to have

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complied with the University's regulations owing to the specific nature of the issues involved, a claim which has been submitted beyond this time frame may be reviewed.

APPE2.38R Where appropriate, if the late claim 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.

Third party applications

APPE2.39R The University or a third party may not make a submission on behalf of a student unless in very exceptional circumstances where a student is unable to submit a request on their own behalf. For example, if they are unexpectedly confined 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 University's process for considering missed assessment applications

APPE2.40 The University operates a two-stage process which has full delegated authority from Faculty Award Boards to make decisions whether to accept or reject applications.

Stage one

APPE2.41 Designated staff will consider cases following the submission of the application. 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

APPE2.42 Where staff are unable to reach a decision at stage one, the application will be considered by a 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.

Confidentiality

APPE2.43 All cases and evidence provided must be treated as confidential and a panel may decide to assess cases anonymously.

APPE2.44 If a student subsequently appeals or makes a complaint any relevant paperwork may be accessed as part of the investigation.

Notification of outcomes

APPE2.45 The decisions to accept or reject missed assessments applications will be recorded and entered onto the Student Record system. Students will be notified of the outcome via email and

any subsequent Award Board decision will be available on myUWE following the publication of results.

A student requests the exceptional removal of a mark due to personal difficulties affecting an assessment they have attempted.

APPE2.46R Exceptionally, a student may apply to have their mark for an assessment removed **after** attempting the assessment. This is permitted on only two grounds and there are specific requirements for the evidence which **must** be provided.

1. The student's circumstances affected their judgement to the extent they were unable to determine that they should not have done the assessment.

APPE2.47R Circumstances could include but are not limited to: chronic medical condition of self or close family member (including mental health), death of close family member or significant other, acute personal crisis at the time of the assessment.

Acceptable evidence

APPE2.48R The only form of evidence which can be considered is that from a registered practitioner (e.g. doctor, health professional, mental health professional).

APPE2.49R The evidence must cover the period of assessment and explain the impact on the student's judgement at that time. It must relate directly to the student not to a family member or friend. **No other form of evidence will be admissible.**

APPE2.50R A doctor's note for a seriously ill relative, or evidence of an existing medical condition with hospital appointment letters, prescriptions or medicine boxes is not sufficient to show that a student's decision making was affected and will not be accepted.

2. The student attended an examination but was taken ill during the event and was unable to complete the assessment.

APPE2.51R If a student leaves an exam due to illness it is their responsibility to inform the responsible person/s and to promptly seek medical evidence covering that day.

Acceptable evidence

APPE2.52R The application must be supported by written, verifiable, and independent evidence of the medical condition. The medical evidence must be corroborated by a University record of the student leaving the assessment (for example, a report of the examination invigilator or academic staff responsible for supervising the assessment).

The process for applying for the exceptional removal of a mark

APPE2.53 The application process and all deadlines are the same as for the missed assessments process. Applications for the exceptional removal of a mark should be made by the student **as soon as possible** after the assessment. The application will be considered by designated staff or a review group specially convened to make decisions on cases. The group is constituted of staff from across the University to ensure that that each case is treated equitably. The membership of the group will include at least one member of academic staff.

What happens when a missed assessments or exceptional mark removal application is accepted?

APPE2.54R If an application for the removal of a mark is accepted, the mark will be removed and replaced by a non-submission. This means that where appropriate an Award Board may then use its discretion to act as per APPE2.55 - 56R.

APPE2.55R Decisions about the impact of individual personal circumstances upon a student's progression or eligibility for an award will be made by an Award Board. Where a missed assessments application has been accepted or where a mark has been removed due to a student's personal circumstances, the Board can use its discretion to take account of these and may:

- allow a resit or retake of a failed module;
- allow the mark for a resit or retake to be uncapped;
- accept failure of a module/s when recommending eligibility for a named award.
- 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:

- these decisions are subject to the assessment regulations (including professional body requirements) for the award;
- some of these outcomes may have visa implications for those students who require one.

APPE2.56R Acceptance of an application does **not** permit the following:

- an adjustment to the marks for individual modules;
- to allow students who have passed a module to retake it;
- to waive the fees for a retake unless in very exceptional cases which are markedly different from the usual run of cases (see the [fee waiver policy](#) for further information);
- to allow marks for elements of assessment within a failed component to be carried forward;
- if a mark is removed for an assessment where an assessment offence has been proven to have taken place, the record of the assessment offence will remain.

Adverse circumstances affecting a whole student cohort or sub-cohort.

APPE2.57 A Field Board or single tier Examining Board will take account of any circumstances relating to the delivery or assessment of a module adversely affecting the performance of a whole cohort or a sub-group of students on a component of assessment or the module (for example, an incident affecting an examination). The Board may consider such matters when requested to do so by members of staff, students enrolled on the module or because of a report received from examination invigilators.

APPE2.58 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 (examining board dates are available on the [Award Boards and results publication](#) webpage). However, the Board will have discretion to consider submissions received after this date, provided they are received prior to the Board meeting. In such cases students should **not** submit an individual application for personal circumstances or for the exceptional removal of a mark.

APPE2.59 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 some cases there will be no requirement for students to make their own personal circumstances submission.

A student has experienced serious but temporary circumstances which have impacted upon their learning or ability to complete or attend assessments.

Suspension of studies

APPE2.60R A student may suspend their studies with the intention to return to the programme within an agreed period. The date of the suspension is the date that the University receives written notification of the student's decision.

APPE2.61R A request to suspend studies during the current academic year must be received no later than one of the following deadlines:

Programme start date	Suspension of Studies
September 2017	06 April 2018
January 2018	03 August 2018
April 2018	9th November 2018

APPE2.62 After the deadline if the student does not withdraw and they are experiencing serious but temporary personal circumstances preventing them from doing their assessments they should refer to the regulations on submitting a missed assessments application.

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APPE2.63 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.

APPE2.64 Students suspending their studies should note the following:

- academic progression may be affected;
- there may be fee implications;
- there may be academic consequences for a programme accredited by a Professional, Statutory and Regulatory Body;
- there may be implications on immigration status and for completion of studies for students who require a visa;
- they cannot submit work for assessment or sit examinations;
- 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;
- withdrawal from modules will remove access to view them on Blackboard;
- it will only be possible to return to the same programme if it is still running;

Reference should be made to the tuition fee policy for further information.

APPE2.65R On a student's return:

- 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;
- the form of module assessment may be different;
- 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.

Ongoing conditions, disabilities or pregnancy and maternity

APPE2.66 The processes outlined in this appendix 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) or the Student Support Advisers if they 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

APPE2.67 Applications relating to personal circumstances for postgraduate research candidates are managed separately (although the list of acceptable and non-acceptable grounds for application does apply). Further information is available in Part 7 of the Postgraduate Research Degree regulations. Taught modules which are part of professional doctorate programmes do fall under the regulations as described in this document.

Appendix E3: Process for arranging to sit controlled assessments requiring prescribed conditions off campus (examinations)

Undergraduate and Postgraduate Taught students only

1. Introduction

APPE3.1.1 First sit examinations should be held at the University of the West of England or an approved academic partner.

APPE3.1.2 Permission to take an examination off campus may be granted only in the following circumstances (and is subject to the criteria set out in APPE3.2.1):

- 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).

APPE3.1.3 Assessments under controlled conditions taken off campus have security implications and the associated administrative costs are considerable.

2. Acceptable circumstances

APPE3.2.1 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

APPE3.3.1 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 APPE3.2.1b.

4. Application

APPE3.4.1 A student enquiring about taking an assessment under controlled conditions off campus under the provisions in APPE3.1.2 and APPE3.2.1 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

APPE3.5.1 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.

APPE3.5.2 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.

APPE3.5.3 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

APPE3.6.1 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

APPE3.7.1 A student other than those covered by the circumstances outlined in APPE3.1.2 and APPE3.2.1 will not normally be permitted to take an assessment under controlled conditions off campus.

APPE3.7.2 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.

APPE3.7.3 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

Undergraduate and Postgraduate Taught students only

1. Introduction

APPH1.1.1 Allegations of breaches of the student conduct policy 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 the student conduct policy, the Student Policy Manager shall notify the Director of Student and Academic Services so that the following process may be undertaken.

APPH1.1.2 Before the meeting of the relevant examining board(s) an appropriate officer of Student and 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

APPH1.2.1 A student with outstanding obligations to the University or who is the subject of an allegation of a breach of the student conduct policy 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.

APPH1.2.2 If the outstanding obligation is not discharged or the allegation of a breach of the student conduct policy has not been concluded before the next point of re-registration or enrolment, the student will 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

APPH1.3.1 If the outstanding obligation or allegation of a breach of the student conduct policy 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 Student and Student and Academic Services or designated person shall ensure that the secretary to the examining board:

- a. records the academic decision in the normal way;
- 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 Student and 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 Student and Academic Services.

APPH1.3.2 After the examining board, the Director of Student and 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 Student and Academic Services.

4. Actions following discharging outstanding obligations to the University

APPH1.4.1 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 Student and 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 the student conduct policy

APPH1.5.1 When the allegation has been determined and any consequential action disposed of, the Director of Student and 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

APPH2.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

APPH2.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.

APPH2.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.

APPH2.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 personal circumstances to explain how studies were adversely affected – these should be dealt with under the University's Personal Circumstances Procedure unless evidence is provided that a claim has been submitted via the Personal 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.

APPH2.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

APPH2.H26.7 The application shall:

- a. be submitted electronically using the form provided on the Student and 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

APPH2.H26.8 If an application meets the conditions in APPH2H26.7 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.

APPH2.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 APPH2.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

APPH2.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

APPH2.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

APPH2.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.

APPH2.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.

APPH2.H26.14R The officer to the Academic Appeal Panel shall be a nominee of the Director of Student and Academic Services.

APPH2.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.

APPH2.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.

APPH2.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

APPH2.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

APPH2.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

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University or that the outcome is unreasonable may be able to complain to the Office of the Independent Adjudicator for Higher Education (OIA) if the complaint is eligible under its rules and once all internal University procedures have been concluded.

Annual report

APPH2.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

APPH2.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.

Appendix H3: Appeals from students at affiliated institutions

Undergraduate and Postgraduate Taught students only

APPH3.H27.4 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.

APPH3.H27.5 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.

APPH3.H27.6 The student shall be informed in writing of the decision.

APPH3.H27.7 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.

APPH3.H27.8 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.

APPH3.H27.9 In the case of an application for review concerning a research degree, Academic Regulations Appendix H4 applies.

APPH3.H27.10 There shall be no further appeal against the decision of the Appeals Panel.

APPH3.H27.11 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.

APPH3.H27.12 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.

APPH3.H27.13 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

APPH3.H27.14 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.

Appendix H4: Process governing the suspension and expulsion of students for academic reasons

Undergraduate and Postgraduate Taught students only

APPH4.1.1 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.

APPH4.1.2 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.

APPH4.1.3 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.

APPH4.1.4 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 fulfil 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.

APPH4.1.5 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.

APPH4.1.6 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.

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APPH4.1.7 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.

APPH4.1.8 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.

APPH4.1.9 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.

APPH4.1.10 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.

APPH4.1.11 The Vice-Chancellor (or nominee) may make any decision appropriate to the case including a period of temporary suspension and expulsion from the University.

APPH4.1.12 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.

APPH4.1.13 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: <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.

APPJ1.1.1 An initial inquiry concerning a possible relationship shall be referred to the Director of Student and 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.

APPJ1.1.2 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.

APPJ1.1.3 The documentation shall be considered by the Vice-Chancellor (or nominee) and the Director of Student and 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.

APPJ1.1.4 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.

APPJ1.1.5 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.

APPJ1.1.6 The Director of Student and 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 University by the Vice-Chancellor (or nominee) and on behalf of the external institution by the Principal.

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APPJ1.1.7 Some months before the end of the period approved for the agreement, the Director of Student and 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.

APPJ1.1.8 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 to the Postgraduate Research Degrees regulations: 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.

PGR APP.1 Application

PGR APP.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.

PGR APP.1.2R Applications, specifying the higher doctorate applied for, as listed in PGR1.7 shall be made in writing to the Director of Student and Academic Services.

PGR APP.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 CNAA or a university in the United Kingdom or of a qualification of equivalent standard.

PGR APP.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.

PGR APP.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 Director of Student and Academic Services. 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.

PGR APP.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 need to be considered as part of the application taking account of expertise and examining arrangements.

PGR APP.1.7R Exceptionally, a person acting as an external adviser to the committee may be appointed as an examiner.

PGR APP.1.8R The applicant shall pay such fees and at such time as are determined by the University.

Application of the regulations

PGR APP.1.9 The Academic Board has delegated its authority to make recommendations for the award of Higher Doctorates to the Research Degrees Award Board (hereinafter referred to as the Board).

PGR APP.1.10 Applications shall be made in writing to the Director of Student and Academic Services in the form prescribed in PGR APP.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 PGR APP.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.

PGR APP.1.11 On receipt of an application, the Director of Student and Academic Services shall notify the Chair of the Board who shall appoint those members who are not ex officio so as to ensure that the Board includes at least one member with expertise in the field of study of the applicant. The Board 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 Director of Student and Academic Services shall supply the external expert adviser(s) with a copy of the application.

PGR APP.1.12 Taking the external advice into account, the Board 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.

PGR APP.1.13 The Director of Student and Academic Services shall notify the applicant of the Board's decision on whether to proceed to examination.

PGR APP.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.

PGR APP.2 Examination

PGR APP.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.

PGR APP.2.2R Each examiner shall report independently to the Board. If the examiners disagree the Board may appoint a third examiner.

PGR APP.2.3R The Board may, at its discretion, invite the applicant to discuss his or her submitted work with the Board and the appointed examiners.

PGR APP.2.4R The Board 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.

PGR APP.2.5R There shall be no appeal against the decision of the Board nor shall the Board 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.

PGR APP.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 PGR APP.1.5R.

Application of the regulations

PGR APP.2.7 The Director of Student and Academic Services 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 Director 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.

PGR APP.2.8 The examination shall be undertaken by reference to the submitted material only. The examiners shall submit independent written reports to the Director of Student and Academic Services by a date determined by them. The Director shall submit them to the Committee for decision. The assessment shall accord with the criteria set out in PGR APP.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 Board.

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PGR APP.2.9 If the examiners disagree, the Board 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 Director of Student and Academic Services 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.

PGR APP.2.10 The Director of Student and Academic Services shall convey the decision to the applicant in writing.

PGR APP.2.11 On receipt of a recommendation by the Board for an award, the Director of Student and Academic Services shall produce a results list confirming the recommendation of the Board dated with the date of the relevant meeting of the Board. The Officer shall pass the results list to an appropriate officer of the University for publication and production of the certificate.

PGR APP.2.12 Written and published material submitted shall not normally be returned to the applicant.

PGR APP.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.

Personal 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 fulfil 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 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-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.