Academic Regulations 2019/2020

Volume 1 - Undergraduate and Postgraduate Taught programmes of study

August 2019

UWE Bristol | University of the West of England

Contents

Part A: The academic regulatory framework

A1. The regulatory framework

The University of the West of England is an independent degree awarding body. The Academic Regulations are part of a comprehensive, consistent and coherent regulatory framework which includes the management of quality and standards through the Enhancement Framework and procedures, policies and guidance. This framework assures academic standards and the consistent and equitable treatment of all students.

The Academic Regulations apply in all cases except where specific Professional, Statutory and Regluatory Bodies' requirements, including different levels of award cannot be accommodated. In such cases variant regulations must be agreed by the Academic Board. Academic Board is responsible for approving all regulatory amendments, additions and variations. Variations to the regulations must be published as part of the approved programme specification.

Dual and joint awards with other institutions may be governed by existing UWE academic regulations and procedures, or by specifically devised variations.

The Academic Board may establish procedures for the review of its educational provision. These will 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 request information on or arising from the University's quality assurance arrangements.

A2. The University's modular framework and the accumulation of credit

Teaching and learning at the University of the West of England is based on modules within a credit accumulation framework. Credit is a means of quantifying and recording the achievement of assessed learning.

A3. Modules

- Modules are the building blocks for programmes of study and form the basis for assessment and the award of credit.
- They are offered at specified academic levels and lead to specified amounts of credit.
- Each module must have a module specification which should be provided to students no later than the start of the module delivery period.
- Each module will have clearly defined learning outcomes and assessment requirements which a student must satisfy in order to pass it and achieve the credit.
- The assessment requirements of a module will be proportionate to its credit value and level.
- All modules belong to fields of study which are groups of related modules within which learning, teaching and assessment are organised. Changes to fields of study require the approval of Academic Board.

A4. Awards

- The University may grant awards as set out in its Ordinances and as approved by Academic Board.

- An award is a University qualification granted to a student for successful completion of the requirements as set out in the approved programme specification. The specification states the award title, award structure, curriculum, teaching, learning and assessment requirements, and modules making up the programme as well as any approved variation to the regulations.

- Students become eligible for awards through the accumulation of credit and progression is governed by the achievement of academic pre-requisites.

- Each award will have clearly defined credit requirements at each level which a student must satisfy.

- **Only modules which are approved for a named award may contribute towards its credit requirements**. Students may not substitute credit achieved in other modules for failure to achieve credit in modules valid for the named award.

- The rights of students to tuition, assessment, certification and receiving an award are subject to remaining in good standing with the University.

A5. Module credit sizes

Modules may lead to 5[1], 10, 15, 20, 30, 40, 45, 50 or 60 credits. A Masters dissertation module may lead to 40, 45, 50 or 60[2] or, in the case of Masters by Research, 120 credits at level M.

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.

1 credit involves 10 hours of notional study time. 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.

A6. Examining boards

The examining board is the sole body which may act on behalf of Academic Board in awarding credit, granting an award or amending a properly executed decision. The responsibilities of the examining board are set out in the University's Examining Board - code of practice.

---

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

[2] 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).

Part B: Admissions

These regulations should be read in conjunction with the University's [Admissions Policy.](#)

Admission to programmes conducted by the University leading to awards of other bodies will be subject to the requirements of the body concerned.

An applicant may be admitted to an award beyond the initial entry point subject to satisfying the entry requirements and providing evidence which demonstrates they have already achieved the required learning outcomes.

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.

B1. Minimum and maximum length of taught award routes

The normal maximum period for completion of an award will be determined by the assessment regulations for that award, including the maximum permitted opportunities for assessment. It may also be constrained by limitations on the life span of module(s) due to the availability of resources or the need to safeguard the currency of knowledge.

Maximum periods are subject to professional body requirements for accredited awards which will be stated in the programme specification.

The following minimum periods of study apply to award routes designed to admit to the start of the programme students who meet 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

UWE Bristol Academic Regulations 2019/2020

Award	Minimum Number of Weeks	Credit Total	Notional Study Time
Certificate in Professional Development	15 weeks	120 credits	1200 hours
Certificate in Education Learning and Skills	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 Higher Education	60 weeks	240 credits	2400 hours
Foundation Degree	60 weeks	240 credits	2400 hours
Degree	90 weeks	300 credits	3000 hours
Honours Degree	90 weeks	360 credits	3600 hours
Graduate Certificate	30 weeks	60 credits	600 hours
Graduate Diploma	30 weeks	120 credits	1200 hours
Postgraduate Certificate in Education	36 weeks	120 credits	1200 hours
Professional Graduate Certificate in Education	36 weeks	120 credits	1200 hours
Postgraduate Certificate Learning and Skills	30 weeks	120 credits	1200 hours
Postgraduate Certificate	15 weeks	60 credits	600 hours
Postgraduate Diploma	30 weeks	120 credits	1200 hours
Masters Degree	45 weeks	180 credits	1800 hours
Masters by Research	52 weeks	180 credits	1800 hours
Masters in Research (MRes)	45 weeks	180 credits	1800 hours
Integrated Bachelor / Masters Degree	120 weeks	480 credits	4800 hours
Master of Architecture (MArch)	60 weeks	240 credits	2400 hours

Part C: Registration, module enrolment and making changes

C1. Registration

All applicants who have firmly accepted offers of a place are required to register in order to become students of the University. All returning students must re-register at the start of every new academic session.

An applicant or student who does not have any outstanding tuition fee debt or obligation to the University may register for an award subject to:

- meeting the specified entry requirements;
- meeting any requirements set by a professional body;
- the availability of the award;
- any limit on the number of available places.

Students may:
- register for more than one award simultaneously, as long as they do not exceed the maximum number of credits permitted;
- not receive more than one award of the University as a result of a continuous period of registration for a specific award.

Registration will be terminated when a student achieves the required credits, and receives the highest award for which they are eligible.

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

C2. Module enrolment

A 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:

- the availability of the module, including where there is a limit on places;
- logistical and / or educational reasons;
- meeting specified award requirements as per the relevant programme specification;
- not having any outstanding tuition fee debt / obligation to the University OR if they do, the University is satisfied they can meet their financial obligations;
- restrictions imposed for a breach of student conduct, suspension or any other investigation;
- not having been expelled from the award or the University;
- they are not attempting to improve their classification by enrolling on a module with the sole intention of using it to replace the mark for another they have already passed;
- being registered on a named award for which a professional practice module, masters dissertation module, placement, study year abroad or a module involving a placement is valid.

A student may enrol on a module without registering for an award.

Newly registered students are required to enrol on the appropriate number and type of modules for their programme of study.

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.

C3. Maximum module and credit enrolment

- Full-time undergraduate students will normally enrol upon 120 credits in a standard academic period, but may take up to a maximum of 150 credits.
- Part-time students will normally enrol on a maximum of 90 credits in a standard academic period.
- Students on postgraduate taught awards, or on undergraduate awards that are delivered in an accelerated mode of delivery, may enrol on a maximum of 180 credits in a standard academic period.
- Students may enrol on additional modules to those valid for their award subject to the maximum.

C4. Module transfer

Scenario	Outcome
Transfer request 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.
Transfer request 14 calendar days after the start of the teaching period.	Not permitted.

C5. Withdrawal from modules

Scenario	Outcome
Withdrawal request **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 request **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.
Withdrawal request after the module completion date.	Not permitted.

A student who remains enrolled on a module and does not complete it will fail that attempt.

C6. Suspension of studies

A student may suspend their studies with the intention to return to the programme within an agreed period. They will only be able to return to a programme if it is still running.
The date of the suspension is the date that the University receives written notification from the student of their decision. 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 2019	19 April 2020
January 2020	23 August 2020
Februrary 2020	06 September 2020
March 2020	25 September 2020

When suspended a student is not enrolled on the programme and so will not be eligible to take part in any learning activities including submitting work for assessment.

On a student's return:

- all assessments for all modules will need to be taken, even if work was submitted previously and examinations were sat, unless the whole module has already 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.

C7. Withdrawal from a programme

A student can permanently withdraw from their studies at any point in an academic year.

The date of the withdrawal is the date that the University receives written notification from the student of their decision.

There may be fee implications for transferring, withdrawing or suspending studies.

The University may withdraw a student from their programme of study where there is no evidence of engagement and all efforts to secure their re-engagement have failed.

Part D: Module types

D1. Classification of module types

Standard modules
• The default type of module. Unless otherwise stated in the module specification, a module is classed as a standard module.
• Must have one component of controlled conditions assessment (A) which counts for at least 25% of the overall module mark.
• May have a second component of assessment (B) which does not have to be taken under controlled conditions.
• Component marks and the module mark are expressed as percentages. This will either be a weighted average of two components, or if there is only one component (A) the mark for (A).
• At levels 0 and 1 **only**, if there are two components, one component may be assessed as pass/fail. The overall module mark will be the mark for the other component.
• A student has the right to two attempts. Within each they have one sit and one resit, normally taken within the same academic session.
• No marks are carried over between attempts.

Project modules
• Has only one component of controlled conditions assessment (A). This requires the completion of a project, dissertation or similar piece of extended, individual or group work.
• The overall mark is expressed as a percentage.
• A student has the right to two attempts. Within each they have one sit and one resit, normally taken within the same academic session.
• The resit is the resubmission of the project report, dissertation or other requirement as defined in the module specification.
• No marks are carried over between attempts.

Professional practice modules
• Must have one component (A) which is the assessment of professional competencies by an appropriately qualified practitioner. This is marked as pass / fail.
• Normally undertaken in a professional setting and combines practice and study.
• May have specified entry and assessment requirements where the module contributes to an award which is recognised or accredited.
• May have a second component of assessment (B). The mark for (B) must be expressed as a percentage. (B) does not have to be taken under controlled conditions. This becomes the mark for the whole module.
• If the overall outcome is a 'pass', it is not included in any award calculation.

- If additional means of differentiating performance in professional competencies have been agreed at the request of a professional body, these will be recorded on the certificate of credit.

- Students are not entitled to an automatic resit or retake. This is granted by the Award Board.

- The method and attendance requirements for a resit or retake of the professional competencies component are determined by the Award Board.

- If a student is permitted a retake they must repeat all assessments, including the assessment of professional competencies.

- If a further attempt is granted no marks are carried over between attempts.

- The University reserves the right to terminate a student's registration for a named award incorporating professional practice if they voluntarily withdraw from a compulsory professional practice module at any point in its delivery; or are deemed by the Executive Dean and the Vice-Chancellor to be unfit to undertake the professional practice module.

Masters Dissertation modules (sub set of project modules)
- Is assessed in the same way as a project module.
- Only available at Level M and as part of a Masters award.
- A student has the right to two attempts. Within each they have one sit and one resit.
- Full time students have a maximum period of six months for the resubmission of the dissertation. Part time students have a maximum period of twelve months.
- No marks are carried over between attempts.

D2. Components

- Components may contain one or more elements of assessment.

- The mark for a component is the weighted average of the marks for its individual elements.

- Each component has a specified weighting, which determines its contribution to the overall module mark.

- Assessment under controlled conditions normally means assessment at a prescribed time and in prescribed conditions with University-controlled invigilation or supervision. Other controlled assessment can be undertaken, providing that there is certainty that the work submitted for assessment is the student's own and that there is parity of treatment between all students.

D3. Elements (work items)

- An element (or work item) is an individual assessment requirement within a component.

- Individual elements of assessment cannot be marked on a pass/fail basis if the mark for the component is expressed as a percentage.

- There is no minimum pass mark for an individual element unless there is a specific academic reason. For example, the project element of a project module. In which case the pass mark is 40% (levels 0-3/ FHEQ levels 3-6) or 50% (level M/FHEQ level 7).

Part E: Passing a module

E1. Assessment

To gain module credit, students must demonstrate that they have achieved specified learning outcomes through:

- successful completion of assessments or,
- through the accreditation of prior learning.

E2. Module pass marks

To pass, students must achieve the pass mark/s in the component **and** for the module overall.

Level 0-3 (FHEQ levels 3-6)

	Single component module (Component A)		
Marking scheme	**(A) pass mark**		**Module pass mark**
Percentage	40%		40%
Pass / fail	Pass		Pass
	Two component module (Weighted average of A and B)		
Marking scheme	**(A) Pass mark**	**(B) pass mark**	**Module pass mark**
Percentage	35%	35%	40%
Percentage with pass / fail	Pass	40%	40%

If a student achieves less than 35% in a component, has a mark of 40% or higher for the module and has a resit available, they must resit that component. If the student achieves between 35% but less than 40% in both of the components, they cannot achieve the module pass mark and if eligible, must resit both components.

Level M (FHEQ level 7)

	Single component module (Component A)		
Marking scheme	**(A) pass mark**		**Module pass mark**
Percentage	50%		50%
Pass / fail	Pass		Pass
	Two component module (Weighted average of A and B)		
	(A) pass mark	**(B) pass mark**	**Module pass mark**
Percentage	40%	40%	50%
Percentage with pass / fail (Professional Practice only)	Pass	50%	50%

If a student achieves less than 40% in a component, has a mark of 50% or higher for the module and has a resit available, they must resit that component. If the student achieves between 40% but less than 50% in both of the components, they cannot achieve the module pass mark and if eligible, must resit both components.

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

Once a module has been passed, a resit or retake is not permitted unless a Professional, Statutory or Regulatory Body requires it.

E3. Unconfirmed marks

Unconfirmed marks or grades will be given to students individually as soon as possible after the marking process is complete. **Unconfirmed marks are subject to moderation by the examining board and as such may go up or down before they are confirmed as final.**

E4. Condoning a marginal fail in a module

If a student attempts a module but marginally fails it, an Award Board may allow them to retain the mark and be awarded the credit without the need to do a resit or retake.

An Award Board can condone a marginal fail when:

- the overall module mark is 37% or above at levels 0 – 3/FHEQ levels 3-6; or 47% or above at M level/FHEQ level 7;
- the student has passed a minimum of 90 credits at the same level or above;
- the learning outcomes of the module have been met;
- the professional body allows it.

The Award Board cannot consider modules for condonation with a lower overall module mark even if the student has personal circumstances accepted.

Condoned modules may contribute to the credit total for the highest level of interim award for which a student is eligible.

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

All decisions to condone are final.

Permitted maximums

a maximum of 30 credits at level 0;	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;	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.	

E5. Credit for placement modules

Students on an approved placement which is part of a sandwich degree 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 placement.

In addition, students may be required to complete non-credit-rated tasks in order to demonstrate satisfactory completion of the placement.

A student who does not undertake a placement or does not pass it, but completes all the other requirements will be eligible for the full time award which may carry a different title.

E6. Accreditation of prior learning

These regulations should be read in conjunction with the University's accreditation of prior learning processes.

Accreditation of prior learning allows a student to be exempted from a module(s) if 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.

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.

Credits transferred as accredited prior learning from another institution are deemed to be approved for the named award once the transfer has been approved.

E7. Re-using credit towards a higher level qualification

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. The limit does not apply to AL credit which has been achieved under the University's own academic regulations if the student is proceeding towards a higher award.

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.

E8. Re-using credit towards the same level of qualification

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.

E9. Approval process for the recognition of AL

The process for faculty scrutiny of applications for AL must be undertaken by designated staff 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, within the Shell Award Framework with the programme learning outcomes.

Credit awarded for AL will not:

- carry marks or grades awarded by another institution[3];
- carry marks achieved under the University's own academic regulations;
- be used to gain an award in its entirety.

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 award.

E10. Approval process for the recognition of AEL

Credit, but not a mark may be awarded if a student's experience can be matched against the learning outcomes of a module or group of modules by providing documentation or through University assessment procedures.

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.

E11. Transfer of marks

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.

Where a module(s) has been achieved on one award and is valid for another one, the credit and the marks may be transferred between them, provided they have not already been used to claim the first award.

---

3   Academic Board agreed the transfer of credit and marks in respect of the following: Virginia Commonwealth University; Taylor's University, INTI University Malaysia (LLB (Hons) only) and HELP University College Malaysia.

Part F: Assessment

F1. Assessment

These regulations should be read in conjunction with the University's Assessment and Feedback Policy.

Students are expected to engage with all assessment required of them. If a student does not submit work when instructed to do so, this will be considered a non-submission.

Students will be advised of the deadline date for each piece of assessment.

F2. Coursework submission

The deadline time for coursework at all levels is 14:00 (14:00 local time for international partners).

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

F3. Examinations and other controlled conditions assessments

These regulations should be read in conjunction with the University's examinations web pages.

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). Permission to take a controlled conditions assessment off campus is at the discretion of the University.

It is a student's responsibility to check their personalised timetable, ensure they have the correct examination times and locations and to attend their examinations and assessments.

Students must:

- arrive at least 20 minutes ahead of the start time, but if late may enter the examination room in the first thirty minutes of the official start time (no additional time will be given for late arrivals);
- comply with the invigilators' instructions once they have entered the examination room;
- not leave during the first or last thirty minutes of the examination;
- not communicate in any way with any person other than an invigilator;
- not have in their possession at their place in the examination room or use, any book, manuscript, calculator, personal computer, electronic organiser, smartwatch or similar device or any other aid which is not specifically allowed in the examination instructions;
- switch off mobile phones and electronic devices, disable any alarms and keep them in their bag or face down on their desk;
- not 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 instructions;

- not start writing, other than to complete the identification details on the answer booklet, until given permission to do so by the senior invigilator;
- stop writing immediately when they are instructed to do so at the end of the examination;
- not remove the question paper from the examination room unless permission to do so is indicated on the instructions.

A candidate breaching any examination procedure will be considered in accordance with the appropriate regulation, policy or procedure.

F4. Assessment offences

Where a student is suspected of committing an Assessment Offence, this will be investigated in line with the University's Assessment Offences Policy.

Part G: Resits and Retakes

G1. Resits

- A resit is the opportunity to be assessed for a second time in an attempt, having failed to reach the required pass standard at the first sit.
- If a student is required to resit a component because they have not passed it, or the module overall, they will be required to submit all resit elements for that component 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 if they had personal circumstances accepted.
- 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.
- Students who do not pass a module after the resit may take a valid alternative if one is available. This will be treated as a new enrolment.
- The module specification will state where class attendance is mandatory for a resit.

G2. Retakes

- A retake is 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.
- A retake will normally take place within a reasonable time and within the maximum length of the award route or within any limits specified for the life of a module.
- 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.
- A student with an outstanding retake may not demand reassessment in components or modules which are no longer current for the programme.
- Students may retake a module if they are eligible for a further attempt. If they are not they will fail the module.
- Students who do not pass the module after the retake will fail the module.
- 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.
- Students failing a module which is compulsory for a named award will have their registration for that award terminated and may not register for another award for which that module is compulsory.

G3. Marks capping – general information

- Capping is the restriction of a mark gained when resitting or retaking. It can be applied at all levels.
- Once a mark is capped, it cannot be uncapped.
- The actual mark achieved for a capped module is recorded on a student's Certificate of Credit.

G4. Marks capping – resits

- Students who successfully resit a component will be capped at 40% (levels 0-3/FHEQ levels 3-6) or 50% (level M/FHEQ level 7).

- If the module has two components and the student only needs to resit one, the overall module mark is partially capped. The mark for the other component is not capped.
- If a student needs to resit two components the overall module mark will be fully capped at 40% (levels 0-3/FHEQ levels 3-6) or 50% (level M/FHEQ level 7).
- For the purposes of classification for honours or a differential level of award, the partially or fully capped mark is the one used in the calculation.

G5. Marks capping – retakes

Students who successfully retake a module will be capped at 40% (levels 0-3/FHEQ levels 3-6) or 50% (level M/FHEQ level 7).

For the purposes of classification for honours or a differential level of award, the fully capped mark is the one used in the calculation.

Part H: Assessment support processes

H1. Late submission of work for assessment

The mark for an element of assessment submitted up to 24 hours after the published deadline will be penalised.

The marks penalty will be applied to the element of assessment as follows:
- Levels 0 – 3 (FHEQ levels 3 - 6) A mark of more than 40% will be reduced to 40%.
- Level M (FHEQ level 7) A mark of more than 50% 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.
- An assessment taken under a pass/fail marking scheme will have no penalty if the work is submitted within 24 hours of the published deadline.
- After the 24 hour 'window' has elapsed, work will not be accepted and will be recorded as a non-submission.
- If a student has a valid reason for requiring more time to submit an assessment they may use the five working day extension or Reasonable Adjustments process.

H2. Five working day extension process.

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.

H3. Missed assessments process

If a student has a valid reason (e.g. illness) for not completing an assessment they may use the missed assessments process. However, if they choose to submit an assessment or attend an exam, it will not be possible to use it.

H4. Exceptional removal of a mark process

Exceptionally, a student may request to have their mark for an assessment removed **after** attempting the assessment. This is permitted on only two grounds:

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

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.

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

Further information is available from the [exceptional removal of a mark process](#).

H5. Reasonable adjustments

[Reasonable adjustments](#) will be provided where necessary, for disabled students, students who have a Specific Learning Difficulty (including dyslexia), mental health condition or chronic medical condition, temporary impairment or are in a period of a severe short term illness, pregnancy or maternity. The circumstance must be having a substantial impact on a student's capacity to study and/or take assessments in the usual way. Where appropriate students may be eligible for adjustments to their exam arrangements, coursework deadlines or the method of assessment.

Part I: Awards of the University

I.1 Award titles

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.

Joint awards with '*and*' mean an approximately equal balance and '*with*' mean that the minor subject accounts for at least a quarter of the programme.

I.2 How students become eligible for an award

An award may be granted only when the following conditions are fulfilled:

- the student 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);
- 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;
- the faculty or affiliated institution has confirmed the student has completed a University approved award;
- the award has been recommended by an appropriately convened examining board;
- 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;
- the student has no outstanding obligations to the University.

Part J: Undergraduate awards - qualification types and credit requirements

Approved award title	FHEQ Level of award	Total credits	Credit requirements at level	Differential levels of award
Foundation Certificate (FdCert)	Level 3	80	80 credits at Level 0 or above The certificate is approved for UWE Bristol's International College only and should not be used as an intermediate exit award for other final awards.	No differential level of award available.
Certificate (Cert)	Level 4	60	At least 50 credits at Level 1 or above. 10 credits permitted at Level 0.	No differential level of award available.
Certificate in Education Learning and Skills	Level 4	120	At least 70 credits at Level 2 or above. 50 credits permitted at Level 1.	No differential level of award available.
Certificate of Higher Education (CertHE)	Level 4	120	At least 100 credits at Level 1 or above. 20 credits permitted at Level 0.	Pass / Distinction.
Certificate in Professional Development (CertPD)	Level 4	120	At least 100 credits at Level 1 or above. 20 credits permitted at Level 0.	No differential level of award available.
Diploma (Dip)	Level 5	200	At least 80 credits at Level 2 or above. At least 100 credits at Level 1 or above. 20 credits permitted at Level 0.	No differential level of award available.

Approved award title	FHEQ Level of award	Total credits	Credit requirements at level	Differential levels of award
Diploma of Higher Education (DipHE)	Level 5	240	At least 100 credits at Level 2 or above. At least 120 credits at Level 1 or above. 20 credits permitted at Level 0.	Pass/ Distinction.
Diploma in Professional Studies (DPS)	Level 5	240	At least 100 credits at Level 2 or above At least 120 credits at Level 1 or above. 20 credits permitted at Level 0.	No differential level of award available.
Foundation Degrees **Foundation Degree Arts (FdA)** **Foundation Degree Science (FdSc)** At least 30 credits of work-based learning must be included at Level 1 or above.	Level 5	240	At least 100 credits at Level 2 or above. At least 120 credits at Level 1 or above. 20 credits permitted at Level 0.	Pass / Merit / Distinction
Degree Bachelor of Arts (BA) Bachelor of Science (BSc) Bachelor of Business Administration (Honours) BBA (Hons) Bachelor of Education (BEd) Bachelor of Engineering (BEng) Bachelor of Laws (LLB) Bachelor of Town Planning (BTP) Bachelor of Architecture (BArch)	Level 6	300	At least 60 credits at Level 3 or above. At least 100 credits at Level 2 or above. At least 100 credits at Level 1 or above. 20 credits permitted at Level 0.	Pass / Distinction.

Approved award title	FHEQ Level of award	Total credits	Credit requirements at level	Differential levels of award
Degree with Honours Bachelor of Arts BA (Hons) Bachelor of Science BSc (Hons) Bachelor of Business Administration (Honours) BBA (Hons) Bachelor of Education (BEd) Bachelor of Engineering (BEng) Bachelor of Laws (LLB)	Level 6	360	At least 100 credits at Level 3 or above. At least 100 credits at Level 2 or above. At least 140 credits at Level 1 or above. 20 credits permitted at Level 0.	Classifications: First Class; Second Class (Upper Division); Second Class (Lower Division); Third Class.
Degree with Honours (including a foundation year)	Level 6	480	At least 100 credits at Level 3 or above. At least 100 credits at Level 2 or above. At least 140 credits at Level 1 or above. 120 credits permitted at Level 0.	Classifications: First Class; Second Class (Upper Division); Second Class (Lower Division); Third Class.

Approved award title	FHEQ Level of award	Total credits	Credit requirements at level	Differential levels of award
Integrated Bachelor/Masters Degree 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)	Level 7	480	At least 120 credits at Level M. At least 100 credits at Level 3 or above. At least 100 credits at Level 2 or above. At least 140 credits at Level 1 or above. 20 credits permitted at Level 0.	Pass / Merit / Distinction.
Integrated Bachelor/Masters Degree Master of Architecture (MArch)	Level 7	240	At least 120 credits at Level M. At least 100 credits at Level 3 or above.	Pass / Merit / Distinction.
Integrated Bachelor/Masters Degree (including a foundation year)	Level 7	600	At least 120 credits at Level M. At least 100 credits at Level 3 or above. At least 100 credits at Level 2 or above. At least 140 credits at Level 1 or above. 120 credits permitted at Level 0.	Pass / Merit / Distinction.

Approved award title	FHEQ Level of award	Total credits	Credit requirements at level	Differential levels of award
Foundation programme	**FHEQ Level of award**	**Total credits**	**Credit requirements at level**	**Differential level of award**
Provides a progression route into a specific award or group of awards as set out in the programme specification	Level 3	120	120 credits at Level 0	No differential level of award available.

Graduate entry awards

Approved award title	FHEQ Level of award	Total credits	Credit requirements at level	Differential level of award
Graduate Certificate (GradCert)	Level 6	60	At least 40 credits at Level 3 or above. 20 credits at Level 1 or above.	Pass / Distinction.
Graduate Diploma (GradDip)	Level 6	120	At least 80 credits at Level 3 or above. 40 credits at Level 1 or above.	Pass / Merit / Distinction.
Professional Graduate Certificate in Education (ProfGCE)	Level 6	120	At least 120 credits at Level 3 or above.	No differential level of award available.

Part K: Postgraduate taught awards - qualification types and credit requirements

Postgraduate awards

Approved award title	FHEQ Level of award	Total credits	Credit requirements at level	Differential level of award
Postgraduate Certificate (PGCert) **Postgraduate Certificate by Research (PGCert)**	Level 7	60	40 credits at Level M. 20 credits at Level 3 or M.	Pass / Merit / Distinction.
Postgraduate Certificate in Education (PGCE)	Level 7	120	At least 40 credits at Level M. At least 40 credits Level 3 or above. 40 credits permitted at Level 1 or above.	No differential level of award available.
Postgraduate Certificate Learning and Skills (PGCert L&S)	Level 7	120	At least 40 credits at Level M. At least 30 credits at Level 3 or above. At least 20 credits at Level 2 or above.	Pass / Merit / Distinction.
Postgraduate Diploma (PGDip) **Postgraduate Diploma by Research (PGDip)**	Level 7	120	At least 80 credits at Level M. At least 40 credits at Level 3 or above.	Pass / Merit / Distinction.

Approved award title	FHEQ Level of award	Total credits	Credit requirements at level	Differential level of award
Masters Degree Master of Arts (MA) Master of Business Administration (MBA) Master of Design (MDes) Master of Education (MEd) Master of Laws (LLM) Master of Science (MSc) Master of Fine Art (MFA)	Level 7	180	At least 120 credits at Level M. 60 credits at Level 3 or above.	Pass / Merit / Distinction.
Masters in Research (MRes)	Level 7	180	At least 120 credits at Level M 60 credits at Level 3 or above.	Pass / Merit / Distinction.
Masters in Teaching and Learning	Level 7	180	180 credits at Level M.	Pass / Merit / Distinction.

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.

PART L: Interim and default awards

L1. Interim awards

An award may be approved to include interim awards at intermediate points of assessment. The interim 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.

L2. Default awards

Default awards are available only on programmes leading to a professionally recognised or accredited award and are granted where the credit requirements of the University are met but any additional requirements of a professional body are not. Default awards do not carry professional body accreditation.

PART M: Aegrotat and posthumous awards

M1. Aegrotat awards

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.

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

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.

M2. Posthumous awards

A deceased student will be granted a normal award posthumously if registered at the time of death and they have completed all the required assessment.

A deceased student will be granted an unclassified or undifferentiated aegrotat award posthumously if registered at the time of death but they have not completed all the required assessment. The student will be granted the award on which they were registered.

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

Part N: Calculating award outcomes

The University has approved methods for the calculation of award outcomes.

N1. Calculation of undergraduate award outcomes

The honours degree classification is calculated in two stages:

i.   the best marks achieved for 100 credits at level 3 (FHEQ level 6) and,
ii. the best marks achieved for 100 credits at level 2 (FHEQ level 5) or above.

Level 3 (FHEQ level 6) marks not used in (i) may be included in (ii) where they are better than any achieved at level 2 (FHEQ level 5).

Marks used in (i) are weighted three times the value of the marks used in (ii).

In the following scenarios the classification will be based upon 120 credits with 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:

- where a student has been awarded a non-honours degree under the University's academic regulations, and they wish to use credit towards an honours degree;
- direct entrants to level 3 (FHEQ level 6);
- where a student has achieved 240 AL credits from a foundation degree and progresses to an honours degree.

Where undergraduate awards require 480 credits to meet professional body requirements, the honours degree classification is calculated in two stages:

i.   the best marks achieved for 200 credits at level 3 (FHEQ level 6) and,
ii. the best marks achieved for 100 credits at level 2 (FHEQ level 5) or above.

Level 3 (FHEQ level 6) marks not used in (i) may be included in (ii) where they are better than any achieved at level 2 (FHEQ level 5). If level M (FHEQ level 7) modules are present, they will be treated as level 3 (FHEQ level 6) modules for the purposes of the calculation.

Marks used in (i) are weighted three times the value of the marks used in (ii).

Where the credit size of the best marks would give a credit total greater than 100, only the relevant portion is counted.

Honours degree classifications

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

Integrated Bachelor/Masters degree

The integrated Masters degree is not classified, but may be awarded with merit or distinction.

A **merit** will 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.

A **distinction** will 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.

Where 'or more' is stated below, 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 (for example, using 130 credits rather than 110).

Non-honours degree

A **distinction** will be awarded where a weighted 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.

Foundation degrees

A **merit** will be awarded when a weighted 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.

A **distinction** will be awarded when a weighted 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.

Higher National Certificate or Higher National Diploma

For the awards of Higher National Certificate or Higher National Diploma, **module** marks expressed as percentages will be designated as:

Distinction	70% or more
Merit	55% to less than 70%
Pass	40% to less than 55%
Fail	40% or less

Diploma of Higher Education

A **distinction** will be awarded where a weighted 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.

Certificates

A **distinction** for a Certificate of Higher Education, a Certificate in Education Learning and Skills or a Certificate in Education Skills for Life will be awarded where a weighted 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.

N2. Calculation of graduate award outcomes

Graduate Certificate

A **distinction** will be awarded where a weighted 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.

Graduate Diploma

A **merit** will be awarded where a weighted average of at least 60% is achieved across any combination of modules at level 3 or above (FHEQ level 6 or above) totalling 80 credits or more.

A **distinction** will be awarded where a weighted 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.

N3. Calculation of postgraduate taught award outcomes

Postgraduate Certificate

A **merit** will be awarded where a weighted average of at least 60% has been achieved across any combination of modules at level M totalling 40 credits or more.

A **distinction** will be awarded where a weighted average of at least 70% has been achieved across any combination of modules at level M totalling 40 credits or more.

Postgraduate Diploma

A **merit** will be awarded where a weighted average of at least 60% has been achieved across any combination of modules at level M totalling 80 credits or more.

A **distinction** will be awarded where a weighted average of at least 70% has been achieved across any combination of modules at level M totalling 80 credits or more.

Masters degrees

A **merit** will be awarded where a weighted average of at least 60% has been achieved across any combination of modules at level M totalling 120 credits.

A **distinction** will be awarded where a weighted average of at least 70% has been achieved across any combination of modules at level M totalling 120 credits.

N4. Method of calculation – general notes

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

An Award Board may award one classification (or other differential level of award) higher than that determined by these methods by using the University's borderline criteria. An Award Board may not award a lower outcome than that determined by these methods.
 The following will not be included in the classification or differential calculation of an award:

- professional practice modules that have an overall outcome expressed as pass;
- credit awarded through the accreditation of prior learning;
- the mark for failed modules if they have either been condoned or personal circumstances have been accepted and an award has been recommended.

Part O: Publication of results

- At the end of each academic session the University will release notification of module marks, grades and credit information individually to students.
- 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.
- Students who are enrolled on modules but not registered for an award will receive their notification following the meeting of the relevant Field Board.
- Publication of overall results and awards will normally take place no later than five working days after their approval by the Award 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.
- Publication will be solely by an electronic means approved and designated for this purpose which students are individually responsible for accessing.

Part P: Certificates

P1. Award certificate

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.

The award certificate records:

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

P2. Certificate of credit

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 and is signed by the Vice-Chancellor and by the Director of Student and Academic Services.

The certificate of credit records:

- the full name of the student as held on the University's student record;
- the start date of the student's registration for an award or enrolment on a module;
- where appropriate, the name of the affiliated institution at which the module(s) was completed;
- 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;
- University credit awarded for Accredited Experiential Learning set against the module(s) concerned and the date when the credit was awarded;
- credit transferred through Accredited Learning and recognised by the University as contributing to the requirements of an award of the University, identified by level;
- where applicable, the qualitative level of performance achieved within professional practice modules where professional competencies have been assessed;
- 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;
- where applicable, information on assessed key skills;
- as appropriate, credit equivalence for the European Credit Transfer Scheme (ECTS).

Part Q: Withholding and removing awards

Q1. Withholding awards

The University may withhold awards from students who:

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

These regulations should be read in conjunction with the process for withholding awards.

Q2. Professional suitability

Where a student has met the credit requirements of their award, but there is an outcome from a Professional Suitability Panel recommending that they are not eligible for a professionally accredited or recognised award, they will be entitled to receive a default award instead.

Q3. The formal removal of an award from a graduate

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

- 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;
- 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.

Q4. Suspension and expulsion of students for academic reasons

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.

These regulations should be read in conjunction with the process for the suspension and expulsion of students for academic reasons.

Part R: Student complaints about academic provision

An academic complaint is a matter of concern to a student about the delivery, management or assessment methods and procedures of an award, award route or module which has not been resolved through the normal consultation procedures.

The Academic Board will establish procedures for dealing with complaints from students about any academic matter related to teaching and learning provision on award routes or modules. The procedures are available on the [complaints web page](#).

Part S: Circumstances which may affect examining board decisions

S1. Academic appeals against a decision of an examining board

Students have the right of appeal against the decision of:
- an examining board within specified limited grounds;
- designated staff or groups in regard to missed assessment and exceptional removal of marks applications within specified limited grounds.

The grounds and the process for submitting an appeal, including from students at affiliated institutions are set out in the [Academic Appeals policy.](#)

S2. Annulment of examining board decisions

A decision of an examining board may be declared null and void in the following circumstances:

- where there has been a material and significant administrative error or other material irregularity;
- following an academic appeal.

The process for the annulment of examining board decisions including where an award of the University is offered at an affiliated institution is set out in the [Examining Board - code of practice](#).

S3. Absence of assessment marks as a consequence of significant disruption

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.

Unless stated otherwise, this 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.

Part T: Approval of academic partnerships

T1. Collaborative partnerships

Collaborative partners may be based in the UK or worldwide. To become a partner of the University for collaborative provision, a proposed partner must first be designated an Affiliated Institution of the University by the Vice Chancellor. This will normally require an institutional meeting.

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.

T2. Joint and dual awards with other institutions and awarding bodies

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.

Dual and joint awards may be governed by existing UWE academic regulations and procedures, or by specifically devised variations to these regulations and are governed by written agreement(s) specifying the responsibilities and obligations of the awarding institutions. These 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.

Part U: Honorary degrees

U1. Definition

The University may grant honorary degrees 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.

U2. Criteria

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.

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

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.

U3. Approval of awards

The Academic Board will establish a committee which will have delegated responsibility for approving nominations for the award of honorary degrees.

The Vice-Chancellor will establish the means of generating confidential nominations for consideration by the committee.

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.

Honorary degrees will normally be conferred on behalf of the University by the Chair of the Academic Board at a suitable public ceremony and normally only where the recipient is present.

Part V: Academic dress regulations

The following are the agreed design of robes worn by the University's officers and graduates, for example, at graduation ceremonies.

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

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

Bachelors/First Degree, Graduate Certificate, Graduate Diploma
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

Integrated Masters
Gown: Black traditional gown with ruched sleeves gathered with black cord and button
Hood: Simple shape in plain red, fully lined with red brocade
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

Honorary Masters
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 velvet Tudor bonnet with red cord and tassel

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 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

Honorary Fellow of the University

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

Higher 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
Hat:	Grey velvet Tudor bonnet with red cord and tassel

The Academic Dress of the senior officers of the University is:

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

Glossary of Terms

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 are informed by the QAA UK Quality Code for Higher Education.

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. Such learning outcomes are 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, have 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.

Assessment

The means by which standards are confirmed at each level in terms of an individual student's performance against agreed assessment criteria set to measure the achievement of learning outcomes. 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, contract cheating, plagiarism, self-plagiarism and other breaches of assessment or other examination regulations or procedures.

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.

Compulsory module

The module must be taken and passed to ensure progress 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. 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.

Credit level
Credit level is an indicator of the relative demand, complexity and depth of learning and of the autonomy expected of the learner.

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
Students receive separate awards from both UWE and a collaborating degree awarding institution.

Enrolment
The process each year by which students select/confirm the modules they intend/are required, to undertake during that year.

Examining boards
University bodies with responsibility for confirming results, progression and classifying awards.

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.

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 which constitutes a learning experience in its own right and is usually not included in the formal grading of the work.

In good standing
A student who is not in tuition fee debt to the University or subject to any University proceedings relating to conduct or expulsion for academic reasons at the point specified.

Joint award
One certificate of award granted or conferred by the collaborating degree awarding institutions.
Learning outcomes
Statements of what a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

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 External Examiners.

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).

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 and are implemented through the Academic Regulations.

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.

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.

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.

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.

Registration

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.

Sandwich placement

A period away from the University involving work experience required for a sandwich award.

Sit

The opportunity to be assessed for the first time in a 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.

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 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.

Web links to processes and policies

Academic appeals policy
https://www1.uwe.ac.uk/students/academicadvice/academicappeals.aspx
Accreditation of prior learning process
https://www1.uwe.ac.uk/students/academicadvice/suspendtransferorwithdraw/accreditedlearning.aspx
Admissions policy
https://www1.uwe.ac.uk/about/corporateinformation/policies.aspx
Applying to UWE Bristol
http://www1.uwe.ac.uk/study/applyingtouwebristol.aspx
Assessment offences policy
http://www1.uwe.ac.uk/students/academicadvice/assessments/assessmentoffences.aspx
Examining Board - code of practice
https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/studentandacademicservices/regulationspoliciesquality/regulationsandprocedures.aspx
Complaints
http://www1.uwe.ac.uk/about/contactus/complaints.aspx
Examinations
http://www1.uwe.ac.uk/students/academicadvice/assessments/exams.aspx
Exceptional removal of a mark process
https://www1.uwe.ac.uk/students/academicadvice/assessments/personalcircumstances/exceptionalremovalofamark.aspx
Five working day extensions
https://www1.uwe.ac.uk/students/academicadvice/assessments/personalcircumstances/5workingdayextensions.aspx
Missed assessments process
https://www1.uwe.ac.uk/students/academicadvice/assessments/personalcircumstances/missedassessmentprocess.aspx

Professional suitablility
https://www1.uwe.ac.uk/about/corporateinformation/policies.aspx
Reasonable adjustments
http://www1.uwe.ac.uk/students/studysupport/disabilityservice/reasonableadjustments.aspx
Suspension and expulsion for academic reasons process
https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/academicservices/regulationsandquality/regulationsandprocedures/suspensionforacademiccause.aspx
Withholding awards process
https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/academicservices/regulationsandquality/regulationsandprocedures/withholdingawards.aspx