



University of the
West of England

ACADEMIC REGULATIONS AND PROCEDURES 2011/2012

Corporate and Academic Services

September 2011

Academic Regulations and Procedures 2011-12

Our Academic Regulations and Procedures have undergone significant changes for 2011-12. A key change is to resit regulations and these have been informed by analysis of student performance and consultation with groups of staff. A strategy for communicating these changes to students, staff, external examiners and collaborative provision partners is being led by Professor Julie McLeod, AVC Learning Teaching and Student Experience working with Corporate and Academic Services. During 2011-12 the Regulatory Framework Review Group¹ will be making proposals for reshaping the regulatory framework to ensure it is fit for purpose.

The changes for 2011-12 are:

Changes to resits (F8-F12)

F12 2010-2011 has been revised with effect from 2011-12. All students registering on a module for the first time after August 2011 will be permitted a sit and resit irrespective of non-submission at the sit. This will apply in all circumstances except for any regulatory variation provided for Professional Practice (F10.3.1R – F10.3.16R refers) and Masters Dissertation Modules (F10.4.1R – F10.4.4R refers).

Additions to award board discretion (G2.6R)

*There are two potential circumstances in which a student may be granted an exceptional retake of a module **having exhausted the sit and resit:***

Circumstance 1 If extenuating circumstances have been submitted by the student and approved by an extenuating circumstances panel during either the first sit or resit then the student may be granted an exceptional retake under Regulation and Procedure F17.5R (page 111 10-11 regulations and procedures). This remains as per 2010-2011 Academic Regulations and Procedures.

Circumstance 2 In the event that Circumstance 1 is not an available option (and having exhausted any possibility to condone the failure under G2.3R), then the Award Board has the discretion to take into account the student's modular profile to determine whether there is sufficient evidence to grant an exceptional retake. In order to qualify for the exceptional retake the student must have shown full engagement with the failed module, i.e. for the Award Board to consider this the marks in all components must be other than NS, and must normally have passed 50% of their module credit during the academic year.

Work-based learning (D5)

Updated to reflect that with effect from 2011-12 all new students registering on sandwich degree awards must undertake a minimum of 20 standard credits at level 2 or above, which recognise and assess learning and skills acquired during the placement, and the consequently phasing out of P credit.

¹ Paul Gough, Julie McLeod, Jane Harrington, Andrea Cheshire, Pauline Hume

General Entrance requirements (E3.3R)

Changes to the minimum level of attainment for entry to the start of a foundation degree or foundation route.

Undergraduate awards: differential levels of awards (G1.8.2R, B6.2R)

Correction of an anomaly on criteria for differential levels of award between the Integrated Bachelors/Masters and stand-alone Masters degrees.

Appeal against the decision of an examining board (G3.7R)

Changes to the membership of and quorum for the Appeals Panel

Research degrees (K)

Changes to regulations and procedures including:

- Responsibility for extensions to registration passes from faculty committees to Research Degrees Award Board
- Changes to regulations and procedures on progression exam
- Changes to criteria for appointment of Independent Chairs
- Removal of opportunity for further work before viva for research degree students
- Sub-division of “minor amendments” option
- Changes to submission timescales after viva

Academic dress (J1.R)

Inclusion of honorary fellow in “academic dress” section

There have been some changes to nomenclature used in the Academic Regulations and Procedures to reflect organisational restructuring.

Further advice and guidance on Academic Regulations and Procedure is available from Corporate and Academic Services, Director of Corporate and Academic Services/Academic Registrar Andrea.Cheshire@uwe.ac.uk and Head of Quality Pauline.Hume@uwe.ac.uk

Yours sincerely



Steve West
Vice-Chancellor

ACADEMIC REGULATIONS AND PROCEDURES 2011/2012

The Academic Regulations and Procedures of the University provide:

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

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

The Academic Regulations and Procedures 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.

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

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

Where the Academic Regulations and Procedure 2011/12 refer to the appeals being considered by the Academic Registrar they will be considered by the Academic Registrar or their nominee.

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ACADEMIC REGULATIONS AND PROCEDURES OF THE UNIVERSITY

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A INTRODUCTION TO THE ACADEMIC REGULATIONS AND PROCEDURES

A1 SCOPE AND PURPOSE

A1.1 This introductory section describes the University's approach to the management of academic standards and outlines the principal ways in which the quality of learning, teaching and assessment and the student experience at the University of the West of England are assured and enhanced.

A1.2 The University of the West of England is an autonomous degree awarding body and as such has a significant amount of independence in determining how it organises and regulates itself. The University requires a comprehensive, consistent and coherent framework of academic regulations, procedures and working practices in order to enable the assurance of academic standards and the consistent and equitable treatment of all its students wherever they are located. The Academic Regulations and Procedures therefore are intended to:

- a. be deployed consistently across all areas of the University's operations;
- b. be fit for purpose, up to date and approved by the Academic Board;
- c. provide a single point of reference on academic regulations and procedures across the University;
- d. inform all decision-making designed to enhance the quality of educational provision at the University;
- e. be written in clear language and available in a range of forms upon request across the University;
- f. be known and understood in all areas of the University;
- g. provide a framework for the development of learning, teaching and assessment.

A1.3 Academic Board is responsible for approving all amendments/additions/variants to the Academic Regulations and Procedures prior to their formal ratification by the Board of Governors. Advice on amending the regulations is available from the Secretary to the Academic Board.

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

publication. Staff will be notified via Heads of Service and Faculty Business Managers of the publication and of any agreed changes since the previous year. Faculty Business Managers are responsible for ensuring that faculty handbooks and websites are updated.

A1.5 A review is being undertaken in 2011/2012 to align the Academic Regulations and Procedures to the revised academic structure and the new Quality Monitoring and Enhancement Framework and to take account of developments with the University's academic strategy.

A2 PRINCIPLES

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

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

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

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

Procedures (P) – reflect established good practice, represent the most efficient and effective way of working and comply with the principles and regulations. The expectation is that procedures will normally be followed at all levels. Any departure from these procedures must have a rationale to be approved by the Academic Board that demonstrates the academic or logistical need for the variation and which shows how the alternative procedure reflects the principles and regulations.

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

- A3 RELEVANT LEGISLATION, CODES OF PRACTICE AND PROCEDURES**
- A3.1** The autonomy of Higher Education Institutions is mediated by legislation, external regulation and procedures, and external codes of practice and guidelines. The University's Academic Regulations and Procedures are informed and comply/align with the following:
- A3.2** Principles of Good Practice:
- a. principles of academic freedom;
 - b. cognisance of the work of the Better Regulation Task Force – an independent advisory body set up in 1997 "to advise the Government on action to ensure that regulation and its enforcement are proportionate, accountable, consistent, transparent and targeted."
- A3.3** National Legislation:
- a. The Equality Act 2010
 - b. Data Protection Act 1998;
 - c. Freedom of Information Act 2000;
 - d. Human Rights Act 1998, order 2005;
 - e. Intellectual Property Rights and Copyright Legislation;
 - f. Contract Law;
 - g. The Immigration, Asylum and Nationality Act 2006.
- A3.4** Higher Education Agency Requirements:
- a. HEFCE regulations, procedures and codes of practice;
 - b. BIS regulations, procedures and codes of practice;
 - c. Universities UK regulations and guidance;
 - d. QAA Academic Infrastructure including Subject Benchmark Statements, the Code of Practice, the Higher Education Qualifications Framework, Programme Specifications and Progress Files
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/AcademicInfrastructure/Pages/default.aspx>;
 - e. Research Councils' regulations and guidance;
 - f. Other external funding bodies' regulations and guidance.
- A3.5** Professional, Statutory and Regulatory Bodies (PSRBs) requirements.
- A3.6** University of the West of England Strategic Plan and supporting documents which include the:
- a. Learning, Teaching and Assessment Strategy;
[Bristol UWE - Learning Teaching and Assessment Strategy](#)

- b. Research Strategy;
[Bristol UWE - Policy Documents and Useful Information](#)
- c. Internationalisation Strategy;
[Internationalisation strategy - UWE Bristol: Strategy](#)
- d. Equal Opportunities Statement
[UWE's Commitment - structure and strategy - Equality and Diversity : UWE Bristol](#)
- e. Sustainability Strategy
<http://www.uwe.ac.uk/aboutus/policies>
- f. Work-based learning policy
<http://www.uwe.ac.uk/aboutus/policies>
- g. Fitness to study policy
<http://www.uwe.ac.uk/aboutus/policies>

A4 LEARNING, TEACHING AND ASSESSMENT STRATEGY

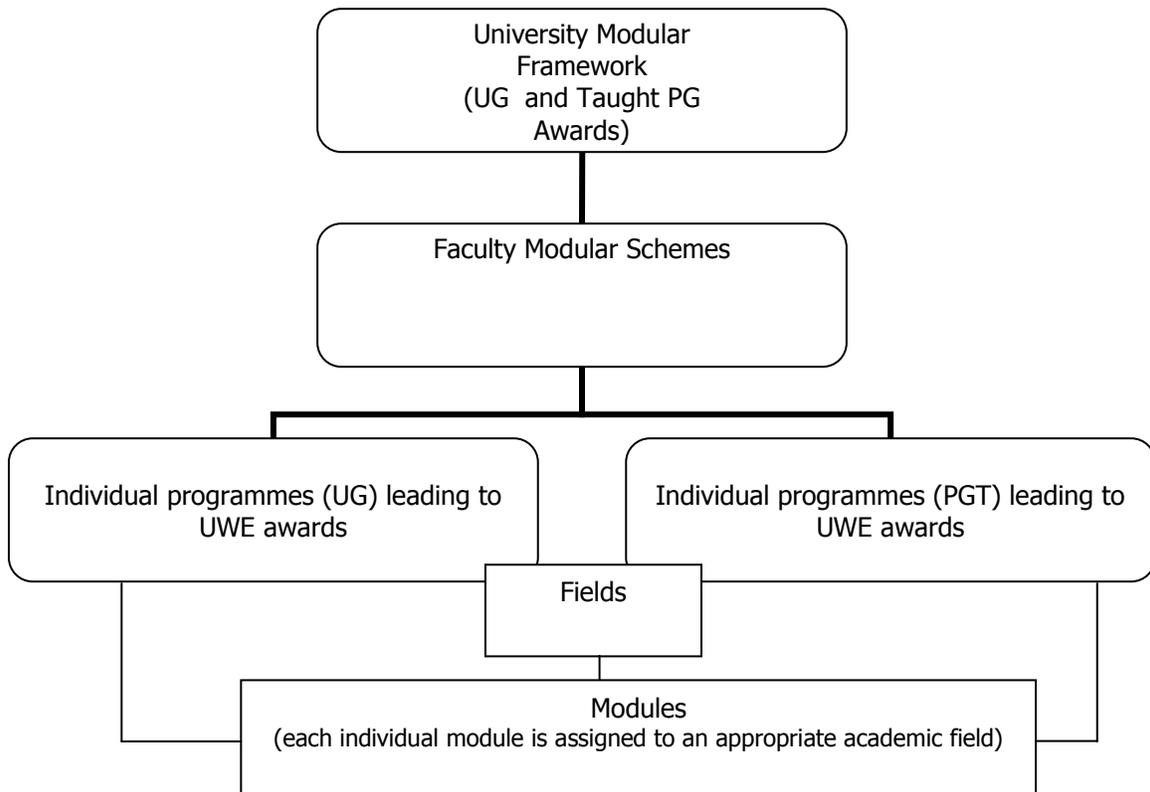
A4.1 The University of the West of England Learning, Teaching and Assessment Strategy states that the University aims:

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

A5 THE UNIVERSITY'S MODULAR FRAMEWORK

A5.1 Teaching and learning at the University of the West of England is based on modules within a credit accumulation framework. Students become eligible for awards through the accumulation of credit and progression is governed by the achievement of academic pre-requisites. The Modular Framework applies to almost all taught awards offered to undergraduate and postgraduate students across the University. Unless specifically exempted, all awards of the University are defined in terms of their minimum credit requirements. To be eligible for an award students must have

successfully completed the required number of credits at the level(s) as specified for that award except where an examining board determines otherwise (e.g. aegrotat or posthumous awards). Only modules which are approved for a named award may contribute to the credit requirements for that award. The Modular Framework reflects the University's commitment to consistent and rigorous academic standards across the very wide range of subjects and programmes that lead to its awards; at the same time it enables students to select from a module diet covering different aspects or pathways within a subject or subjects.



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

A5.3 Fields - all modules belong to fields which are defined as groups of cognate modules within which learning, teaching and assessment are organised. In some faculties fields are synonymous with departments/subjects; in other faculties fields may represent a group of disciplinary or professionally-related modules. Field Leaders have

important responsibilities in relation to the quality assurance of modules. The importance of fields in the University's quality management and enhancement framework is recognised by the requirement that proposals for new fields or reconfigurations of existing fields must be considered and approved by the University.

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

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

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

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

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

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

A5.5 **Awards and Programmes** – modules make up programmes; programmes lead to university awards. The approved and authoritative statements of the teaching, learning and assessment requirements for programmes and the modules that make up programmes are contained within programme specifications.

A5.6 **Credit** – modularity and credit are closely related. Credit recognises and provides a means of recording student achievement, incrementally and cumulatively – the credit tariff reflects the number

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

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

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

A5.8 The University does exceptionally permit 'non-standard' regulations

for awards where there are specific professional body requirements that cannot be accommodated within the Modular Framework – information is available from the Secretary to Academic Board on request.

A6 ACADEMIC STRUCTURES AND QUALITY MANAGEMENT AND ENHANCEMENT RESPONSIBILITIES

A6.1 Academic Structure ²

A6.1.1 Academic departments, research centres and institutes are largely based on academic subjects/disciplines and are organised into cognate groupings to form four faculties each led by an Executive Dean: Faculty of Business and Law, Faculty of Arts, Creative Industries and Education , Faculty of Environment and Technology and Faculty of Health and Life Sciences.

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

A6.2 University Level Responsibilities

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

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

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

- a. ensuring that the over-riding duty of the Academic Board to set, maintain and assure academic standards is promulgated,

² The University's structures are subject to review and current structures can be found in the Governance Handbook: Governance

- understood and respected;
- b. securing standards at an appropriate level across the University;
- c. providing students on all awards with a consistently high quality educational experience;
- d. putting in place procedures that are appropriate, fair, transparent and applied consistently and equitably across the University;
- e. ensuring that students leave the University in possession of qualifications, knowledge and skills that are recognised and valued by the outside world;
- f. ensuring that quality management and enhancement systems operating throughout the University are robust and fit for purpose;
- g. ensuring that any delegation of power by the Academic Board to validate or review programmes of study is properly defined and exercised;
- h. ensuring that educational standards and quality at the University satisfy external requirements and scrutiny;
- i. ensuring that the provision of the physical learning environment is properly co-ordinated and used to best effect.

A6.3 Faculty Level Responsibilities ³

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

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

³ Roles and responsibilities are subject to review to align with the University's revised academic strategy and structures.

- e. designation of individuals with particular responsibilities for student academic guidance.

A6.3.2 Executive Deans are therefore responsible for:

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

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

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

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

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

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

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

A6.4 **Student Representation**

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

A6.5 Quality Management and Enhancement

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

- a. Programme design and approval (Code of Practice section 7);
- b. Programme monitoring and review (Code of Practice section 7);
- c. External participation in the programme design, approval and review process (Code of Practice section 7);
- d. Professional and statutory regulatory bodies (Code of Practice section 7);
- e. Regulation of admissions (Code of Practice section 10);
- f. Complaints (Code of Practice section 5);
- g. Regulation of assessment (Code of Practice section 6);
- h. External examiners and their reports (Code of Practice section 4);
- i. Reviews and appeals (Code of Practice section 5);
- j. Collaborative Provision (Code of Practice section 2);
- k. Postgraduate Research Provision (Code of Practice section 1).

B ACADEMIC STANDARDS: THE REGULATION OF AWARDS

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

B1 PRINCIPLES

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

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

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

- related developments are consistent with institutional plans and strategic academic and resource planning;
- h. the level and types of resources and facilities necessary to deliver the proposed programme of study consistently to the required standard.

B2 AWARDS OF THE UNIVERSITY

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

B2.1 List of Awards

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

B2.1.2P The University Ordinances can be found at:
<http://www1.uwe.ac.uk/students/academicadvice/assessments/regulationsandprocedures>

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

Certificate

Certificate (Cert)
Certificate in Education Learning and Skills (Cert Ed L&S)
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 Education (BEd)
Bachelor of Engineering (BEng)
Bachelor of Laws (LLB)
Bachelor of Science (BSc)

Degree

Bachelor of Town Planning (BTP)
Bachelor of Architecture (BArch)

Integrated bachelor/masters degree

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

Graduate entry certificate and diploma

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

Postgraduate certificate and diploma

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

Taught higher degree

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

Research Degrees

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

B2.1.4R Awards of other awarding bodies

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

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

B3 STANDARD OF AWARDS

Definition: The academic standard of an award is defined by reference to the threshold knowledge and skills required of a student on entry to an award and by reference to the stated learning outcomes required for successful completion of the prescribed study or supervised research. Such learning outcomes shall be stated in the approved

programme specification for each award and are informed by the QAA Framework for Higher Education Qualifications and Subject Benchmark Statements.

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

B3.2P Every taught programme leading to an award of the University, and every programme or module which may lead to the award of credit, are credit rated. Faculties are required to ensure that the University's credit structure and requirements are met in the development and review of programmes and awards. The distribution of credit within a taught programme and/or award must be in keeping with the University's credit requirements for level of study; credit tariff (i.e. the amount of learning achieved at a specified level with reference to notional student study time); and with the assessment regulations for the named award. The distribution of credit must be broadly consistent with the distribution of notional student study hours (i.e. 1 credit equates to 10 hours of notional study time including formal contact). The distribution of credit must also be consistent with the relative importance of the various elements of assessment required of students – faculties are however encouraged to avoid the pitfalls in a modular scheme of over-assessing students and to consider innovative approaches to module assessing learning outcomes.

B3.3P The Secretary to Academic Board is responsible for advising faculties and external institutions on the maintenance and observation of the University's credit requirements and for ensuring that proposed new taught programmes and awards meet the University's credit requirements. This is done through the scrutiny of documentation and provision of advice to the Vice-Chancellor (or their nominee) and to such groups and committees as have responsibility for approval of programmes, new modules or units of study.

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

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

Certificate in Education (Further Education) – the standard expected of a student with prior knowledge and skills satisfying the

University's general entrance requirements who has successfully completed prescribed study of the theory and practice of teaching education and who has demonstrated practical competence in teaching

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

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

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

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

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

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

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

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

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

B3.6R The standard of Foundation Degrees awards shall be defined as:

Foundation Degree – the standard expected of a student with prior

knowledge and skills satisfying the University's general entrance requirements who has successfully completed required study which includes appropriate work related study.

B3.7R The standard of first degree awards shall be defined as:

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

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

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

B3.8R The standard of graduate awards shall be defined as:

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

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

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

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

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

Postgraduate Certificate in Education – the standard expected of a

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

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

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

B4 INTERIM AWARDS

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

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

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

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

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

B5 DEFAULT AWARDS

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

B5.1R A student who is unable or elects not to undertake a sandwich placement or who is deemed not to have completed satisfactorily a sandwich placement but who otherwise completes the requirements

for a named award is eligible for that award in the full-time mode. Such an award may carry a different title to the award specifying the sandwich mode.

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

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

B6 DIFFERENTIAL LEVELS OF AWARDS

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

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

- a. Regulations B6.2, B6.3 and B6.4 permit the granting of Merit, Distinction or Honours classification; and
- b. the approved assessment regulations specify the criteria for the granting of such differentiations.

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

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

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

- a. Certificate of Higher Education;
- b. Diploma of Higher Education;
- c. Foundation Degree;
- d. Degree;

- e. Integrated Bachelor/Masters;
- f. Graduate Certificate;
- g. Graduate Diploma;
- h. Postgraduate Certificate;
- i. Postgraduate Certificate by Research;
- j. Postgraduate Certificate in Education;
- k. Postgraduate Diploma;
- l. Postgraduate Diploma by Research;
- m. Masters.

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

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

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

B7 AEGROTAT AWARDS

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

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

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

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

B7.3P A report of aegrotat awards will be made to Academic Board as and when they are awarded.

B8 POSTHUMOUS AWARDS

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

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

B8.2P A report of posthumous awards will be made to Academic Board as and when they are awarded.

B9 **PROFESSIONALLY RECOGNISED OR ACCREDITED NAMED AWARDS**

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

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

B9.2P 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.

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

B10 **AWARD TITLES**

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

provided in an award title to explain what has been studied, for example BA(Hons) History (Medieval).

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

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

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

B10.4P Where changes are approved to the title of an award after students have registered but before some or all students have completed the programme and taken an award any student who has not taken an award may choose either the original title or the new title. Faculties should ensure that all students able to choose are given the opportunity to choose and exercise that opportunity to confirm which title they would prefer to have conferred.

B11 UNNAMED AWARDS

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

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

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

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

B11.4R An award may be unnamed:

- a. where the award itself is insufficiently descriptive; or
- b. where the award is an unnamed University award as permitted

in the Academic Regulations and Procedures.

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

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

B12 MINIMUM AND MAXIMUM LENGTH OF TAUGHT AWARD ROUTES

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

Award	Minimum Number of Weeks	Credit Total	Notional Study Time
Certificate	15 weeks	60 credits	600 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 of Higher Education	30 weeks	120 credits	1200 hours
Diploma	60 weeks	200 credits	2000 hours
Diploma in Extension Studies	30 weeks	240 credits	2400 hours
Diploma in Professional Studies	30 weeks	240 credits	2400 hours
Diploma of Extension Studies	30 weeks	240 credits	2400 hours
Diploma of Higher Education	60 weeks	240 credits	2400 hours
Foundation Degree	60 weeks	240 credits	2400 hours
Degree	90 weeks	300 credits	3000 hours
Honours Degree	90 weeks	360 credits	3600 hours
Graduate Certificate	30 weeks	60 credits	600 hours

Graduate Diploma	30 weeks	120 credits	1200 hours
Postgraduate Certificate in Education	36 weeks	120 credits	1200 hours
Professional Graduate Certificate in Education	36 weeks	120 credits	1200 hours
Postgraduate Certificate Learning and Skills	30 weeks	120 credits	1200 hours
Postgraduate Certificate	15 weeks	60 credits	600 hours
Postgraduate Diploma	30 weeks	120 credits	1200 hours
Masters Degree	45 weeks	180 credits	1800 hours
Masters by Research	52 weeks	180 credits	1800 hours
Integrated Bachelor/Masters Degree	120 weeks	480 credits	4800 hours

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

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

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

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

B13 REGISTRATION FOR AWARDS

Definition: following admission to the University all students are required to register at the start of their studies and in each subsequent year of study. Registration is the procedure by which students confirm personal information about themselves, pay their tuition (and other university) fees. Registration leads to the creation of an individual student record to provide the student with access to university facilities and resources and to enable the University to

record academic information against the student record for the duration of their registration. Registration is also the means by which students formally agree to abide by the University's rules and regulations.

- B13.1R** A student may register for more than one specific award simultaneously subject to not exceeding the maximum number of credits for which enrolment is permitted at any one time.
- B13.2R** A student may not receive more than one award of the University as a result of a continuous period of registration for a specific award.
- B13.3R** When a student achieves the credits required for the award on which the student is registered, that award will be made and the student's registration will be terminated.
- B13.4R** Acceptance by the student of the highest award for which the student is eligible as determined by the decision of an examining board constitutes termination of the registration for that award. A student may, subject to gaining admission, commence a new registration for a higher award within the same subject or programme, or register for a different award. Such registration shall be treated as a new registration for the purpose of eligibility for that award.
- B13.5R** Registration for an award and enrolment on a module is subject to gaining admission to the award or module.

C QUALITY MANAGEMENT AND ENHANCEMENT FRAMEWORK

C1 APPROVAL AND VALIDATION OF AWARDS

Definition: the University procedures for the approval and validation of new programmes, awards and modules and changes to existing provision. The procedures set out the criteria against which proposals are required to be tested and agreed in terms of level of study, educational aims, learning teaching and assessment strategies.

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

C1.2R The Academic Board shall establish procedures to enable proposed new awards and award routes to be validated and for the validation process to provide assurance of the standards of awards and the quality of learning and teaching in accordance with the objectives and policies of the University.

C1.3R For each award of the University, and for each award of an external body for which the University offers taught provision, there shall be an approved programme specification stating the award, award structure, curriculum, assessment regulations and other requirements as prescribed by the Academic Board. The programme specification shall be completed by the faculty taking responsibility for the award no later than the date set for this purpose by the validation process. The programme specification shall be made accessible throughout the University in conformity with arrangements approved by the Academic Board.

C1.4R For each module there shall be an approved module specification stating the module learning outcomes and the means by which these outcomes are achieved and demonstrated.

C1.5R Academic Board may charge a committee or body established by such a committee to undertake on its behalf validation of programmes leading to awards of the University.

C1.6R The Academic Board shall establish procedures enabling approved awards, award routes, fields and modules to be modified and for the programme specifications of all such provision to be amended and maintained as accurate, accessible and comprehensive records of learning and teaching as offered to students.

C1.7P The Award and Programme Approval Handbook can be found at:

<http://acreg.uwe.ac.uk/paav1.asp> and is updated annually by Corporate and Academic Services.

C2 FIELDS OF STUDY

Definition: groups of cognate modules within which learning, teaching and assessment are organised. A field may represent a subject or disciplinary area, or group of disciplinary or professionally-related modules. Fields are fundamental to faculty quality assurance processes.

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

C2.2P Applications for approval should be submitted to the Secretary to the Academic Board on the form designed for this purpose. The Secretary to Academic Board will notify the Executive Dean of the outcomes of proposals.

C2.3P **Role of Field Leader** - the Executive Dean of the faculty is responsible for appointing a leader for each field within the faculty. The responsibilities of the leader of the field are for the Executive Dean to determine, but they should include oversight of the academic coherence of the modules within the field, maintaining a formal record of modules within the field, contributing to the smooth running of the field boards, liaising with the leaders of modules within the field and ensuring that the field operates within the University's modular framework and Academic Regulations and Regulations.

C2.4P The current list of approved fields of study can be found at: <http://acreg.uwe.ac.uk/paav1.asp>.

C3 MONITORING, EVALUATION AND REVIEW

C3.1 Annual Monitoring and Evaluation

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

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

C3.1.2R The procedures shall require faculties and other approved units of

the University having responsibility for delivering awards to show how monitoring of awards, fields and modules is undertaken, how action has been taken to deal with matters identified and, where action is beyond the remit or capacity of the faculty or monitoring body to take forward, to bring such matters to the attention of the University.

C3.1.3R Faculties shall establish arrangements for the annual monitoring and regular review of all non-award bearing provision for which they are responsible.

C3.1.4R Where monitoring and evaluation of awards are undertaken by external organisations, the Academic Board shall establish procedures, normally involving the relevant faculty or comparable body within the University in whose subject area the awards fall, to receive and consider evidence of such monitoring and for ensuring that appropriate action, where necessary, is taken.

C3.1.5R The Academic Board may charge a committee or body established by such committee periodically to review monitoring and evaluation by faculties and external institutions and to require regular reports.

C3.1.6R 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 organizations and professional bodies involved in recognition or accreditation of the University's awards, or where external organisations may request information on or arising from the University's quality assurance arrangements.

C3.1.7P Procedures for Annual Monitoring and Evaluation can be found at <http://acreg.uwe.ac.uk/amae.asp> and are updated annually by Corporate and Academic Services.

C3.2 Internal Academic Review

Definition: internal academic review is concerned with academic standards and the quality of the subjects and/or programmes of study leading to University awards. It is a forward-looking peer based internal process involving internal and external peers in the periodic review of subjects and/or schemes within a defined area, normally bounded by a faculty's academic responsibilities. The emphasis of the process should be on the evaluation of student achievement of the appropriate academic standards, and of the learning opportunities offered to students to support their achievements.

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

C3.2.2P Procedures for Internal Academic Review can be found at: <http://acreg.uwe.ac.uk/programmereview.asp> and are updated annually by Corporate and Academic Services.

C4 LIAISON WITH PROFESSIONAL, STATUTORY AND REGULATORY BODIES

C4.1P Many of the University's awards are accredited or otherwise recognised by professional, statutory and regulatory bodies for the purpose of professional registration for the right to practice and contributing towards requirements for membership of professional, statutory and regulatory bodies. Accreditation processes are formal and they involve judgements about standards and quality. Where these are questioned or threatened by a failure to observe agreed arrangements and procedures, or where accreditation is withheld or suspended, the consequences may be significant both for the employment of graduates and for the reputation and standing of the University.

C4.2P Although there are differences amongst professional, statutory and regulatory bodies in their statutory responsibilities and approach to involvement with higher education provision, most require formal involvement with the University's approval, validation and regulatory processes in order to satisfy themselves about the standard of an award and the content, coverage and application of the curriculum in their subject areas. Engagement with University processes will include some or all of the following:

- a. formal accreditation/recognition of named awards (a university responsibility);
- b. validation (jointly or separately if professional and statutory bodies insist upon their own procedures) and approval of some or all of the curriculum, of approaches to teaching and learning, provision of learning resources involving preparing students to meet professional standards, and of student entry requirements;
- c. approval of assessment regulations and of individual external examiners.

C4.3P In addition, some professional, statutory and regulatory bodies have a major role in the development of the curriculum in their area and provide a continuing source of advice and information, including on future trends in employment, and for award development in the University.

C4.4P The procedures for maintaining contact and formal involvement with professional, statutory and regulatory bodies' processes reflect the range of activities described above.

- C4.5P** The Director of Corporate and Academic Services/Academic Registrar is the designated official correspondent with all professional, statutory and regulatory bodies in respect of the formal accreditation of awards and the formal notification of decisions and responses arising in the context of accreditation.
- C4.6P** Practices will vary across professional, statutory and regulatory bodies and in many cases representatives and officers of such bodies will expect to maintain direct links with faculties, and faculties will wish to maintain their channels of communication with professional, statutory and regulatory bodies. However, it is important that oversight of communication is maintained. The Director of Corporate and Academic Services/Academic Registrar must therefore be kept informed of communications which may have an impact on academic policy and the development of awards and schemes. It is a faculty's responsibility to ensure that the Director of Corporate and Academic Services/Academic Registrar is so informed, and to contact the Director of Corporate and Academic Services/Academic Registrar for advice where there is any uncertainty about the procedures to be followed.
- C4.7P** Where a professional, statutory or regulatory body is proposing to accredit an award for the first time, or to carry out a review of any aspect of provision which it already accredits, the initial approach from the professional, statutory or regulatory body should be to the University through the Director of Corporate and Academic Services/Academic Registrar. The Director of Corporate and Academic Services/Academic Registrar will liaise through the appropriate Corporate and Academic Services officer with the faculty concerned on the arrangements which shall apply. Where a professional, statutory or regulatory body's initial approach on such matters is direct to the faculty, the faculty will copy the correspondence to the Director of Corporate and Academic Services/Academic Registrar before any commitments are made on the University's behalf.
- C4.8P** The Director of Corporate and Academic Services/Academic Registrar will decide the extent to which participation by an officer or member of the Vice-Chancellor's Executive may be required in the accreditation visit, or similar event. In particular, the involvement of Corporate and Academic Services is essential in any discussions which may involve possible validation issues and the application of the Academic Regulations and Procedures, including the relevant assessment regulations of the University.
- C4.9P** Thereafter, detailed planning and arrangements for any visit or similar event will be made directly by the faculty in conjunction with the professional, statutory or regulatory body. The faculty should ensure that Corporate and Academic Services are kept informed of

arrangements for the visit and related matters and that reports on visits and their outcomes are made to the appropriate University committee.

- C4.10P** Where the involvement of a professional, statutory or regulatory body is required for the formal validation of a proposed new award for which a faculty is seeking accreditation, all formal exchanges with the body concerned on these matters will be carried out by Corporate and Academic Services.
- C4.11P** Where a professional, statutory or regulatory body requests any amendment to the University's Academic Regulations and Procedures such requests must be made in writing to the Director of Corporate and Academic Services/Academic Registrar . It is the Director of Corporate and Academic Services/Academic Registrar's responsibility to establish a procedure allowing consultation of appropriate staff, including the Vice Chancellor's Executive. The Director of Corporate and Academic Services/Academic Registrar will inform the professional, statutory or regulatory body of whether the requested variation is permitted and will keep the faculty informed of the process and outcome. The Director of Corporate and Academic Services/Academic Registrar will also arrange for consideration of requests from professional, statutory and regulatory bodies for the addition of a differential level to an accredited award where such a level is justified by reference to practice and usage within the profession.
- C4.12P** Where a professional, statutory or regulatory body requires that it approves external examiners, the arrangements for securing approval of the external examiners from the professional, statutory or regulatory body will be made by the Director of Corporate and Academic Services/Academic Registrar, once these examiner nominations have been approved through the University's procedures.
- C4.13P** Professional, statutory and regulatory bodies may request variations to assessment regulations in respect of awards recognised or accredited by them only if the body's requirements cannot be met within the assessment regulations approved by the University.
- C4.14P** Requests shall be submitted in writing by the professional, statutory or regulatory body to the Director of Corporate and Academic Services/Academic Registrar and shall include the specific regulation or requirement of the body which cannot be met by the assessment regulations for the programme.
- C4.15P** The faculty with responsibility for the award shall attempt to ensure that the professional, statutory or regulatory body's requirements

are met within the existing and approved assessment regulations for the award.

C4.16P The Director of Corporate and Academic Services/Academic Registrar shall consult the relevant faculty, about the request. These consultations shall take account of any discussions which have already taken place and steps taken by the faculty to meet the requirements of the professional, statutory or regulatory body without variation to the assessment regulations for the award.

C4.17P The Director of Corporate and Academic Services/Academic Registrar shall be responsible for convening a group to consider and decide whether and, where appropriate, how to vary the assessment regulations for the programme. Academic Board shall approve all proposals to vary assessment regulations for the programme and reserves the right to refuse requests for variations to assessment regulations.

C4.18P The Director of Corporate and Academic Services/Academic Registrar shall notify the professional, statutory or regulatory body and the faculty of any variations approved by the group and shall ensure that the variations are recorded in the assessment regulations for the programme and notified to appropriate staff who shall be responsible for communicating these to students.

C5 EXTERNAL ADVISERS

C5.1P External advisers may be appointed by faculties for a variety of purposes, such as monitoring and evaluation of schemes and awards, internal academic review and audit, approval committees for modules or units of study, management committees. In some instances, specified in the relevant Academic Regulations and Procedures, the University has determined the status and remit of external advisers. Faculties may choose to involve external advisers in other circumstances either as full members of appropriate faculty committee(s) or by inviting their contribution, either in person or by correspondence.

C5.2P External advisers involved in an approval committee for modules or units of study will be expected to contribute through advice and commentary to curriculum developments within the faculty with particular reference to the approval of new modules or units of study and proposed significant changes affecting approved modules, units of study, awards and schemes. Having regard, where appropriate, for professional body requirements for curriculum content and development, external advisers will be expected to comment on:

- a. the content of individual awards and modules or units of

- study;
- b. their academic currency;
- c. the proposed credit level and value of modules or units of study;
- d. the use made of appropriate QAA benchmarking statements in subject areas;
- e. the impact of proposed new modules or units of study and changes in wider field, award and scheme developments.

C5.3 Criteria for Appointment

C5.3.1P An external adviser shall normally be:

- a. a former, approved External Examiner of the University; or
- b. an individual with relevant academic or practitioner standing and experience evidenced by participation in validation of awards, scheme or award design and curriculum development at the University or other UK institutions of higher education.

C5.3.2P An external adviser will have:

- a. academic and/or professional qualifications and expertise appropriate to the module, unit of study, field, award or scheme under consideration; and
- b. current knowledge and expertise relevant to the maintenance of academic standards. Appropriate indicators for this would be:
 - i. present (or if retired, most recent) post and institution;
 - ii. range and scope of experience across higher education or the professions;
 - iii. current or recent active involvement in teaching and assessment, research, scholarly and/or professional activities relevant to the area.

C5.4 Roles and responsibilities

C5.4.1P The roles and responsibilities of an external adviser are to contribute through advice and commentary to curriculum developments within the faculty with particular reference to the approval of new modules, proposed changes affecting approved modules and approved programmes. Advisers will be expected to comment upon:

- a. the content and academic currency of individual modules;
- b. the content and academic currency of programmes;
- c. the proposed credit level and value of modules;

- d. the use made of appropriate QAA benchmarking statements in subject areas;
- e. the impact of proposed new modules and changes in wider field and programme developments;
- f. and, where appropriate, have regard for professional body requirements for curriculum content and development.

C5.4.2P Faculties may choose to involve external advisers as full members of their module/programme approval committee (or equivalent) or invite their contribution from time to time, either in person or by correspondence. However, where a Faculty managed approval of a programme is to be considered it is strongly recommended that external advisers should attend. For this reason it may be that Faculties choose to appoint external advisers to be members of their module/programme approval committee only and to appoint separate external advisers with particular subject expertise to attend Faculty managed approval events.

C5.5 Appointment process

C5.5.1P Faculties shall be responsible for appointing and replacing external advisers taking account of the requirements of this procedure. Decisions shall be minuted at Faculty Academic Standards and Quality Committees. External advisers shall normally be appointed for three years from 1 October to 30 September. The term of office is a recommended minimum of three years and a maximum of five years.

C5.6 Fees

C5.6.1P The faculty making the appointment shall be responsible for paying such fees and expenses as are determined by the University. Reimbursement of expenses shall be in accordance with University guidelines relating to expenses payable to external examiners. External advisers may be appointed as full members of a faculty's module/programme approval committee (or equivalent), or they may be appointed to contribute as required towards the approval processes for a particular programme or subject area. The fees would be proportionate to the level of work expected and are based on current fee levels for external examiners and external panel members on centrally managed validation events. Information about fees payable is available from Corporate and Academic Services.

C5.7 Monitoring and evaluation

C5.7.1 Faculties will keep a list of external advisers, which will be forwarded to Corporate and Academic Services when any updates are made. Faculties will be asked to report on consultations

undertaken with external advisers on an annual basis through the medium of the annual monitoring and evaluation report to the Faculty Academic Standards and Quality Committee.

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

D1 LEARNING AND CREDIT

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

D1.2P Credit rating is undertaken simultaneously with the validation of programmes, awards, modules and units of study. Applications for credit rating of existing awards which were not credit rated when the award was validated must be submitted to Corporate and Academic Services for scrutiny. The advice of other appropriate persons from inside or outside the University may be sought as necessary.

D1.3R Modules may lead to 5⁴ 10, 15, 20, 30, 40, 50 or 60 credits. A Masters dissertation module may lead to 40, 50 or 60 or, in the case of Masters by Research, 120 credits at level M.

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

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

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

D2 CREDIT TARIFF

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

⁴ Exceptionally for faculties requiring 5 credit modules to facilitate the provision of continuing professional development (CPD)

of assessment requirements.

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

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

D2.3R The minimum credit size of a module/unit of study is 5 credits.

D2.4R The maximum credit size of a module/unit of study 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.

D2.5P Changes to the level or amount of credit for an approved module or unit of study constitute a new module or unit of study. Such proposals must be submitted for consideration and approval by the group or committee within the relevant faculty that has responsibility for approval of new modules or units of study.

D3 CREDIT LEVEL

Definition: a credit level is an indicator of the relative demand, complexity and depth of learning and of the autonomy expected of the learner. Levels are differentiated by learning outcomes which are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.

D3.1R A module/unit of study shall be defined as being at a specified level.

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

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

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

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

D4 CREDIT STRUCTURE OF AWARDS

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

D4.2P 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.

D4.3P The distribution of credit must be broadly consistent with the distribution of notional student study hours. It must also be consistent with the relative importance of the various elements of assessment required of students. Minimum and maximum levels for sub division of awards for credit purposes are given in B12.1.

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

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

D4.6P When considering cases under the 80% rule, examining boards should look at the whole profile of the student and take a view as to whether he or she has sufficient evidence of academic achievement in all the key areas of study for the particular award; that there are no significant gaps in the knowledge base for that award and that, but for the extenuating circumstances, the student would have achieved all the necessary credits. In these circumstances examining boards should exercise discretion to allow the award if they feel it appropriate.

D4.7 Undergraduate Awards: Minimum Credit Requirements

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

Undergraduate Awards	Level 0 or above	Level 1 or above	Level 2 or above	Level 3 or above	M Level
Foundation Programme	120	n/a	n/a	n/a	n/a
Certificate	60	Not less than 50			n/a
Higher National Certificate	120	Not less than 100	Not less than 40	n/a	n/a
Certificate in Professional Development	120	Not less than 100	n/a	n/a	n/a
Certificate in Higher Education	120	Not less than 100	n/a	n/a	n/a
Certificate in Education Learning and Skills	n/a	Not less than 120	Not less than 70	n/a	n/a
Diploma	200	Not less than 180	Not less than 80	n/a	n/a
Higher National Diploma	200	Not less than 180	Not less than 60	n/a	n/a

Diploma in Professional Studies	240	Not less than 220	Not less than 100	n/a	n/a
Diploma of Higher Education	240	Not less than 220	Not less than 100	n/a	n/a
Foundation Degree*	240	Not less than 220 of which not less than 20 credits of work-based learning at level 1 or above	Not less than 100 of which not less than 20 credits of work-based learning at level 2 or above	n/a	n/a
Degree	300	Not less than 280	Not less than 100	Not less than 60	n/a
Degree with Honours	360	Not less than 340	Not less than 200	Not less than 100	n/a
Integrated Bachelor / Masters Degree**	480	Not less than 460	Not less than 320	Not less than 220	Not less than 120

* Must include 40 credits of work based learning

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

D4.8 Graduate Entry Awards: Minimum Credit Requirements

Graduate Entry Awards	Level 1 or above	Level 2 or above	Level 3 or above	M Level
Graduate Certificate	60		Not less than 40	n/a
Professional Graduate Certificate in Education	n/a	n/a	not less than 120	n/a
Graduate Diploma	120		Not less than 80	n/a

D4.9 Postgraduate Awards: Minimum Credit Requirements

Postgraduate Awards	Level 1 or above	Level 2 or above	Level 3 or above	M Level
Postgraduate Certificate	n/a	n/a	60	Not less than 40
Postgraduate Certificate Education (PGCE)	120		Not less than 80	Not less than 40
Postgraduate Certificate	120	Not less	Not less	Not less

Learning and Skills		than 20	than 30	than 40
Postgraduate Diploma	n/a	n/a	120	Not less than 80
Masters and Masters by Research	n/a	n/a	180	Not less than 120
Masters in Teaching and Learning*	n/a	n/a	n/a	180

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

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

D5 WORK-BASED LEARNING, PROFESSIONAL PRACTICE, PLACEMENTS AND CREDIT

Definitions:

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

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

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

Placement Credit (P Credit): Where students are required only to complete a placement satisfactorily to pass, placement credit (referred to as P credit) is currently awarded. Placement credit

defines the amount of credit achieved, but does not define a level. The award of 'P' credit for placement learning will end with effect from 2011/12 for new students registering on awards of the University.

- D5.1R** The University's work-based learning policy sets out in full the requirements and expectations for faculties or departments developing and delivering work-based programmes of study or awards in which components of work-based learning have been embedded.
- D5.2R** Any placement that is situated in the work place (as opposed for example to a period of language study abroad in another institution) must be articulated through clearly identifiable work-based learning outcomes and must comply with the University's policy on work-based learning.
- D5.3R** Learning that is achieved through an approved placement and is assessed under the Academic Regulations and Procedures of the University leads to standard University credit of an amount and at a level that is defined in the requirements of a specific award.
- D5.4R** With effect from 2011/12 all new students registering on sandwich degree awards of the University must undertake a minimum of 20 standard credits at level 2 or above that recognise and assess the learning and skills acquired during the approved placement, such as independent reflective and reflexive learning, enhanced levels of critical self-awareness and other achievements, in order to pass the placement.
- D5.5R** The required 20 credits of assessed placement learning is in addition to any non-credit-rated tasks that students may be required to undertake, record or pass in order to demonstrate satisfactory completion of the placement in compliance with the requirements of their award, but which are not otherwise assessed under the assessment regulations of the University.
- D5.6R** The required 20 credits of assessed placement learning may be in addition to, or embedded within, the credit structure and requirements of the student's sandwich degree award and associated work or practice based assessment.
- D5.7P** The required 20 credits is a minimum and departments are also encouraged to consider alternative and innovative ways of awarding larger amounts of assessed credit for work-based learning undertaken during the approved placement.
- D5.8R** Where an award requires professional practice, study or a work-based placement outside the UK, this shall be set out in the

approved programme specification together with any assessment requirements for the study or placement.

D5.9R A period of study or professional practice undertaken outside the UK which is assessed under the Academic Regulations and Procedures leads to university credit. Placements involving work or study outside the UK may lead to either standard credit or placement credit depending on how they are assessed. (The award of 'P' credit for placement learning will end with effect from 2011/12 for new students registering on awards of the University.)

D5.10P The University Work-Based Learning Policy can be found at <http://acreg.uwe.ac.uk/ltaas1.asp>.

D6 ACCREDITED LEARNING AND ACCREDITATION OF EXPERIENTIAL LEARNING

Definitions:

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

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

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

D6.2P To be recognised as contributing credit to an award of the University, the evidence of the accredited learning must be capable of demonstrating:

- a. authenticity, by evidence that the applicant completed what was claimed;
- b. direct comparison, by evidence of a matching of the learning outcomes with those expected of comparable specified modules or units of study approved by the University for the

- award sought;
- c. currency, by evidence that the learning achieved is in keeping with expectations of knowledge current in the area of expertise required.

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

D6.4R Marks or grades awarded by another institution may not be transferred to contribute towards a classification for honours or to the granting of an award with merit or distinction⁵.

D6.5P Monitoring the application of accredited learning and accredited experiential learning processes is the responsibility of appropriate faculty committees and reference to it shall be included in the faculty's annual monitoring processes and the faculty's report on the programme or award. Monitoring of policy and practice on accredited learning and accredited experiential learning generally and of the rigour and consistency in the application of accredited learning and accredited experiential learning processes across the University is the responsibility of the Academic Board.

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

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

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

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

⁵ 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).

D6.6.4P Applicants who wish to apply for recognition of accredited learning or accredited experiential learning as contributing credit towards their credit total for an award are required to apply to the relevant faculty. University recognition of accredited learning and accredited experiential learning is subject to the Academic Regulations and Procedures (See D6.1R). These limit the maximum total of credit obtainable from accredited learning and accredited experiential learning to two thirds of the credit total for the award sought other than where the credit has been achieved wholly by study and assessment in the University and under the Academic Regulations and Procedures.

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

D6.7 Recognition of Accredited Learning

D6.7.1R Evidence of accredited learning shall be open to scrutiny and verification by the University in order to establish that the learning achieved by the student meets the learning outcomes of modules or units of study valid for the award for which the student is registered.

D6.7.2R The University shall establish procedures for faculty scrutiny of applications for recognition of accredited learning to enable matching of the learning achieved by the student with the specified learning outcomes for modules, groups of modules or other units of study for which the accredited learning will be a substitute.

D6.7.3R Recognised accredited learning shall identify the level and the amount of credit in accordance with procedures set down by the University.

D6.7.4P To be recognised as contributing credit to an award of the University, the evidence of the accredited learning must be capable of demonstrating:

- a. authenticity, by evidence that the applicant completed what was claimed;
- b. direct comparison, by evidence of a matching of the learning outcomes with those expected of comparable specified modules or units of study approved by the University for the award sought;
- c. currency, by evidence that the learning achieved is in keeping with expectations of knowledge current in the area of expertise required.

D6.7.5P An applicant for accredited learning may receive credit through

university recognition of the following:

- a. credit awarded by other institutions of higher education on presentation of verifiable evidence;
- b. qualifications or credit awarded by recognised agencies (e.g. professional bodies or other awarding bodies) on presentation of verifiable evidence.

D6.7.6P The scrutiny of accredited learning for the purpose of university recognition of credit towards a named award shall be undertaken by designated staff within each faculty in accordance with stated faculty procedures. Such staff shall have appropriate subject, discipline and/or professional expertise and shall have regard for relevant university information and guidance on recognised qualifications and certificated learning.

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

D6.8 Recognition of Experiential Learning

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

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

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

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

D6.8.5P Experiential learning must be capable of being matched with stated learning outcomes of modules/units of study or groups of modules/units of study approved by the University for the award for which accredited experiential learning credit is sought. Successfully assessed experiential learning shall be awarded University credit.

D6.8.6P Assessment of accredited experiential learning may take a variety of forms including the following:

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

D6.8.7P The assessment of applications for accredited experiential learning for the award of university credit are required to be undertaken by designated staff within each faculty in accordance with documented procedures which shall be open to scrutiny. The staff designated by the faculty must have appropriate subject, discipline and/or professional expertise and must have relevant experience of, or training in, the appropriate procedures.

D6.8.8P The outcomes of the assessment of applications for accredited experiential learning are required to be reported as recommendations for the award of credit to the relevant field board for decision. All such recommendations shall refer to the module(s)/unit(s) of study or group of module(s)/unit(s) of study against which the assessed learning outcomes are being matched. University credit awarded for successfully assessed experiential learning shall be identified on a student's Certificate of Credit.

D7 **CREDIT TRANSFER BETWEEN AWARDS⁶**
Definition: credit gained under the Academic Regulations and Procedures and used by a student to transfer from one UWE award to another

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

D7.2P A student may apply for the transfer of credit:

- a. at the point of registration for a University award;
- b. at the point of transfer from one University award to another

⁶Academic 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 PTPL Penang and University of London External Law Degrees (AB10.6.20.1.1-3).

University award;

- c. having accepted a University award and registering for another award at a higher level, subject to D7.7.

- D7.3P** Credit gained in the context of a named award may be transferred to another named award within the University. Credit transfer across named awards is not automatic. Transfer of credit from one award to another is dependent upon the learning outcomes being deemed by the award team as valid for the new award. This applies both to applications for transfer internally and to applications received from students for transfer of credit obtained from outside the University. A faculty and award team retains the right to determine entry for both logistical and educational reasons.
- D7.4R** Students who are permitted to transfer credit awarded by another institution towards a University award shall have the minimum period for their registration reduced proportionately in respect of each block of 60 recognised credits.
- D7.5R** Credit transfer across named awards is not automatic.
- D7.6R** Where a student terminates registration and accepts an award, the credit gained may be used to contribute towards another same-level award, provided it is at Degree level or above, to a maximum of 20% of the credit required for that award. The recognition of such credit between awards at the same level is not automatic but at the discretion of an appropriate faculty committee. The recognised credit may be at any level. This applies to internal and external applicants for programme at Honours degree level and above and interim awards from these programmes at Degree level or above. A faculty and award team retains the right to determine entry for both logistical and educational reasons.
- D7.7R** Marks achieved for Accredited Learning are not transferable except in the case of direct entry into a degree with honours on the basis of Accredited Learning for learning achieved under the Academic Regulations and Procedures which is more than the two thirds of the credit requirement for the award.
- D7.8R** It is not necessary for a student formally to request recognition of transferred credit to another award where that credit is for modules or units of study which are already valid for the award to which the student is seeking to transfer.
- D7.9R** A student who has discontinued registration without having achieved or accepted an award may resume registration for that award at a later date subject to continuing to meet the requirements of that award. Credit or marks achieved from modules or units of study before registration ceased may contribute to the resumed award

provided that the modules or units of study continue to be valid for the award.

D8 CREDIT RECORDS

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

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

D8.2P 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.

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

D9 CREDIT RATING OF AWARDS, MODULES AND UNITS OF STUDY OFFERED OUTSIDE THE UNIVERSITY

Definition: a mechanism that enables provision from outside the University to be credit rated so that the learning achieved by students can be accumulated.

D9.1P The procedure for the credit rating of awards, modules and units of study leading to awards of the University offered outside the University will normally be similar to that for awards, modules and units of study offered within the University.

D9.2P Periods of study such as short course, 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.

D9.3P Applications for consideration of such provision for credit shall be made to the Director of Corporate and Academic Services/Academic Registrar.

D10 CREDIT RATING OF AWARD ROUTES OFFERED BY EXTERNAL INSTITUTIONS LEADING TO AWARDS OF THE UNIVERSITY

D10.1P The credit rating of awards leading to awards of the University offered by institutions external to the University is undertaken as an integral part of the validation of awards.

D10.2 Affiliated Institutions

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

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

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

D10.2.4P 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.

D10.3 Institutions outside the United Kingdom

D10.3.1P 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 and shall have due regard to any credit accumulation and transfer scheme and credit rating arrangements in the country and institution in question.

D11 CREDIT RATING OF EXTERNAL NON AWARD-BEARING PROVISION

- D11.1R** Learning offered by organisations external to the University may be calibrated for credit. Where such credit is valid for awards of the University, credit calibration will normally be undertaken in conjunction with validation of approval of the award or module and will confirm to the credit structure of the University.
- D11.2P** 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.
- D11.3R** In order to be eligible for the award of University credit learning offered by external organisations must demonstrate that:
- a. the learning is concerned not only with the achievement of organisational objectives but also with the development of the individual;
 - b. there is an appropriate learning environment with support for the learning experience;
 - c. the specified learning outcomes are appropriately assessed and involve adequate external and independent examiners;
 - d. the learning outcomes are adequately expressed in terms of knowledge, skills and competence;
 - e. the learning provision is subject to regular monitoring, review and critical appraisal which is open to scrutiny by the University.
- D11.4P** 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 Corporate and Academic Services/Academic Registrar as soon as possible. Where the preliminary contact is with any other member of University staff the Director of Corporate and Academic Services/Academic Registrar must be notified of the approach as early as possible.
- D11.5P** The Director of Corporate and Academic Services/Academic Registrar will arrange for preliminary informal consultation with the appropriate officers of Corporate 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 Corporate and Academic Services/Academic Registrar 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.

- D11.6P** The formal application from the external organisation should be submitted to the Director of Corporate and Academic Services/Academic Registrar 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.
- D11.7P** The panel will consider the application and decide on an appropriate credit rating. The panel will make a recommendation to the Director of Corporate and Academic Services/Academic Registrar.
- D11.8P** 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 Corporate and Academic Services/Academic Registrar.

E THE STUDENT ACADEMIC EXPERIENCE

E1 PRINCIPLES

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

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

E1.3 Communication with Students

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

- a. of the primary means by which their faculty, school, department, Corporate and Academic Services and other professional services will communicate with them and when this will happen;
- b. that it is assumed and expected that students will regularly check their university email accounts for official communications and notifications of the status of their registration and studies;
- c. that it is the responsibility of students to maintain links with their academic department and the central administration, respond to requests for information, acknowledge specific communications related to the status of their registration and studies, and keep the University informed as to any changes in their contact details.

E2 ADMISSION

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

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

E2.2P The admission of students to taught programmes and awards is

managed by the University's centrally-based Admissions and International Development (AID) working in conjunction with Faculty staff. The broad policy framework is determined by Academic Board and its implementation is overseen by the Director of AID.

E2.3P Admissions and International Development (AID) apply agreed criteria for exercising discretion in admitting students with non-standard qualifications and other learning and/or experience gained outside formal education.

E2.4P Applicants for admission to a programme or award may also seek to transfer credit obtained elsewhere, or to seek university recognition of certificated learning as contributing credit to the award for which registration is sought. Applicants may also request university credit for experiential learning undertaken prior to or concurrent with registration for a university award. The University is responsible for establishing clear procedures for considering such applications. Where the transfer of credit obtained elsewhere, or University recognition of learning certificated by another institution, are concerned, a faculty must have procedures in place for verifying such credit and certificated learning before credit is formally recognised and recorded as contributing to the requirements of a UWE award. Students apply for the award of University credit for experiential learning to the relevant faculty (D6.8 refers).

E2.5P Where the admission of students is the sole responsibility of faculties, they shall observe the provisions of relevant university policies including the Admissions Policy and Equal Opportunities Policy Statement, and have regard for guidelines prepared by the Student Services Department relating to the admission of students with disabilities and other groups requiring specialist support.

E2.6P Faculties' admission arrangements and the entry profile of cohorts are included within the scope of the monitoring and evaluation remit of appropriate faculty committees and are open to consideration by Academic Quality and Standards Committees as part of their faculty-wide monitoring and evaluation.

E2.7P The University Equal Opportunities Policy Statement can be found at: <http://www.uwe.ac.uk/groups/equalityanddiversity/>.
The University Admissions Policy can be found at: at <http://www2.uwe.ac.uk/services/Marketing/about-us/pdf/admissions-and-recruitment-policy.pdf>

E3 GENERAL ENTRANCE REQUIREMENTS

Definition: there are two basic elements of general entry requirements: first, an applicant must have reached a minimum age of seventeen on 1 September of the year of entry; secondly, the University requires all applicants to show evidence of being able to meet the specified

academic criteria.

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

E3.2R English language requirements: an English language qualification recognised by UWE is normally required for entry to all awards. If the applicant's first language is not English, tests such as the British Council's International English Language Test (IELTS) are acceptable. All applicants must achieve a minimum grade of 6.0; applicants for graduate entry awards, postgraduate certificates, postgraduate diplomas, masters and doctorate awards must achieve a minimum grade of 6.5.

E3.3R The minimum level of attainment required for entry to the start of a foundation degree or foundation route is:

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

E3.4R The minimum level of attainment required for entry to the start of an undergraduate certificate, diploma or first degree (degree and degree with honours) for students studying national qualifications in England, Northern Ireland, Scotland and Wales is:

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

- Advanced General Certificate of Education (AGCE) to include two subjects, or
- Diploma to include progression or advanced, or
- Scottish Higher or Advanced Higher to include 2 subjects, or
- Welsh Baccalaureate (WBQ), or

- BTEC National Award (NA), National Certificate or National Diploma, SQA National Certificate, or
- Quality Assurance Agency (QAA) recognised Access Diploma awarded by an Authorised Validating Agency, or
- Scottish Wider Access Programme, or
- National Vocational Qualifications or Scottish Vocational Qualifications where 80% of the content is studied at level 3 or level 6.

E3.5R For entry to all undergraduate programmes the minimum requirement for students studying European or International Qualifications is the award of:

- International Baccalaureate, or
- European Baccalaureate, or
- French Baccalaureate, or
- Abitur, Germany, or
- Titulo de Bachiller, Spain, or
- Diploma di Esame di Stato, Italy, or
- Apolyterion, Greece, or
- Matura Poland, or
- All India School Certificate, Higher Secondary School Certificate, All India Senior Secondary School Certificate, India School Certificate, India, or
- STPM, Malaysia, or
- Tot Nghiep Pho Thong Trung Hoc, Vietnam

E3.6R For students who have other qualifications and life or work experience the University will consider each individually and on merit.

E3.7R 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.

E4 OTHER ENTRY PROFILES

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

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

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

E5 ADMISSION TO PROGRAMMES LEADING TO AWARDS OF BODIES OTHER THAN THE UNIVERSITY

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

E6 ADMISSION TO NON AWARD-BEARING PROVISION OF THE UNIVERSITY

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

E7 REGISTRATION AND ENROLMENT

Definitions:

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

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

E7.1 Registration

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

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

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

award.

- E7.1.4R** All students shall be required to re-register at the start of every succeeding academic session.
- E7.1.5R** Students shall be informed that the information they provide on registering with the University will be held securely and may be shared within the University for the purposes of managing and administering their programme of study.
- E7.1.6P** Corporate and Academic Services is responsible for the creation and maintenance of the definitive student record to be used for registration, results and awards, tuition fee billing, timetabling of teaching and examinations and returns to HESA and HEFCE. Corporate and Academic Services is responsible for liaising with faculties to ensure that student personal and academic data are up to date and accurate.
- E7.1.7R** The University may in exceptional circumstances and at its sole discretion refuse to permit a student to register for an award.

E7.2 Module Enrolment

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

- E7.2.1R** Newly registered students are required to enrol for the modules that determine their programme of study and must enrol for the appropriate number and type of modules for the programme of study for which they are registered.
- E7.2.2R** Subject to the provisions of E7.1.3R, E7.2.1R and E7.2.11R a student or prospective student not having any outstanding debt or obligation to the University may enrol on any module or unit of study for which he or she meets the specified entry requirements, prerequisites or co-requisites.
- E7.2.3R** Enrolment is subject to the availability of the module and/or unit of study and to any limit on the number of available places on the module and/or unit of study. The University may take account of logistical and educational reasons in determining entry to a module.
- E7.2.4R** Subject to any restrictions in the assessment regulations for an award, a student may continue to enrol on modules or units of study for which he or she has satisfied any pre-requisites or co-requisites and subject to the University being satisfied they can meet their financial obligations (or has been given permission by the Vice-Chancellor to register despite the existence of the debt); is not subject to restrictions as a result of a breach of discipline, suspension or investigation for other academic reasons; and has not been expelled from the award or the University.

- E7.2.5P** The University Debt Policy can be found at:
<http://www1.uwe.ac.uk/students/feesandfunding/payingyourfees.aspx>.
- E7.2.6P** The University disciplinary procedures can be found at:
<http://www1.uwe.ac.uk/aboutus/policies.aspx>.
- E7.2.7R** Except on postgraduate taught awards, students may enrol for a maximum of 160 credits, including placement credits, at any one time.
- E7.2.8R** 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 160 credits.
- E7.2.9R** Students may enrol on any standard module or project module subject to:
- a. meeting the stated entry requirements of the University; and
 - b. meeting any stated prerequisites and/or co-requisites for the module; and
 - c. meeting any stated requirements of particular awards as specified in the relevant approved programme specification; and
 - d. availability of the module; and
 - e. availability of places on the module where a limit is set for module enrolment.
- E7.2.10R** Enrolment on a professional practice module, a masters dissertation, a placement, or a module involving a placement is permitted only where students are also registered for a named award for which the module, dissertation or placement is valid.
- E7.2.11R** Students are not permitted to enrol on a module later than 21 days after the start of teaching on the module.
- E7.2.12R** Irrespective of any fee liability, students may withdraw from a module without academic penalty (e.g. loss of the sit on that module) if withdrawal occurs within one quarter of the module's delivery period or before the deadline for submission of the first assessed element, whichever is the sooner. The exact date will be specified to students by the faculty responsible for the module.
- E7.2.13R** The University may in exceptional circumstances, and at its sole discretion, refuse to permit a student to enrol on a module or unit of study or to continue in enrolment on a module.

E8 RESPONSIBILITIES OF STUDENTS

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

standing with the University.

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

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

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

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

E9 **ACADEMIC GUIDANCE, TUTORIAL AND LEARNING SUPPORT**
Definition: the provision of academic and pastoral advice and support available to students throughout their studies available at faculty and institutional levels.

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

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

E9.3P The University's Student Services Department is responsible for providing students with a range of specialist services, including student advisory and counselling support, career advice and information, information relating to fees and loans, and provision for students with particular educational needs. The Student Services Department

manages the University's faculty student adviser scheme.

E9.4P Further information on the Student Advice and Welfare Services can be found at: [Bristol UWE - Student Advice and Welfare Services \(SAWS\)](#)

E9.5P Faculty procedures and arrangements may vary, reflecting local arrangements and requirements. In the case of joint honours students one faculty has named responsibility for managing the student experience and support arrangements. These may be designed to take account of the size of a faculty, its organisation, the characteristics of the student community and the requirements and features of the faculty's academic provision. The provision of general tutorial and personal contact and support for individual students on a continuing basis may include the designation of personal tutors, or of student advisers or their equivalent. Such provision may be supported by year/award or similar group-organised points of contact and communication. More specialist provision of academic guidance, relating for example to information needed for choices of modules or units of study, placement or professional practice matters and certain forms of careers' guidance may be located with designated staff, including Faculty Student Advisers and other professional administrative staff carrying a particular responsibility for the function or area. In addition, faculties are responsible for ensuring effective communication and liaison with the Student Services Department in support of students' learning and related matters.

E9.6P Responsibility for ensuring that guidance, tutorial and learning support are provided to students lies ultimately with the Executive Dean, working with the faculty executive. The operation and effectiveness of these arrangements and their oversight by the faculty executive are covered by a faculty's annual monitoring and evaluation procedures. These shall include scrutiny by the appropriate faculty committees as appropriate. The effectiveness of such faculty monitoring and evaluation is also a matter for the Academic Standards and Quality Committees.

E9.7P 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;
- b. provision for personal welfare in conjunction with specialist services outside the faculty such as the Student Services Department and assistance from the Students' Union where appropriate;
- 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. liaison with the Student Services Department to ensure readily accessible information and 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.

E10 GRADUATE DEVELOPMENT PROGRAMME

Definition: the Graduate Development Programme (GDP) is a programme of activities which helps students develop their confidence and independence, enhancing their personal achievement and creating a really fulfilling university experience.

E10.1P The Graduate Development Programme lasts throughout an entire undergraduate degree programme, with the focus changing at different stages. It identifies where there are personal development opportunities in academic programmes and brings them to focus in small student groups called GDP sessions, facilitated by a staff tutor.

E10.2P In order to complete GDP successfully students are required to either:

- a. complete a level of the programme by attending at least 75% of the GDP sessions and complete the 'record of engagement' for each level, or
- b. complete a level with below 75% attendance by submitting a 2000 word piece of reflective writing (Annual Report) for each level

E10.3P On completion of their studies at UWE, successful students are awarded a cumulative GDP certificate.

E11 CONSULTATION WITH AND FEEDBACK FROM STUDENTS

Definition: the University collects feedback from student at a number of levels – modular, programme, institutional and via the National Student Survey (NSS). Student feedback is an important element of the

University's quality management and enhancement framework and is used to review and develop policy and practice at all levels within the University that enhances the student learning experience.

- E11.1R** The Academic Board shall require faculties and other approved units to establish and promulgate arrangements, including formal procedures, for securing consultation with and feedback from students on teaching, learning, assessment methods and procedures and other arrangements for awards, award routes and modules.
- E11.2P** 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.
- E11.3P** Faculties may determine their own 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 or units of study and on the student's experience at the level of the programme or award. 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.
- E11.4P** 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.
- E11.5P** 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;
- 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
- 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 co-ordinated
- e. that the feedback loop is properly closed through provision for keeping students informed of action or the reasons for taking no action.

E12 STUDENT COMPLAINTS ABOUT ACADEMIC PROVISION

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

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

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

E12.4P The University Complaints Procedure can be found at:
<http://www1.uwe.ac.uk/aboutus/contactuwe/complaints.aspx>.

E13 SUSPENSION AND EXPULSION OF STUDENTS FOR ACADEMIC REASONS

- E13.1R** The procedures established by Academic Board for the suspension and expulsion of students for an unsatisfactory standard of work or for other academic reasons shall:
- a. provide that, where an examining board has determined that a student has failed to meet the stated requirements for assessment after undertaking all permitted resits and retakes and is not eligible to enrol on other modules, the student may be required by the Executive Dean or his or her nominee to withdraw from the award; and
 - b. specify conditions under which the Vice-Chancellor may, after giving the student an opportunity to make representations, suspend or expel a student for academic reasons other than failure to meet the stated requirements for assessment.
- E13.2P** A student may be suspended from or required to leave a programme, award, module or unit of study for academic reasons other than failure in assessment. These other academic reasons may include, *inter alia*, non-compliance with the programme requirements, failure to meet or comply with the professional requirements related to the programme, unsuitability to undertake professional practice or placement, failure to attend satisfactorily, evidence of professional unsuitability, admission on the basis of an application which is subsequently found to be incorrect in a material particular, and/or that the student has acquired a status which renders continuation on the programme or award inappropriate.
- E13.3P** Non-compliance with programme, award, module or unit of study 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, module or unit of study activities). In such a case the examining board's decision is implemented in the normal way.
- E13.4P** 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.
- E13.5P** Where an examining board has determined that a student has failed to meet the stated requirements for assessment for a programme, award, module or unit of study after undertaking all permitted resits and retakes and the student is not eligible to enrol for other modules, units of study or awards within the programme, the Executive Dean or his or her nominee may require the student to leave the programme.
- E13.6P** If an Executive Dean considers that a student's participation in a programme, award, module or unit of study is of such a nature as to

render it unlikely that the student could fulfil its academic, assessment, professional or practice requirements the Executive Dean may propose that the student shall be expelled from the programme, award, module or unit of study. Such a proposal shall only be made after the Executive Dean or his or her nominee has given the student the opportunity to be heard and to be represented by the Students' Union. The Executive Dean shall notify the student in writing of the proposal to expel, of the date and time set aside for the opportunity to be heard and shall remind him or her of the assistance which can be provided by the Students' Union.

- E13.7P** If the Executive Dean still wishes to expel the student after he or she has been given the opportunity to be heard, the Executive Dean shall submit a request to the Director of Corporate and Academic Services/Academic Registrar that the student be expelled from the programme, award, module or unit of study. The request shall include the reasons for the request, whether or not suspension pending the outcome of the request is sought and any written or verbal representations made by the student.
- E13.8P** On receipt of a proposal for expulsion which includes a proposal for suspension while expulsion is being considered, the Director of Corporate and Academic Services/Academic Registrar shall seek the permission of the Vice-Chancellor or nominee for the suspension and shall inform the student and the Executive Dean of the Vice-Chancellor's or nominee's decision.
- E13.9P** The student shall be given an opportunity to be heard by the Vice-Chancellor or nominee and to be represented by the Students' Union before the decision is made on the proposal to expel. The Vice-Chancellor or nominee may make any decision appropriate to the case including a period of temporary suspension and expulsion from the University.
- E13.10P** The Director of Corporate and Academic Services/Academic Registrar shall notify the student and the Executive Dean of the Vice-Chancellor's or nominee's decision.
- E13.11P** The University disciplinary rules and procedures for non academic discipline can be found at:
<http://www1.uwe.ac.uk/aboutus/policies.aspx>.

F ASSESSMENT

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

F1 PRINCIPLES

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

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

- a. that assessment is an integral part of a dynamic learning and teaching process and not separate from it;
- b. that assessment plays a key part in the rigorous setting and maintaining of academic standards;
- c. that all students are entitled to parity of treatment;
- d. that for assessment purposes, in relation to the same module, there should be no distinction between different modes of study;
- e. that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites;
- f. that due attention is paid to the assessment requirements of professional bodies;
- g. that different module learning outcomes should be recognised by and reflected in different forms of assessment;
- h. that explicit criteria against which student performance is assessed should be available to students in advance of their assessment;
- i. that all students should be afforded maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities;

- j. that assessment practice is scrutinised by external examiners in order to maintain and monitor standards and to ensure consistency and comparability across modules in the fields to which they are appointed;
- k. that the outcome of assessment at programme level is monitored by a chief external examiner in order to ensure consistency and parity of approach across all programmes offered by a faculty;
- l. that all students are consulted and kept fully informed about expectations, processes and the outcomes of assessment;
- m. that all methods used to assess student performance are fair and fit for purpose and are compliant with extant legislation;
- n. that the assessment process is carried out by appropriately qualified and competent staff.

F2 ASSESSMENT RESPONSIBILITIES

F2.1R The University shall:

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

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

- a. reading information issued to students on assessment arrangements, attending examinations and submitting work for assessment in the manner and at the time required. If a student fails to attend examination(s) or submit work for assessment, without an accepted valid reason, the examining board may determine that the student has failed the assessments concerned;
- b. providing, in accordance with such procedures as are approved by the University, the appropriate examining board before its meeting with written evidence of any illness or other accepted valid cause adversely affecting performance in assessment which the student wishes the examining board to

- take into account;
- c. undertaking assessments in a manner which does not seek to gain unfair advantage;
- d. ascertaining results as published by the University.

F3 CONFIRMATION OF STANDARDS

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

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

F3.2P Procedures for consideration of assessment regulations, or variants thereof, as part of programme development can be found in the Award and Programme Approval Handbook:
<http://acreg.uwe.ac.uk/paav1.asp>.

F3.3R Assessment regulations shall identify at a minimum:

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

F3.4R 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 (See B9.1).

F3.5R Assessment shall be undertaken by competent and approved internal and external examiners.

F3.6R All recommendations leading to awards of the University shall be agreed by approved external examiners.

F4 ANONYMITY IN ASSESSMENT

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

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

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

F4.3P Examples of assessed work for which anonymity of the candidate does not apply include dissertations, projects and creative artefacts assessed by staff who have acted in a supervisory role; individual and group presentations; oral examinations and interpreting.

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

F5 MODERATION OF MARKS

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

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

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

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

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

- F5.5R** A presentation which counts for more than one quarter of the total assessment weighting of a module shall be assessed by more than one member of staff.
- F5.6R** Sample double marking shall be carried out at element level (or component level where there is no sub-division into elements) for all other modules at all levels. Exceptions, for practical reasons are:
- a. the practice component of professional practice modules;
 - b. any team taught element or component for which the work of an individual student is jointly assessed by more than one member of staff;
 - c. placements.
- F5.7R** The sample to be double-marked shall reflect the full range of performance for each cohort on each module version run.
- F5.8R** The basis for sampling shall be determined collectively under the guidance of the field leader; the process shall be organised by the module leader who shall report to the field board any action taken to moderate marks as a result of the sampling process.
- F5.9R** Tutor-marked coursework and examination activities undertaken for formal assessment purposes at any level by any student of the University may be included in the sample from each module which is to be double-marked, drawing on the informed judgement of at least two appropriately qualified members of staff in the field owning the module.
- F6** **ASSESSMENT FEEDBACK**
Definition: comments made by tutors on students' assessed work which enables students to understand how they have met the defined assessment criteria and identifying areas for further improvement
- F6.1R** Assessed activities shall form an integral part of, and contribute directly to, the student's relevant learning experience.
- F6.2R** Responsibility for selecting assessment tasks shall lie with the module team, confirmed by the field owning the module.
- F6.3R** Assessed activities shall include as wide a range of assessment methods as possible and shall be made explicit in module specifications and the specification for which students are registered.
- F6.4R** The demands of any assessed activities shall be consistent with the credit level and rating of the module or part module to which they relate.

- F6.5R** Each faculty shall implement mechanisms to ensure comparability of the assessment demands of modules of the same type and level within and across its fields.
- F6.6R** Assessment requirements shall seek to provide a balance between formative and summative assessment at each level for the programme concerned.
- F6.7R** All students shall be given sufficient advance notice in writing of all assessed activities which will be explained clearly when assignment specifications are set; submission and assessment feedback dates for each assignment shall be specified at the beginning of the module delivery period. All faculties shall seek to avoid a concentration of submission deadlines and shall co-operate fully to endeavour to ensure that this is achieved for students whose programme includes modules from more than one faculty.
- F6.8R** With the exception of unseen examinations, the specifications of assessed assignments shall include an explicit statement of objective criteria by which each student's performance shall be assessed. Where this is impractical a broad statement shall be provided in advance of the assessment and a detailed explanation of the criteria which have been applied shall be attached when the work is returned to the student or, in the case of non-written performance, when the outcome is communicated to the student.
- F6.9P** Feedback on, and an outcome for, assessment shall be provided individually or in groups in an appropriate format and within a reasonable period. This period shall not normally exceed four working weeks (excluding student vacation periods) following the deadline for submission of the assessment concerned and may be shorter for some forms of assessment and longer for others. Where the period is longer than four working weeks students should be informed of the deadline for the provision of feedback and the rationale for the extension. Where it is possible and practical to do so, feedback on summative assessment shall also be provided at the earliest opportunity following the assessment. Outcomes which have not been confirmed by an examining board shall be considered as provisional.
- F6.10P** Feedback to students on coursework (including all assessments not completed under examination/controlled conditions) 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 indicated in the University's assessment policy and not later than the date published in advance to the students.

F6.11P Additionally, where possible feedback shall:

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

F6.12P Feedback on examinations shall inform students of the outcome of the examination in terms of grade obtained.

F6.13P Additionally students shall have access to feedback on individual examinations. Students shall be able to obtain this feedback by at least one of the following:

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

F6.14P The marker shall confirm, by a specific indication against each section, that all sections of written coursework and examination scripts have been assessed.

F7 EXAMINERS' JUDGEMENT

F7.1R The final decision on the award of credit and the recommendation of awards to students rests with the judgement of examiners.

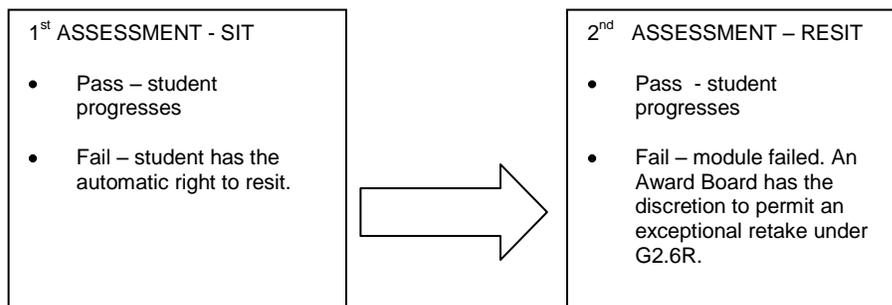
F7.2R Examiners' judgements are exercised within the framework of rules set by the assessment regulations for the module and award. Examiners may exercise discretion in relation to individual students only in so far as such discretion is consistent with the provision of the assessment regulations for the module and award.

F7.3R The academic judgements of the examiners shall be final.

F8 MODULE ASSESSMENT

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

academic session. The diagram below portrays the regulations. The regulations explain the arrangements for sit and resit of assessment in the event of failure.



F8.1R Each module is assessed separately and as a whole. The assessment requirements of a module shall be stated in the module specification. The assessment requirements shall be proportionate to the credit value and level of the module.

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

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

F8.4R Subject to any operational constraints, module assessment shall be provided at least twice and at most three times in any academic year in accordance with the University's Academic Calendar.

F8.5P The University Academic Calendar can be found at:
<http://acreg.uwe.ac.uk/calendars.asp>.

F8.6R All standard modules have a component A which is assessed under controlled conditions. This component must count for at least 25% of the overall module mark. The module specification will state which is the component A assessment.

F8.7R Assessment under controlled conditions normally means

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

F8.8R Component B may be assessed under controlled conditions and/or by other means.

F8.9R Assessment 'by other means' normally means by work undertaken outside the classroom or laboratory in the student's own time.

F8.10R Components of assessment may contain one or more elements of assessment. Marks from all elements are recorded and the overall mark for the component is the weighted average of all elements.

F8.11R Where assessed group work is specified in a module, students will receive individual assessment marks and may receive group work marks.

F8.12R Students are expected to engage with all assessment required of them. In the event that a student is not fit to sit or hand in any assessment then students have the option to submit extenuating circumstances to justify any non-submission. In considering whether to permit a discretionary and exceptional retake of failed modules an award board will consider all non-submissions not supported by approved extenuating circumstances as evidence of non-engagement. Any such evidence may be considered such that an exceptional retake is not permitted. An exceptional retake will not be considered for any failed module with an outcome of non-submission recorded against a component for which no extenuating circumstances have been approved.

F9 REASSESSMENT

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

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

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

- F9.1R** Resit requirements for a module shall be stated in the module specification. The requirements and standard of attainment expected in the resit or in the exceptionally permitted retake shall be as demanding as the first sit.
- F9.2R** The module specification shall state where class attendance is mandatory for a resit or for a further exceptionally permitted retake. Where class attendance is optional, students must, on enrolling on modules for a resit, or for an exceptionally permitted retake, indicate whether they will attend classes.
- F9.3R** 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 an exceptionally permitted retake, but it will affect the timing of that resit or retake.
- F9.4R** A resit, or an exceptionally permitted retake, is not permitted solely to improve a mark where a pass has already been achieved.
- F9.5R** Exceptionally permitted retake for an award or for credit shall normally take place within a reasonable time and within the maximum length of the award route where this is specified or within any limits specified for the life of a module.
- F9.6R** A candidate for an exceptionally permitted retake may not demand such a retake in modules or components of assessment which are not being offered in the period concerned.
- F9.7R** Exceptionally permitted retake of students for modules or awards recognised or accredited by professional or statutory bodies may be subject to restrictions on the number of times for which a retake is permitted to achieve a specific named award.
- F9.8R** Opportunities for exceptionally permitted retakes for the purpose of obtaining university credit for assessed experiential learning shall be the same as in the assessment regulations for retake of modules.
- F9.9R** Once a module has been passed, no further assessments are permitted.
- F9.10R** If students do not pass at the first sit, they are entitled to resit. If the module is not passed at the resit, the module is not passed.
- F9.11R** No further retake is permitted on a failed module even where students wish to re-enrol on the module for a different award at a later date.

- F9.12R** An award board shall only permit students a retake in a module in exceptional circumstances where either extenuating circumstances are accepted in relation to the sit or resit where the module was not passed, or it has exercised discretion to permit a retake taking into account the student's engagement with the failed module and their performance in other modules contributing to their award.
- F9.13R** Students failing a standard or project module which is compulsory for a named award will have their registration for that award terminated by the University.
- F9.14R** Students submitting evidence for assessment under accredited experiential learning in accordance with the Academic Regulations and Procedures shall be permitted a sit and a resit but no further retakes. The timing of the sit and resit shall normally coincide with the assessments on the module(s) for which the experiential learning is being considered.
- F9.15R** Capping applies at all levels.

F10 **MODULE ASSESSMENT, RESITS AND RETAKES**

F10.1 **Standard Undergraduate and Postgraduate Modules**

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

- F10.1.1R** A standard module may have at most two components of assessment.
- F10.1.2R** Component marks and the overall module mark are expressed as percentages. Where one component of assessment is marked as passed/not passed only, the overall mark for the module is the mark awarded for the other component and shall be a minimum of 40% (levels 0-3) or 50% (level M).
- F10.1.3R** In standard modules at level 0 and level 1, a component may be assessed as passed or not passed only. Where this is the case, students must pass this component and obtain a pass mark in the other component in order to pass the module.
- F10.1.4R** In standard modules with two components, where one component of assessment at level 0 or 1 is marked as passed/not passed only, the overall mark for the module is the mark awarded for the other component and shall be a minimum of 40% (levels 0-3) or 50% (level M).
- F10.1.5R** The mark for a component of assessment is calculated as the weighted average of the marks for the individual elements of the

component. The weighting of elements shall be set out in the module specification and shall be given to students no later than the start of the module delivery period. Students cannot be required to pass individual elements unless there are specific academic reasons for them to do so.

- F10.1.6R** The overall module mark for modules with more than one component is calculated as the weighted average of the marks for both components. The component assessed under controlled conditions must carry a minimum weighting of 25%. The weighting of the components is set out in the module specification and shall be given to students no later than the start of the module delivery period.
- F10.1.7R** To pass a module, students must achieve an overall module mark of not less than 40% (levels 0-3) or 50% (level M). Where the module assessment has two components, students must achieve at least 35% (levels 0-3) or 40% (level M) in each component in order to pass the module. A mark below 35% (levels 0-3) or 40% (level M) in either component means that the module has not been passed.
- F10.1.8R** The form of resit for a component shall be stated in the module specification.
- F10.1.9R** Students who do not pass a module at the first sit have a right to resit the component(s) which have not been passed.
- F10.1.10R** If the minimum mark of 35% (levels 0-3) or 40% (level M) is not achieved in both or one of two required components of assessment (and the other is passed) at the first sit the mark for the resit component is capped at 40% (levels 1-3) or 50% (level M). This is described as a partially capped mark. The mark for the other component is not capped nor is the overall module mark.
- F10.1.11R** To pass a module on a resit or exceptionally permitted retake, students must achieve not less than 35% (levels 0-3) or 40% (level M) in the resit or retake component(s) of assessment and an overall module mark of not less than 40% (levels 0-3) or 50% (level M).
- F10.1.12R** If one component of assessment in a level 0 or level 1 module is assessed as passed or not passed only, a pass must be achieved in any resit or retake component.
- F10.1.13R** Students who do not pass a module after the resit will be deemed to have failed the module. An award board may only permit students a retake in a module in exceptional circumstances where either extenuating circumstances are accepted in relation to the sit or resit where the module was not passed, or it has exercised discretion to permit a retake taking into account the student's engagement with the failed module and their performance in other modules

contributing to their award.

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

F10.2 Undergraduate and Postgraduate Project Modules

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

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

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

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

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

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

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

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

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

F10.2.9R For the purposes of classification for honours or other differential award levels, the mark for a project module achieved the resit, where no extenuating circumstances have been accepted, shall be capped

at 40% (levels 1-3) or 50% (level M). The actual mark achieved for the capped module shall be recorded on a student's Certificate of Credit.

F10.3 Professional Practice Modules

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

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

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

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

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

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

F10.3.6R Where there is a component B, the overall mark for the component is the weighted average of the marks of the individual elements of the component. The pass mark for the component is 40% (levels 0-3) or 50% (Level M). The weighting and the requirements for completion of the elements shall be described in the module specification and shall be given to students no later than the start of the module delivery period.

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

F10.3.8R If a professional practice module assessment requires a single component of assessment of professional competencies, the

outcome is recorded as passed or not passed.

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

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

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

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

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

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

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

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

F10.4 Masters Dissertation Modules

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

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

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

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

F11 LATE SUBMISSION OF WORK FOR ASSESSMENT

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

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

F11.3P The 2.00pm hand in time for coursework shall apply from Monday to Thursday (or Wednesday before Good Friday) and applies to all modules at all levels.

F11.4R Work submitted up to 24 hours after the published deadline will be penalised as follows:

Level 0 – 3 modules:

- a mark of more than 40% for the element will be reduced to 40%. The reduced mark for the element will be used in the calculation of the overall module outcome;
- a mark of 40% or less will stand and be used in the calculation of the overall module outcome.

Level M modules:

- 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 of 50% or less will stand and be used in the calculation of the overall module outcome.

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

F11.5R Work will not be accepted after the 24 hour 'window' and will be recorded as a non-submission.

F11.6P The normal expectation is that students will either submit their work

in person or online (if instructed to do so). However, students who submit their work by post are advised that they should ensure that work is posted on or before the published deadline and obtain proof of postage that reflects the date and time of posting. Where students do not have proof of postage and the work goes astray in the post, faculties will deem such work not to have been submitted. Where a student does have proof of postage and the work goes astray faculties will accept the proof of postage document as proof of the date the work was posted and the student will be permitted to resubmit the work within 5 working days of the original deadline. It is the responsibility of students to check that work posted has been received by the faculty. It is the responsibility of students to ensure they keep a second copy of their work.

F12 ABSENCE FROM OR NON SUBMISSION FOR ASSESSMENT

Previous versions of F12 are now covered under assessment and regulations parts F8-11

F13 TAKING ASSESSMENTS UNDER CONTROLLED CONDITIONS OFF CAMPUS

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

F13.2P Assessments under controlled conditions taken off campus have security implications and the associated administrative costs are considerable. The Executive Dean of the faculty concerned may grant an international fee paying student permission to take an assessment under controlled conditions off campus. Such permission may be granted only where the assessment is:

- a. the resit; and
- b. due to take place in late summer (normally August, September or early October); and
- c. it can be arranged at a British Council Office.

F13.3P The Executive Dean of the faculty concerned may grant exchange students participating in an academic exchange arrangement permission to take an assessment under controlled conditions off campus. Such permission may only be granted where the assessment:

- a. is the resit, and
- b. is due to take place in late summer (normally August, September or early October); and
- c. can be arranged at one of the other institutions participating in the exchange.

F13.4P A student other than those covered by F13.2P and F13.3P will not normally be permitted to take an assessment under controlled conditions off campus. Permission will only be granted in very exceptional circumstances and can be given only by the Director of Corporate and Academic Services/Academic Registrar. Individual convenience, the avoidance of travel back to the University, and the fact that the student has already left the country or the area will not of themselves normally constitute exceptional circumstances. The Director of Corporate and Academic Services/Academic Registrar may give permission for an assessment under controlled conditions to take place other than at a British Council Office or an institution participating in an exchange.

F13.5P A student enquiring about taking an assessment under controlled conditions off campus under the above provisions should be informed that the location off campus is subject to university approval, that a fee and expenses will be charged and that, for any student not paying an international rate fee or on an academic exchange, individual convenience, the avoidance of travel back to the University, or the fact that the student has already left the country or the area will not of themselves normally constitute exceptional circumstances.

F13.6P A student seeking permission to take an assessment under controlled conditions off campus under the above provisions must apply in writing to the Director of Corporate and Academic Services/Academic Registrar or designated person responsible for the award on which he or she is registered as early as possible and normally not less than 6 weeks before the scheduled date of the assessment. The application must be in writing supported by relevant documentary evidence.

F13.7P The Director of Corporate and Academic Services/Academic Registrar or designated person should assess whether secure arrangements can be made in time and whether fees and expenses can be recouped from the student before the date of the assessment. Taking account of time zone differences, the assessment shall normally be timed to coincide with the scheduled time of the assessment on the University campus and so as to prevent any possibility of communication between candidates at different centres. 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.

The paper will be supplied at a later date. Under no circumstances should the student be permitted or asked to make the arrangements him or herself although he/she 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. Arrangements for the assessment shall not be commenced until the fee has been received.

F13.8P The Director of Corporate and Academic Services/Academic Registrar or designated person shall forward the request and supporting documentation to the Executive Dean or Academic Registrar as appropriate. This shall be accompanied by an estimation of whether secure arrangements can be made, what those arrangements would be and a statement of the arrangements for the recovery of the fee and expenses.

F13.9P The Executive Dean or Director of Corporate and Academic Services/Academic Registrar shall make a decision and notify the Director of Corporate and Academic Services/Academic Registrar or designated person who will be responsible for making the arrangements, notifying the faculty responsible for the module or unit of study (if different) and for invoicing the student. The student must pay the fee before the scheduled date of the examination and pay any additional costs associated with the invigilation or organisation of the examination or assessment. A student who does not pay the fee will not be permitted to take the examination off campus and a student who does not pay the fee and/or any additional expenses will be treated as a debtor.

F13.10 Fees and expenses

F13.10.1P A student granted permission to take an assessment under controlled conditions off campus will be charged a fee. 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.

F13.11 Reporting on controlled conditions to be taken off campus

F13.11.1P Each faculty shall report annually to the Director of Corporate and Academic Services/Academic Registrar on any arrangements made for assessments under controlled conditions to be taken off campus.

F14 INVIGILATION OF EXAMINATIONS (INCLUDING INSTRUCTIONS TO EXAMINATION CANDIDATES)

F14.1P The University's Examination Invigilators Handbook can be found at: <http://cetts.uwe.ac.uk/ExamsAcReg.asp> .

F15 EXAMINING BOARDS

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

F15.1 Examining Boards: General Regulations

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

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

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

F15.1.4P The University Committee Chairs and Secretaries Handbook can be found at: <http://acreg.uwe.ac.uk/committees.asp>.

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

F15.1.6R No student shall be a member of an examining board for his or her programme or attend an examiners' meeting for such programme other than as a candidate for assessment. No member of staff who is enrolled on a module/unit of study or registered for an award under consideration by the board shall be a member of the board whilst the module/unit of study is under discussion.

F15.1.7R The quorum of an examining board shall be two thirds of the members eligible to attend. For non modular programmes the quorum shall include the chief external examiner and where relevant at least

one other external examiner where awards are to be recommended. For modular programmes the quorum shall include the chief external examiner for the award board and at least one external examiner at the field board. An examining board which does not include an external examiner either in person or via a video, telephone or other link is not authorised to assess students for an award or for credit or to recommend the grant of an award to a student.

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

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

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

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

F15.1.12 Reconvened Examining Boards

F15.1.12.1R An examining board may be required by the Academic Board to review a decision under G3 or may have that decision annulled under G5. Where an examining board is required to review its decision, it may delegate its responsibility to a sub-committee established for this purpose with terms of reference limited to the review in question

F15.1.12.2R An examining board may delegate its responsibility to review its decision in only two circumstances: when required to so under Regulation G3 by the Director of Corporate and Academic Services/Academic Registrar or by an Academic Board Review Panel or where an error or other procedural irregularity which may materially affect the integrity of the board's decisions is brought to the attention of the Chair of the board after a meeting of the full board.

F15.1.12.3R The examining board must at each meeting confirm authority for a sub-committee to act on its behalf if required. All sub-committees

shall consist of at least five members, normally including at least three members present at the original meeting, one of whom shall be the Chair or his or her nominee. Where possible the membership of the group shall include an external examiner but where this is not possible an external examiner shall be consulted. The consent of an external examiner is required for any changes to the original decision of the examining board. Where the decision under review relates to an award the chief external examiner shall either be a member of the sub group or shall be consulted. The written consent of the chief external examiner shall be required for any changes to the award originally decided by the examining board.

F15.1.12.4R The quorum for a meeting of a sub-committee of an examining board shall be five. In all other respects the sub-committee's procedures shall accord with normal requirements and practices for examining boards.

F15.2 **University Modular Framework: Field and Award Boards**
Definition: For programmes within the University's Modular Framework there shall be field boards and award boards. Each has a separate function and terms of reference. Responsibilities of field and award boards do not overlap. Field boards consider and approve module marks and award credit (i.e. they are module facing). Award boards decide the eligibility of students for awards, including intermediate and default awards, within their jurisdiction and the effect of approved extenuating circumstances relating to individual student performance on modules and awards (i.e. they are student facing).

F15.2.1 **Field Boards**

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

- a. that all assessments undertaken for modules are properly scrutinised and marked;
- b. that all assessments are properly conducted;
- c. the impact, if any, of adverse circumstances affecting the delivery or assessment of a module on the performance of an identifiable cohort or an identifiable sub-group within a cohort on a component of assessment or a module as a whole;
- d. the mark or decision to pass/not pass made in respect of each student for assessment, resit or retake on each module;
- e. the award of credit, including placement credit, to a student where assessed performance meets the minimum threshold required for a pass in each module in accordance

- with the Academic Regulations and Procedures;
- f. action, including imposition of a penalty affecting the assessment decision as permitted by the Academic Regulations and Procedures, where a student has committed an assessment offence;
- g. any matters arising from analysis of assessment data for modules within the board's jurisdiction which it wishes to draw to the attention of appropriate bodies;
- h. to receive decisions of any associated late work panels.

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

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

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

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

F15.2.1.5R The quorum for the field board shall be two thirds of the members eligible to attend in categories a to e in F15.2.1.3R and include at least one external examiner. A field board which does not include an external examiner either in person or via a video, telephone or other link is not authorised to assess students for credit.

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

F15.2.1.7R The Director of Corporate and Academic Services/Academic Registrar of the University, or nominee, may attend any field board.

F15.2.2 **Award Boards**

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

- a. recommendations for named awards within the jurisdiction of the board;
- b. eligibility of a student for an interim, default or other award within the jurisdiction of the board including university unnamed awards;
- c. the effect of any extenuating circumstances on the performance of a student in relation to an award or to progression within an award;
- d. the progression of a student to further study on an award
- e. the classification for honours or any other differential level of an award as provided for in the Academic Regulations taking account of a student's overall assessment profile;
- f. whether a student has satisfied any additional requirements as specified for awards carrying professional recognition or accreditation for employment or practice;
- g. action, including imposition of any penalty as permitted by the Academic Regulations, where a student has committed an assessment offence;
- h. whether, in the case of students who have not passed more than 50% of the credits presented to the board, to permit them to enrol on more than 160 credits at any one time at their next enrolment;
- i. any matters arising from consideration of assessment practice and data within the board's jurisdiction which it wishes to draw to the attention of appropriate bodies.

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

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

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

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

- F15.2.2.5R** The quorum shall be two thirds of the members eligible to attend in categories a to e in F15.2.2.3R. For modular programmes, the quorum for the award board shall include the Chief External Examiner. An award board which does not include the Chief External Examiner either in person or via a video, telephone or other link is not authorised to assess students for an award or to recommend the grant of an award to a student.
- F15.2.2.6R** The secretary to the award board shall be the Director of Corporate and Academic Services/Academic Registrar or authorised nominee.
- F15.2.2.7R** The Director of Corporate and Academic Services/Academic Registrar, or nominee, may attend any award board.
- F15.2.2.8R** Having regard to the standard of the award and the student's overall profile of assessment an award board may exercise its discretion as permitted under the assessment regulations in recommending an award to a student.

F15.3 Non Modular/Linear Award Boards

- F15.3.1R** A Non Modular/Linear Award Board shall be responsible for determining:
- a. that all assessments undertaken for modules are properly scrutinised and marked;
 - b. that all assessments are properly conducted;
 - c. the impact, if any, of adverse circumstances affecting the delivery or assessment of a module on the performance of an identifiable cohort or an identifiable sub-group within a cohort on a component of assessment or a module as a whole;
 - d. the effect of any extenuating circumstances on the performance of a student in relation to an award or to progression within an award;
 - e. the mark or decision to pass/not pass made in respect of each student for assessment, referral or reassessment on each module;
 - f. the progression of a student to further study on an award;
 - g. eligibility of a student for an interim, default or other award within the jurisdiction of the board including university unnamed awards;
 - h. the classification for honours or any other differential level of an award as provided for in the Academic Regulations taking account of a student's overall assessment profile;
 - i. the award of credit; including placement credit, to a student where assessed performance meets the minimum threshold

- required for a pass in each module in accordance with the Academic Regulations;
- j. whether a student has satisfied any additional requirements as specified for awards carrying professional recognition or accreditation for employment or practice;
 - k. action, including imposition of any penalty as permitted by the Academic Regulations, where a student has committed an assessment offence;
 - l. whether, in the case of students who have not passed more than 50% of the credits presented to the board, to permit them to enrol on more than 160 credits at any one time at their next enrolment;
 - m. any matters arising from consideration of assessment practice and data within the board's jurisdiction which it wishes to draw to the attention of appropriate bodies.

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

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

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

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

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

award or for credit or to recommend the grant of an award to a student.

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

F15.3.7R The Director of Corporate and Academic Services/Academic Registrar, or nominee, may attend any non modular/linear award board.

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

F16 **EXTERNAL EXAMINERS**

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

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

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

F16.3R External examiners shall:

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

- relate;
- e. have broad and current knowledge and relevant expertise in the area of work related to their appointment.

F16.4R External examiners shall report annually in writing to the Vice-Chancellor of the University on the conduct of the assessments with which they have been involved and on related matters taking account of the University's requirements for such reports as determined by the Academic Board.

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

F16.6 Chief External Examiners

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

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

F16.6.2R Chief external examiners shall:

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

- h. report to the Vice-Chancellor on any matters of serious concern arising from the assessment which put at risk the standard of the award(s).

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

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

F16.7 Field External Examiners

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

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

F16.7.2R Field external examiners shall:

- i ensure that the assessments are conducted in accordance with the approved regulations for the module
- ii 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
- iii 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
- iv have the right to moderate the marks awarded by internal examiners consistent with fairness to all candidates and subject to report to the field board
- v 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
- vi 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

- vii 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
- viii report to the Vice-Chancellor or his or her nominee on any matters of serious concern arising from the assessments which put at risk the standard of module.

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

F16.7.4R Only as required by a professional body and as agreed by the University in accordance with C4.12P, a field external examiner shall exceptionally be permitted oversight of one or more awards carrying professional accreditation or recognition within a modular scheme in addition to responsibilities relating to a field.

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

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

F16.8P Procedures for the appointment, roles and responsibilities of taught provision external examiners can be found at:
<http://acreg.uwe.ac.uk/externalexaminers.asp>.

F16.9 Non modular/linear awards

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

F17

EXTENUATING CIRCUMSTANCES

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

Circumstances likely to be accepted:

- *serious personal accident or injury of self or close family member;*
- *death of close family member (e.g. partner, parent, primary carer, child);*
- *major household problem (e.g. fire);*
- *impact of natural disaster, civil disruption or other major hazard (including major breakdown in transport system);*
- *relationship breakdown;*
- *major, unplanned and verified changes in work commitments.*

Circumstances unlikely to be accepted:

- *personal illness or disability for which special arrangements are already in place;*
- *colds or known conditions such as hay fever;*
- *normal examination stress or anxiety experienced during revision or the assessment period (unless corroborated by medical evidence as a chronic condition and undergoing treatment);*
- *non serious domestic or personal disruptions (e.g. 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).*

F17.1R

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

extenuating circumstances.

- F17.2R** Where such information is not supplied, or not supplied in the proper manner, or is deemed by the examining board to be inadmissible, any subsequent application by the student for review of an examining board's decision may be rejected if based on claimed extenuating circumstances.
- F17.3R** Requests by students for consideration of extenuating circumstances shall normally be submitted prior to the assessment activity for which the request is being applied.
- F17.4R** A student may not request consideration of extenuating circumstances relating to performance in assessment or attendance for assessment for an unnamed award of the university or where the student is enrolled for a module but not for an award of the University nor for the award of credit by a field board for assessed experiential learning, nor will any account be taken of any extenuating circumstances submitted.
- F17.5R** If an Extenuating Circumstances Panel determines that a student's absence or failure to submit work or that a student's performance in all or part of an assessment for an award was adversely affected by illness or other valid cause for which evidence acceptable to the Panel has been submitted by the student at the proper time and in the proper manner, the Award Board shall, subject to the assessment regulations for the award, act as follows:
- a. permit a student to continue on an award despite a failure in one or more modules or similar unit of study, subject to the student satisfying any specific requirements, including any pre-requisites, for the award;
 - b. permit the outcome of a resit or a retake as permitted by the assessment regulations for the award to be without restriction for the purpose of determining honours degree classification or other differential level of the award;
 - c. where a resit is inappropriate, permit a student to repeat the module or similar unit of study;
 - d. accept performance which fails to achieve a pass in a module or similar unit of study for the purpose of recommending a named award, subject to the student having met the minimum requirements including the minimum required credit for the award as stated in the assessment regulations for that award;
 - e. recommend an award in aegrotat form where it has insufficient evidence of the student's achievements to recommend the award for which the student was a candidate and where an intermediate award would be

inappropriate, but where it is satisfied that but for illness or other valid cause the student would have reached the standard required.

- F17.6R** Before a recommendation under F17.5R(e) is submitted to the University and other than in the case of posthumous awards, the student must have signified that he or she is willing to accept the award and understands that this waives the right to be assessed under F17.5R(b) above.
- F17.7R** As a sub-committee of the Award Board, an Extenuating Circumstances Panel is responsible for consideration of requests submitted by students for extenuating circumstances relating to performance in or work submitted for assessment. An Extenuating Circumstances Panel may determine that a student's performance on one or more components of assessment of a module was adversely affected by illness or other valid cause for which acceptable evidence has been submitted.
- F17.8R** An Extenuating Circumstances Panel shall only consider matters of illness, hardship, personal problems or other disability if requested to do so by personal application from the student in accordance with this procedure. Field boards are not permitted to consider extenuating circumstances relating to individual candidates.
- F17.9P** When an award board makes a decision on a student's assessment it shall take account of the decisions of the Extenuating Circumstances Panel, in accordance with the Academic Regulations and Procedures.
- F17.10R** Where an award board recommends an award under F17.5R(d), and students have not exhausted all the assessments valid for the award, they have the right to decline the award and to exercise the right to take the further assessments.
- F17.11R** The decision of an award board to recommend students for awards where students have failed a module does not mean that students are awarded credit for the failed module.
- F17.12P** When a field board makes a decision on the assessment of students in modules it shall take account of any circumstances relating to the delivery or assessment of a module adversely affecting the performance of a whole cohort or a particular sub-group of students on a component of assessment or the module as a whole. A field board may consider such matters when requested to do so by members of staff, students enrolled on the module in question or as a consequence of a report received from examination invigilators.

- F17.13 Non-modular (linear) programmes**
- F17.13.1P** When an examining board takes a decision on a student's assessment it shall take account of any circumstances referred to it by the student concerned in accordance with the Academic Regulations and Procedures. An examining board shall only consider matters of illness, hardship, personal problems or other disability if requested to do so by personal application from the student in accordance with this procedure. The examining board shall also take account of any circumstances relating to the delivery or assessment of a module or unit of study adversely affecting the performance of a whole cohort or a particular sub-group of students on a component of assessment or the module or unit of study as a whole. An examining board may consider such matters when requested to do so by members of staff, students enrolled on the module or unit of study in question or as a consequence of a report received from examination invigilators.
- F17.14 All examining boards: submissions by personal application by a student**
- F17.14.1P** A student who is of the opinion that his or her performance in an examination or in other assessed work, or his or her ability to attend an examination, or to comply with a regulation governing the award or the assessment, has been adversely affected within the University's definition of extenuating circumstances may refer those circumstances to the examining board and request the examining board to exercise its discretion, as permitted by the assessment regulations in his or her favour.
- F17.14.2P** The student shall explain on the Extenuating Circumstances form the circumstances and state in what way, and between what dates, they affected him or her. The statement shall be accompanied by any relevant documentary evidence.
- F17.14.3P** Where illness, a long term medical condition or disability is the basis of the request, a medical certificate or letter from a qualified practitioner, covering the period of the examination(s) or submission of the assessable work, must normally be produced. A certificate or letter must also normally be produced if the illness or condition has lasted more than seven days. Where the illness, medical condition or disability is of a long term nature, has previously been disclosed and reasonable adjustments put in place, there must also be evidence to show that the symptoms were exceptionally acute and were a material factor affecting performance at the relevant time.
- F17.14.4P** The request to the examining board shall normally be submitted

prior to the particular assessment concerned. Where more than one component of assessment is affected it shall normally be submitted prior to the assessment concerned. The request shall be submitted in a sealed envelope addressed to the Faculty Academic Registrar or designated person of the faculty responsible for the award on which the student is registered, or in the case of the research degrees examining board to the Director of Corporate and Academic Services/Academic Registrar, marked with the name of the award and the words 'extenuating circumstances'. The examining board shall have discretion to consider requests submitted later so long as they are received by the Director of Corporate and Academic Services/Academic Registrar or designated person before the start of the relevant meeting of the examining board.

F17.14.5P Requests for consideration of extenuating circumstances will not be carried forward between assessment opportunities unless the student specifically requests this. Requests for consideration of extenuating circumstances will not normally be considered retrospectively.

F17.14.6P Requests shall be considered by the Extenuating Circumstances Panel, consisting of at least three members of staff, set up for that purpose by the faculty, or equivalent, responsible for the award. The Panel may, if appropriate, request and receive reports from tutors and interview students in order to allow it to clarify the extenuating circumstances. The Panel shall make decisions about the acceptability of the extenuating circumstances and the evidence submitted.

F17.14.7P The examining board shall judge what effect, if any, the approved circumstances have had on the student's performance. It may exercise such discretion as is allowed within University regulations and the assessment regulations for the award, having taken account of any significant adverse effect on the student's performance. The discretion available to an examining board may be limited for certain awards where a professional, accrediting or statutory body has particular requirements.

An Award Board may:

- a. permit students a resit or retake at a module;
- b. permit the mark from a resit or retake to be uncapped in determining the classification of a degree with honours or any other form of differential level of an award
- c. waive forfeiture of the resit where extenuating circumstances have been accepted
- d. accept failure to pass module(s) in recommending eligibility for a named award subject to students obtaining at least

80% of the credit requirements for the award ⁷

F17.15 All examining boards: submissions affecting a whole cohort

F17.15.1P All submissions concerning the whole cohort or a particular sub group of students shall be considered by the field or examining board. Normally details should be submitted in writing to the Director of Corporate and Academic Services/Academic Registrar or designated person responsible for the module or unit of study or equivalent not less than five working days before the meeting of the field or examining board, but the board shall have discretion to consider submissions received after five working days.

F18 VIVA VOCE ASSESSMENT

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

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

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

F19 ALTERNATIVE ASSESSMENT ARRANGEMENTS FOR STUDENTS WITH DISABILITIES

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

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

F19.3R Adapted assessment arrangements shall be provided where necessary for students with physical and sensory disabilities, with

⁷ 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.

specific learning difficulties (including dyslexia), with psychological problems or with chronic medical conditions.

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

F19.5P Students are required to make early requests for alternative examination arrangements. The University cannot guarantee to process requests unless made before the end of the term preceding the examinations.

F19.6P The arrangements may involve extra time, special room arrangements, the use of an amanuensis or word processors, question papers in alternative format or other appropriate support.

F19.7P Details of the arrangements for any individual shall be agreed between the faculty and the Disability Resource Centre after discussions with the student. Existing university practice and experiences shall be taken into account, as shall the individual's requirements and precedents in previous educational settings.

F19.8P Students who have a medical certificate to cover absence from the University with an infectious illness should not be admitted to any examination room; they should be advised to submit Extenuating Circumstances in accordance with F17 above.

F19.9P Students who have a medical certificate as above, but which recommends that they should be allowed to sit their examinations in a separate room, should submit the medical evidence as quickly as possible to the Faculty Examinations Officer. However the University is not obliged to put anything in place at short notice, and staff and other students should not be placed at risk. The standard rules for the conduct of examinations shall apply to all such students (e.g. in respect of refreshments, mobile phones, personal belongings, communication, announcements etc.) Under no circumstances should an invigilator vary the agreed arrangements for any candidate requiring alternative arrangements without first consulting the University's Central Examinations Officer.

F19.10P Students who arrive at an examination and admit to having, or suspecting that they have, an infectious illness should not be admitted to the examination room as a precautionary measure and in fairness to other students and staff. They should be advised to obtain a medical certificate and submit Extenuating Circumstances in accordance with F17 above.

F20 ASSESSMENT OFFENCES

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

F20.1 PRINCIPLES

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

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

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

F20.2R The Academic Board shall determine procedures for investigating allegations of assessment offences by students. These shall make provision for the:

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

F20.3R Subject to any specific requirements of external validating or professional bodies, where a student is found to have committed an assessment offence the examining board or Executive Dean must decide either to take no further action or to impose an appropriate penalty which may include failing the student and determining whether or not the student shall be permitted to be reassessed.

F20.4P A person who considers that a student has committed an

assessment offence shall, as soon as possible, report the allegation in detail in writing to the Executive Dean of the faculty responsible for the award on which the student is registered, or responsible for the module or unit of study where the student is not registered for an award.

- F20.5P** The Executive Dean shall seek to establish the nature and extent of the offence and in doing so he or she shall have regard to contribution of the assessment element or component to the assessment of the whole module or unit of study and whether the student has previously been found to have committed an assessment offence.
- F20.6P** Using the procedures prescribed by the Director of Corporate and Academic Services/Academic Registrar, the Executive Dean shall notify the student of the nature and details of the allegation, the extent of the offence, and the procedure to be followed.
- F20.7P** The student shall have five working days from the date of the notification to indicate to the Executive Dean whether he or she admits the offence, and in the case of admission, whether he or she wishes to exercise the right to appear in person before the Executive Dean.
- F20.8P** The Executive Dean shall give any student who so wishes the opportunity to discuss the nature and potential implications of the alleged assessment offence.
- F20.9P** Where the Executive Dean finds that the offence is a first and lesser offence, and taking into account any written or oral statement by the student, he or she shall decide to:
- a. take no further action; or
 - b. reduce the mark awarded for the relevant element or component of assessment; or
 - c. reduce the mark awarded for the relevant element or component of assessment to zero.
- F20.10P** The Executive Dean shall, within three working days, report the decision in writing to the student and issue an appropriate warning.
- F20.11P** Within three working days of the date of the notification of the decision by the Executive Dean the student shall indicate in writing to the Executive Dean whether or not he or she wishes to exercise the right to challenge the decision. In this case the Executive Dean shall report the offence and the penalty to the field board (or examining board for a non-modular programme), which shall confirm or amend the penalty in accordance with

G6.2.3P. No response from the student shall be deemed to be acceptance of the decision.

F20.12P The Executive Dean shall make a report on the nature and extent of assessment offences and recommend any penalties to the appropriate field board (or examining board for a non-modular programme).

F20.13P Where the Executive Dean finds that the offence is serious or is a second or subsequent offence committed by the student, he or she shall report the findings to the field board (or examining board for a non-modular programme) which shall decide on any penalty in accordance with G6.2.3P.

F20.14P Where the student does not admit the offence, the Executive Dean shall invite two members of staff not concerned with the allegation to join him or her in an investigating panel. Where possible the membership of the group shall include a member of staff from the field of the module or unit of study about which the allegation is made. The purpose of the investigation is to re-consider the evidence, establish whether an offence occurred and, if so, its nature and effect, and the appropriateness of any penalties to be imposed.

F20.15P The student shall be invited to meet the investigating panel and to submit a further written statement and to speak to the investigators. He or she may be accompanied by a friend who may speak on his or her behalf. The Executive Dean shall give such notice of the meeting as he or she considers reasonable.

F20.16P The Executive Dean shall require the person(s) making the allegation to attend a meeting of the investigating group to explain the allegations. At the discretion of the Executive Dean, the identity of the person making the allegation may be withheld from the student.

F20.17P The investigating group shall itself determine the procedure to be followed, the extent and manner of its enquiries, the admissibility of evidence, and the standard of proof to be required. Where appropriate, the investigating group shall seek the advice of the Director of Corporate and Academic Services/Academic Registrar.

F20.18P Where the investigating group finds that an offence has occurred and that it is a first and lesser offence, the Executive Dean shall decide to:

- a. take no further action; or
- b. reduce the mark awarded for the relevant element or

- component of assessment; or
- c. reduce the mark awarded for the relevant element or component of assessment to zero.

F20.19P The Executive Dean shall, within three working days, report the decision in writing to the student. He or she shall report any penalties imposed to the appropriate field board (or examining board for a non-modular programme).

F20.20P Within three working days of the date of the notification of the decision by the Executive Dean the student shall indicate in writing to the Executive Dean whether or not he or she accepts the decision. If he or she does not accept it, the Executive Dean shall report the offence and the penalty to the field board (or examining board for a non-modular programme), which shall confirm or amend the penalty in accordance with G6.2.3P. No response shall be deemed to be acceptance.

F20.21P Where the investigating group finds that a serious offence has occurred or that this is a second or subsequent offence, it shall make a report and recommendation to the appropriate field board (or examining board for a non-modular programme).

F20.22P A field board which receives a report and/or recommendation from an Executive Dean or from an investigating group shall decide one of the following:

- a. to take no further action; or
- b. to reduce the mark for the relevant element or component of assessment; or
- c. to reduce the mark awarded for the relevant element or component of assessment to zero; or
- d. to deem the student to have failed the module or unit of study and to determine whether to permit any further assessment

F20.23P The Executive Dean shall report all penalties imposed to the chair of the relevant award board. He or she shall also report to the award board any instances where more than one offence has been committed by the same student and any penalties imposed.

F20.24P Where an assessment offence is found to have occurred in relation to two or more modules or units of study which contribute to a student's award and taking into account any extenuating circumstances submitted by the student, the award board shall decide the action to be taken in relation to the recommendation for a particular award. It may decide one of the following:

- a. to take no further action;

b. to vary the class of award recommended.

F20.25P The Executive Dean shall keep a record of any allegations of assessment offences and penalties imposed on students, and shall report each allegation and its outcome on an annual basis to the Director of Corporate and Academic Services/Academic Registrar.

F20.26P Penalties for assessment offences for students on awards validated or accredited by professional or statutory bodies may be constrained by the regulations of those bodies. This may include reporting the offence to the professional or statutory body.

F20.27P A student's rights of challenge or appeal against a decision of the examining board taken in the light of an investigation of an alleged assessment offence or offences shall only be in accordance with F7 above and its associated procedure.

F20.28P The Director of Corporate and Academic Services/Academic Registrar or the examining board, through the Director of Corporate and Academic Services/Academic Registrar may decide that a report shall be made in order that the Vice-Chancellor may consider instituting disciplinary action in accordance with the Rules governing the disciplinary procedures for students.

F20.29 **Group Work and Assessment Offences**

F20.29.1P Every student who is part of a group undertaking an assignment or other piece of assessed group work is required to take, and will be deemed to have taken, individual as well as joint responsibility for all the work submitted by the group. In particular, this includes individual as well as joint responsibility for any assessment offence committed, whether by the student or any other student in the group. Any penalty applied in the event of an assessment offence will normally be applied to all members of the group. The two exceptions to the application of this penalty to all members of the group are:

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

In the case if these exceptions the penalty will only be applied to the member(s) of the group who have committed the assessment

offence.

F20.30R The University may take copies of students' work as the University may consider necessary or expedient for the detection of assessment offences.

F20.31P The University disciplinary rules and procedures can be found at:
<http://www1.uwe.ac.uk/aboutus/policies.aspx>

G RESULTS AND AWARDS

G1 UNDERGRADUATE AWARDS: CLASSIFICATION FOR HONOURS

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

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

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

G1.4R The honours degree classification for students who have commenced study on the basis of Accredited Learning for learning achieved under the Academic Regulations which is more than the two thirds of the credit requirement for the award shall be based upon 120 credits, with the best marks achieved for 100 credits at level 3 being weighted at three times the value of the marks for the remaining 20 credits.

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

G1.6R Degree classifications are:

70% or more	First Class
60% to less than 70%	Second Class, Division 1

50% to less than 60%	Second Class, Division 2
40% to less than 50%	Third Class

G1.7R An award board may at its discretion and having regard to a student's overall profile of assessment under the Academic Regulations and Procedures award one class of degree higher than that determined by the method set out above. Students who meet the requirements for an award including the specified amount and level of credit shall not be awarded a class of degree lower than that indicated by the method set out above.

G1.8 Undergraduate Awards: Differential Levels of Awards

G1.8.1R Differential levels of undergraduate awards other than honours degrees are limited to pass and distinction.

G1.8.2R An integrated Bachelor/Masters degree is not classified. It is awarded with distinction across 220 credits at level 3 or above, such that (i) an average of 70% is achieved on all level M modules to at least the minimum required for the award, and (ii) an average of 70% or more is achieved across level 3 modules required to make up the remaining credits to a total of 220. It is awarded with merit for performance across 220 credits at level 3 or above, such that (i) an average of 60% is achieved on all level M modules to at least the minimum required for the award, and (ii) an average of 60% or more is achieved across level 3 modules required to make up the remaining credits to a total of 220.

G1.8.3R A Degree with distinction shall be awarded where an average of 70% or more is achieved across any combination of modules at level 3 which are valid for the award and which total 60 credits or more.

G1.8.4R Students registered for a named honours award who fail to meet the requirements for an honours award but meet the requirements of G1.8.3 above shall be eligible for a Degree with distinction.

G1.8.5R A Diploma of Higher Education with distinction shall be awarded where an average of 70% or more is achieved across any combination of modules at level 2 or above which are valid for the award and total 100 credits or more.

G1.8.6R A Foundation Degree with distinction shall be awarded when an average of 70% or more is achieved across any combination of modules at level 2 or above which are valid for the award and total 100 credits or more⁸.

⁸ At its meeting on 10 June 2009, the Academic Board approved a variation to G1.8.6/G1.8.7 in respect of new programmes delivered by Bristol Old Vic Theatre School.

- G1.8.7R** A Foundation Degree with merit shall be awarded when an average of 55% or more is achieved across any combination of modules at level 2 or above which are valid for the award and total 100 credits or more.
- G1.8.8R** A Certificate of Higher Education with distinction shall be awarded where an average of 70% or more is achieved across any combination of modules at level 1 or above which are valid for the award and total 100 credits or more.
- G1.8.9R** A Certificate in Education Learning and Skills with distinction shall be awarded where an average of 70% or more is achieved across any combination of modules at level 1 or above which are valid for the award and total 100 credits or more.
- G1.8.10R** For a Certificate of Higher Education, a Certificate of Higher Education Learning and Skills or a Diploma of Higher Education an award board may at its discretion and having regard to a student's overall profile of assessment under the Academic Regulations and Procedures award one level of differential award higher than that determined by the method set out above (i.e. a distinction).
- G1.8.11R** Students who meet the requirements for an award including the specified amount and level of credit shall not be awarded a differential level of award lower than that indicated by the methods set out above.
- G1.8.12R** The Certificate, Certificate in Professional Development, Diploma in Professional Studies, Higher National Certificate and the Higher National Diploma are not awarded with distinction.
- G1.8.13R** Differential levels of award other than distinction that are agreed by the University upon request by a professional or validating body shall be set out in the approved programme specification.
- G1.8.14R** For the awards of Higher National Certificate or Higher National Diploma, module marks expressed as percentages shall be designated as:
- 70% or more – Distinction
55% to less than 70% - Merit
40% to less than 55% - Pass
less than 40% - Fail.
- G1.8.15R** A Graduate Certificate with distinction is awarded where credit in all modules at level 3 or above is achieved within the sit or resit and where an average of at least 70% is achieved across any combination of modules at level 3 or above totalling 40 credits or

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

G1.8.16R A Graduate Diploma with distinction is awarded where credit in all modules at level 3 or above is achieved within the first sit or resit and where an average of at least 70% is achieved across any combination of modules at level 3 or above totalling 80 credits or more. Such modules must have been studied and assessed under the Academic Regulations and Procedures.

G1.9 Postgraduate Awards: Differential Levels of Awards

G1.9.1R Differential achievement on postgraduate awards shall be expressed as pass, merit and distinction, other than where specific designations are requested by a professional or statutory body and are approved by the University. Such other designations shall be as set out in the approved programme specification.

G1.9.2R A Postgraduate Certificate with merit shall be awarded where credit has been achieved in all level M modules within the first sit or resit and not less than 60% has been achieved as a weighted average of level M modules amounting to at least 40 credits.

G1.9.3R A Postgraduate Certificate with distinction shall be awarded where credit has been achieved in all level M modules within the first sit or resit and not less than 70% has been achieved as a weighted average of level M modules amounting to at least 40 credits.

G1.9.4R A Postgraduate Diploma with merit shall be awarded where credit has been achieved in all level M modules within the first sit or resit and not less than 60% has been achieved as a weighted average of level M modules amounting to at least 80 credits.

G1.9.5R A Postgraduate Diploma with distinction shall be awarded where credit has been achieved in all level M modules within the first sit or resit and not less than 70% has been achieved as a weighted average of level M modules amounting to at least 80 credits.

G.1.9.6R A Masters Degree with merit shall be awarded where credit has been achieved in all level M modules within the first sit or resit and where not less than 60% has been achieved in the masters dissertation and not less than 60% as a weighted average of level M modules, amounting to at least 120 credits.

G1.9.7R A Masters Degree with distinction shall be awarded where credit has been achieved in all level M modules within the first sit or resit and where not less than 70% has been achieved in the masters dissertation and not less than 70% as a weighted average of level M modules, amounting to at least 120 credits.

G2 AWARD BOARD DISCRETION

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

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

G2.2R Having regard to a student's overall profile of assessment outcomes an award board may award one class or other differential level of award higher than that resulting from the methods for determining classification for honours or other differential level of award. Students who meet the requirements for an award including the specified amount and level of credit shall not be awarded a class or other differential level of award lower than that resulting from the approved method for the award.

G2.3R Except where statutory or professional bodies require otherwise, any marginal failure (i.e. a module outcome with a mark of 37% or greater at levels 0 – 3; 47% or greater at M level) may be condoned by award boards as follows, provided students have passed modules worth a minimum of 90 credits at the same level⁹:

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

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

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

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

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

G2.4R An award board may not override a student's credit total as determined by field boards except where it decides on the basis of demonstrable and valid evidence of professional unsuitability to recommend that the student is not eligible for a professionally

⁹ At its meeting on 24 March 2010, the Academic Board approved a variant to G2.3R to remove option to condone failure or excuse credit in respect of the Shell Award Framework

accredited or recognised award.

G2.5R Where an award board recommends that an award is not made to students on grounds of professional unsuitability, and providing the credit requirements have been met in full, students shall be entitled to receive a default named award as stated in the approved programme specification.

G2.6R Having exhausted the first sit and resit opportunities a student may be permitted an exceptional retake of a module by an award board if:

- a. an extenuating circumstances panel has accepted extenuating circumstances already submitted in relation to the sit or resit where the module was not passed; or
- b. the award board determines there is sufficient evidence to grant an exceptional retake. In order to be considered for the exceptional retake the student must normally have passed 50% of their module credit during the academic year and have shown full engagement with the failed module (refer to F8.12R).

G3 APPEAL AGAINST A DECISION OF AN EXAMINING BOARD

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

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

G3.2R The only grounds for appeal shall be:

- a. that there has been material and significant administrative error or other material irregularity such that the assessments were not conducted in accordance with the approved regulations for the module/award;
- b. that, on written submission from the student concerned to the Director of Corporate and Academic Services/Academic Registrar, the student's performance was adversely affected by illness or other factors which he or she was for valid reasons unable to divulge before the meeting of the examining board and which could have had a bearing on the board's decision.

G3.3R An appeal against a decision of the examining board on the basis of a disagreement with the academic judgement of the examining board is not permitted.

G3.4R The Academic Board shall authorise arrangements for the receipt

and consideration of appeals against a decision of an examining board. Such arrangements shall make provision for the Director of Corporate and Academic Services/Academic Registrar to determine whether a prima facie case for review has been established.

G3.5P The application shall:

- a. be submitted electronically using the form provided on the Corporate and Academic Services website. Postal submissions of the appeal form will not be accepted unless the student has nominated a third party to act on their behalf. Third party applications must include a signed third party consent form;
- b. third party submissions should be addressed to the Director of Corporate and Academic Services/Academic Registrar in an envelope marked 'Appeal against a decision of an examining board';
- c. be received no later than ten working days after the formal date of publication of the results; the Director of Corporate and Academic Services/Academic Registrar may exceptionally accept the late submission of an appeal, if the reasons for late submission are valid;
- d. provide the full name, date of birth and student number of the applicant, an address for reply, the programme and award, the decision of the examining board against which a review is requested;
- e. 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;
- f. include all relevant documentary evidence on which the application relies (for example, medical certificates); where evidence is posted, it must be received by Corporate and Academic Services within ten working days of the formal date of the publication of results.

G3.6P If an application meets the conditions in G3.5P, the Director of Corporate and Academic Services/Academic Registrar 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.

In light of these enquiries, the Director of Corporate and Academic Services/Academic Registrar shall:

- a. refer the case to an Appeals Panel of the Academic Board;
or
- b. determine that there is no basis on which the application can proceed.

G3.7R The Appeals Panel shall have as its membership:

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

The officer to the Appeals Panel shall be a nominee of the Director of Corporate and Academic Services/Academic Registrar. The officer shall be in attendance at the Appeals Panel.

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

G3.8R The Appeals Panel may:

- a. decide that grounds for review have been established, and
- b. agree the action to be taken in relation to the appellant's academic profile in light of the appeal, or
- c. reject the appeal.

G3.9P The student and the faculty shall be advised in writing of the Appeals Panel's decision.

G3.10P There shall be no appeal against the decision of the Appeals Panel taken under this procedure.

G3.11P The Director of Corporate and Academic Services/Academic Registrar 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 the Academic Board annually in a manner which maintains confidentiality.

G4 APPEALS FROM STUDENTS ON PROGRAMMES OF STUDY LEADING TO AWARDS OF THE UNIVERSITY CONDUCTED OUTSIDE THE UNIVERSITY WHERE THE AFFILIATED INSTITUTION HAS BEEN APPROVED BY THE UNIVERSITY TO CONDUCT EXAMINING BOARDS

G4.1 Arrangements for Appeals

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

- G4.1.2R** A student on a programme of study leading to an award of the university conducted in an affiliated institution may only make an appeal to the University concerning her or his assessment after he or she has completed all the procedures concerning reviews of decisions of examining boards and appeals approved by the University as applicable to the affiliated institution.
- G4.1.3R** The only ground on which a student may appeal to the University concerning her or his assessment is that the approved procedures were not followed by the affiliated institution in considering his or her appeal against the decision of an examining board.
- G4.1.4P** To appeal, the student shall write to the Director of Corporate and Academic Services/Academic Registrar of the University 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 Director of Corporate and Academic Services/Academic Registrar not later than ten working days after the date of the letter conveying the final outcome of the affiliated institution's procedures for considering appeals against decisions of examining boards.
- G4.1.5P** The Director of Corporate and Academic Services/Academic Registrar shall undertake enquiries to determine whether the appeal meets the conditions set out above. The student shall be notified in writing of the outcome.
- G4.1.6P** If the appeal meets the conditions the Director of Corporate and Academic Services/Academic Registrar 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.
- G4.1.7P** The student shall be informed in writing of the decision.
- G4.1.8P** 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.

G4.1.9P The Director of Corporate and Academic Services/Academic Registrar shall inform the student in writing of the decision of the Academic Board Appeals Panel as soon as possible.

G4.1.10P In the case of an application for review concerning a research degree, Academic Regulations and Procedures G3 applies.

G4.1.11P There shall be no further appeal against the decision of the appeals Panel.

G4.1.12P 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.

G4.1.13P 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.

G4.1.14P The Director of Corporate and Academic Services/Academic Registrar shall be responsible for ensuring that a report on any appeals and their outcomes, and on any matters related to this procedure, be provided to the Academic Board annually in a form which maintains confidentiality.

G5 **ANNULMENT OF A DECISION OF AN EXAMINING BOARD**
Definition: a decision to declare a decision of an examining board null and void.

G5.1R The Academic Board may annul a decision of an examining board if in its opinion proper account has not been taken by an examining board of the factors specified by the Director of Corporate and

Academic Services/Academic Registrar or by a review panel when the board has been required to review a decision.

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

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

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

G6 RESULTS AND GRANTING OF AWARDS

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

G6.1 Publication of Results

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

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

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

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

G6.2 Release of Marks or Grades and Confirmation of Credit

- G6.2.1R** The Academic Board shall establish a procedure for the release of marks or grades and confirmation of the award of credit to individual students. The procedure shall provide for the release to students individually of their marks or grades and credit information in an approved format covering all components of the assessment scheme. For the purpose of this Regulation, assessment shall mean examinations, coursework, assignments, projects or other tests as required by the assessment regulations.
- G6.2.2P** The Executive Dean, or his or her nominee, shall issue each student individually with provisional numerical marks or grades (according to the assessment scheme for the module or unit of study) for all elements of assessment completed by him or her during the academic session. These marks or grades shall be given as soon as practicable after the work marking process has been completed and normally before the meeting of the field board (or examining board for non-modular programmes). The student should be warned, in a form prescribed by the Director of Corporate and Academic Services/Academic Registrar, that the marks are still subject to moderation by the examining board and may go up or down.
- G6.2.3P** After each meeting of a field board (or examining board for non-modular programmes) and in the form prescribed for the purpose by the Director of Corporate and Academic Services/Academic Registrar, the Executive Dean or his or her nominee shall issue each student individually with a notification of marks or grades for each module or unit of study taken by the student in that academic session and considered by the meeting of the field board (examining board). The notification shall show the mark or grade achieved in each component of assessment for the module or unit of study and the credit achieved.
- G6.2.4P** Where a meeting of an award board is due to take place within 15 working days of the meeting of the field board, the issue of the notification of marks and grades for modules to be taken into account for an award shall take place after the meeting of the award board.
- G6.2.5P** Students who are enrolled on modules or units of study outside of an award registration shall receive notification of their marks or grades and credit for modules or units of study as soon as practicable following the meeting of the relevant field board.
- G6.2.6P** Field boards are empowered to decide the marks or grades awarded for each element and component of assessment. Neither changes to provisional marks or grades, nor the relationship between marks or grades and final marks or grades nor the credit awarded shall, of themselves, be grounds for review of a decision of a field board.

G6.2.7P Award boards and other examining 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 and Procedures. The relationship between overall assessment outcomes and credit awarded for individual modules or units of study shall not, of itself, be grounds for a review of a decision of an examining board.

G6.2.8P If a student wishes to have access to his or her provisional marks or grades before their normal release, he or she may submit a written request to the Director of Corporate and Academic Services/Academic Registrar specifying the marks or grades concerned. The Director of Corporate and Academic Services/Academic Registrar, or his or her nominee, shall supply the marks to the student, as far as possible in the format in which they will appear on the final notification of marks or grades. The authenticity of the request may be verified before any disclosure. The marks or grades shall be disclosed within forty days of receipt of the request (plus any days for verification of the request) and shall be the marks or grades held on the day of compliance with the request. If the request is received within forty days of the meeting of the examining board the student shall be informed of the University's practice regarding the release of marks or grades and the normal process of release of such data shall constitute the response to the request.

G6.2.9P The University reserves the right to make a charge for complying with a request for disclosure of marks or grades before their normal release.

G7 REQUIREMENTS FOR GRANTING AWARDS

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

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

- external examiner;
- e. the student has no outstanding obligation to the University.

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

G8 WITHHOLDING OF AWARDS FROM STUDENTS

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

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

G8.2P Before the meeting of the relevant examining board(s) at which confirmation of eligibility for an award, a recommendation for an award, or consideration of performance in modules or units of study is due to take place, an appropriate officer of the relevant faculty shall warn students who have outstanding obligations to the University or who are the subject of allegations of breaches of discipline that their award may be withheld and/or that they will not be permitted to re-register for the same or another award, nor enrol on other modules or units of study or other study.

G8.3P A student with outstanding obligations to the University or who is the subject of an allegation of a breach of discipline shall be assessed in the normal way and the decision shall 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 have been discharged. The examining board shall not be informed of the existence of the outstanding obligation or allegation of breach of discipline.

G8.4P Administrative procedures regarding notification of the student's achievement shall be undertaken in the normal way.

G8.5P If the outstanding obligation is not discharged, or the allegation of a breach of discipline 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 unit of study or other study. 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 his nominee.

G8.6P If the outstanding obligation, or allegation of a breach of discipline has not been cleared by the time of the meeting of the examining board (normally the award board) at which eligibility for or recommendation for conferment 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 Corporate and Academic Services/Academic Registrar or designated person shall ensure that the secretary to the examining board:

- a. records the academic decision in the normal way
- b. after the examining board has made its decisions on all candidates, notifies the board that the award will be withheld
- c. records the student's name and results on the results list in the normal way but with an annotation to indicate that the award will not be conferred. This annotation shall be in a form prescribed by the Director of Corporate and Academic Services/Academic Registrar
- d. prepares a supplementary results list in the prescribed format showing the academic decision of the examining board but with no date of publication, undertake the normal checking and approval procedure, and lodge the signed list with the Director of Corporate and Academic Services/Academic Registrar.

G8.7P After the examining board the Director of Corporate and Academic Services/Academic Registrar 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 Corporate and Academic Services/Academic Registrar.

G8.8P 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 Corporate and Academic Services/Academic Registrar immediately, whereupon the Director of Corporate and Academic Services/Academic Registrar 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.

G8.9P When a student becomes the subject of a formal allegation of a breach of discipline the secretary to the Student Discipline Committee shall notify the Director of Corporate and Academic Services/Academic Registrar so that procedures similar to those set out in G8.3P to G8.8P above may be undertaken.

G8.10P When the allegation has been determined and any consequential action disposed of the Director of Corporate and Academic Services/Academic Registrar 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 thereupon be annulled.

G8.11P The [University Debt Policy](#) .

G8.12P The [University student disciplinary rules and regulations](#) .

G9 LEVEL OF AWARD TO BE GRANTED

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

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

G9.2R Where a student, having failed to meet the requirements for a named award, may be eligible by the accumulation of credit for an unnamed University award, the named award board shall communicate the student's assessment record to the faculty award board for consideration of the student's eligibility for a University award.

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

G10 CERTIFICATE OF AWARD

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

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

- a. the name of the University and, if appropriate, of any other organisation sharing responsibility for the programme of study or research;
- b. the student's name as held on the University's student record;
- c. the award including any differential level as appropriate;
- d. where appropriate, the award title as approved by the Academic Board for the purposes of the certificate;
- e. where appropriate, an endorsement:
 - i. that the award was studied in the sandwich mode;

- ii. that the award was studied in the full-time mode where such information is needed to distinguish an award accredited by a professional body from a full-time award with the same title;
- iii. to record the language of tuition and assessment where this was other than English.

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

G11 CERTIFICATE OF CREDIT

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

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

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

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

G11.3R The certificate of credit shall be issued by the University and shall

bear the signature of the Director of Corporate and Academic Services/Academic Registrar.

G12 DEPRIVATION OF AWARD

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

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

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

G13 HONORARY DEGREES

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

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

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

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

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

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

G13.6R The Vice-Chancellor shall establish the means of generating

confidential nominations for consideration by the committee.

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

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

G14 PROFESSORIAL TITLE

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

G14.1 THE DESIGNATION OF PROFESSORS

G14.1.1R The Academic Board shall establish a committee to which it shall delegate its power to award the title of professor and associated titles.

G14.1.2R Subject to the authority of the Academic Board, the committee shall establish procedures for determining the criteria for eligibility for the granting of professorial titles, for the status and tenure of professorships and for the selection and consideration of applications.

G14.1.3R The title of professor, visiting professor, or visiting practitioner professor may be awarded to candidates who demonstrate a proven record of distinction as a scholar, teacher or practitioner in terms of one or more of the following criteria:

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

G14.1.4P The University may consider for designation as Professor, by reference to criteria in G14.1.3R:

- a. any member of academic staff of the University who submits an application or who accepts nomination by another member of the academic staff of the University;
- b. in the capacity of a Visiting Professor, any person who is not employed by the University and is nominated by an Executive Dean.

G14.1.5 For candidates employed by the University

G14.1.5.1P Candidates shall supply a full curriculum vitae and application demonstrating how they meet the criteria set out in G14.1.3R above and the names and addresses of at least three referees. The information on referees should indicate the aspects of the application each referee is thought competent to comment on and why; and in what context the referee has come to know the work of the candidate. A candidate who seeks to be designated 'Professor of ...' shall identify and seek to justify the proposed title in the application.

G14.1.6 For candidates for Visiting Professor/Visiting Practitioner Professor

G14.1.6.1P Proposers shall supply the fullest practicable curriculum vitae and a proposal demonstrating how the candidate meets the criteria set out in G14.1.3R and G14.1.4P , evidence of the candidate's outstanding achievement in his or her field of practice, how the candidate would significantly enhance the University's public profile by virtue of current (as distinct from past) standing in his or her field, and what contribution the candidate is expected to make to the work of the University during the tenure of the proposed Visiting Professorship; and the names and addresses of three referees indicating the aspects of the application each referee is thought competent to comment on and why.

G14.1.7 For candidates employed by the University

G14.1.7.1P The curriculum vitae and application shall be considered by the Professorial Committee or in accordance with a process approved by the Committee who may decide to interview the candidate. The Committee shall obtain appropriate written references and appropriate confidential external assessment before agreeing to confer a professorial title. The selection process and the proceedings of the Committee shall be confidential. The candidate need not be informed of the names of the external assessors. The Committee need give no explanations for its decisions. There shall be no right of appeal against decisions of the Committee except that any dispute as to proper procedure shall be drawn to the attention of all members of the Committee and any two members may require the issue to be referred to an external adviser approved by the Academic Board.

G14.1.8P The process of appointment to a post shall be separate from, but may take place consecutively or concurrently with, that of determining an application for professorial status. Where professorial status is considered concurrently with an application for

a post, candidates' referees and external assessors for the post shall also be invited to comment on candidate's suitability by reference to the professorial criteria. Additional confidential external assessment of professorial suitability may also be sought by the Professorial Committee. A decision on the award of a professorial title shall be taken separately from the appointment process and shall remain with the Professorial Committee. Where the two processes are consecutive the determination of professorial status shall follow the normal procedure.

- G14.1.9P** The Professorial Committee may, at its discretion, choose whether to take up references and confidential external assessment and interview the candidate for Visiting Professor/Visiting Practitioner Professor. Exceptionally, it may proceed to an appointment on the basis of the written proposal alone.
- G14.1.10P** The Chair of the Professorial Committee may invite an external assessor to attend a meeting.
- G14.1.11P** The business of the Committee shall normally be conducted by the members meeting together. At the discretion of the Chair of the Committee business may exceptionally be transacted in such other manner as is thought acceptable by the secretary to the Committee in the particular circumstances, provided always that the arrangements enable the secretary to record an unequivocal minute of the proceedings and of any decisions taken.
- G14.1.12P** The quorum is 50% of members including the Chair.
- G14.1.13P** The Committee may seek advice on particular applications from individual members of the Professoriate selected by the Chair of the Committee.
- G14.1.14P** The title of Professor is a personal distinction and carries specific financial reward. Visiting Professors may be paid for specific services undertaken for the faculty with which the appointment is associated.
- G14.1.15P** The Professorial Committee shall report on an annual basis the designation of professors to the Academic Board and Board of Governors, including any specific title approved.
- G14.1.16P** The title of Professor shall be valid for the following periods:
- a. for professors employed by the University: for the period of their employment;
 - b. for Visiting Professors/Visiting Practitioner Professors: for a fixed term not normally exceeding three years, which may be renewable. The Committee may terminate the designation if

the circumstances in which it was made alter to render the title inappropriate.

G14.1.17P A professor employed by the University shall normally be required to deliver an open lecture, or otherwise demonstrate the professed reputation and qualities, before a University audience within one year of designation as a professor.

H COLLABORATIVE PROVISION

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

H1 PRINCIPLES

H1.1 The University's collaborative provision partnerships are based on the validation of programmes developed in collaboration with partners or approval of the partner to deliver existing UWE provision. They are grounded in the strengths of the partner and the University, with the objective of building future capacity, the provision of further levels of student attainment, and strategic and staff development. Partners in collaborative provision may be based in the UK or worldwide. To be a partner of the University for collaborative provision the proposed partner must first be designated an Affiliated Institution of the University by Academic Board. This process will normally include an institutional meeting.

H1.2 Collaborative provision is approved, delivered, assessed, monitored and reviewed in accordance with UWE's regulations and procedures in common with all other provision of the University.

H1.3 Students studying a programme or specific credit leading to an award of the University at an Affiliated Institution are students of the University and must be registered as such throughout the period of their study.

H1.4 The University assesses a potential partnership through a due diligence process which enables analysis to be made of the risk involved. The due diligence process includes approval in principal by the appropriate committee(s) as delegated by Academic Board.

H1.5 Corporate and Academic Services, working with Faculties and other Professional Services, as appropriate, takes responsibility for the due diligence process. A senior committee, reporting to the Academic Board, takes an overview of the University's collaborative partnerships and, where appropriate, recommends to Academic Board that a partner be designated an Affiliated Institution for the purposes of collaborative provision.

H1.6 The register of partnerships is compiled and updated by Corporate and Academic Services on behalf of Academic Board.

H2 OVERSEAS PARTNERSHIPS

H2.1R The Academic Board shall approve procedures by which proposals to

form relationships with organisations external to the University for collaborative provision may be considered and approved. The procedures shall provide for the development, approval, review, renewal and termination of approved arrangements.

H2.2P The Director of Corporate and Academic Services/Academic Registrar will be responsible for managing the due diligence process of the proposal for a formal academic relationship. The first stage of the due diligence process should include:

- a. informal discussion between designated representatives of the University and the proposed partner to explain the procedure for designation as an Affiliated Institution and explore complementarity of institutional missions and areas of potential academic interest;
- b. preliminary consideration of the proposed partnership at Faculty level;
- c. approval in principle of the proposed relationship by the designated sub-committee of Academic Board.

H2.3P A formal application in writing to the Director of Corporate and Academic Services/Academic Registrar for designation as an Affiliated Institution may be required from the principal or equivalent of the proposed partner. The application should indicate the academic areas and types of awards for which validation may need to be sought, and should confirm that the Board of Governors, or equivalent body of the external institution has been apprised of the application.

H2.4R The Vice-Chancellor or nominee shall agree the financial arrangements, including student numbers, which will support the proposed partnership in consultation with the Faculty, Professional Services and the external organisation. The financial arrangements must be agreed as part of the due diligence process and prior to the institutional meeting.

H2.5P Following agreement in principle, the second stage of due diligence is instigated and should include a more detailed appraisal of the proposed partner's capacity and capability to deliver part or all of a University programme leading to a University award in accordance with the UWE regulatory framework. This appraisal may include consideration of the proposed partner's existing:

- a. processes and procedures for quality assurance and enhancement;
- b. monitoring and evaluation;
- c. regulations and procedures governing students' relationship with the external institution;
- d. computing, library and learning resources facilities;

e. staffing;

and any other aspect of particular relevance to the proposed partnership.

H2.6P The due diligence process culminates in a visit, by a University panel to the proposed partner institution, known as an Institutional Meeting. The outcome of the institutional meeting is a recommendation to Academic Board or its sub committees that:

- a. the partner be designated an Affiliated Institution or;
- b. further documentation and/or discussions will be required before a recommendation can be made or;
- c. the proposed partner should not be designated an Affiliated Institution.

H2.7P The Director of Corporate and Academic Services/Academic Registrar shall draft a formal agreement between the University and the partner which confirms Affiliated Institution status, sets out the principles underpinning the partnership and the division of responsibilities. The Director of Corporate and Academic Services/Academic Registrar 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.

H2.8P 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.

H2.9P In accordance with the terms of the agreement, the Director of Corporate and Academic Services/Academic Registrar 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.

H2.10P The Director of Corporate and Academic Services/Academic Registrar shall arrange for any validation of awards required by the relationship to be taken forward according to the University's regulations and procedures.

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

H3 **JOINT AND DUAL AWARDS WITH OTHER INSTITUTIONS AND**

AWARDING BODIES

Definitions:

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

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

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

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

H4 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.

H4.1P An initial inquiry concerning a possible relationship shall be referred to the Director of Corporate and Academic Services/Academic Registrar 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.

H4.2P 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.

H4.3P The documentation shall be considered by the Vice-Chancellor, or nominee and the Director of Corporate and Academic Services/Academic Registrar, 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.

H4.4P 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.

H4.5P 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.

H4.6P The Director of Corporate and Academic Services/Academic Registrar 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.

H4.7P Some months before the end of the period approved for the agreement, the Director of Corporate and Academic Services/Academic Registrar 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.

H4.8P 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.

H4.9P 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.

I**NON STANDARD DEGREE REGULATIONS**

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

Further information available from the Director of Corporate and Academic Services/Academic Registrar.

J

ACADEMIC DRESS

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

J.1R

Certificate and Diploma

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

First Degree

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

Postgraduate Certificate and Diploma

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

Masters Degree

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

Doctor of Philosophy

Professional Doctorate

Professional Practice Doctorate

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

Honorary Fellow of the University

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

Higher Doctorate

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

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

Vice-Chancellor

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

Chairman of 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

K RESEARCH DEGREE REGULATIONS

K1 POSTGRADUATE RESEARCH CODE OF PRACTICE

Definition: The University has adopted a Postgraduate Research Degree Programmes Code of Practice, based upon the QAA Code of Practice which sets out the responsibilities and expectations of research staff and students and which can be found at: <http://acreg.uwe.ac.uk/researchdegrees.asp>

K2 AWARDS

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

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

K2.2 Research degree by published research

K2.2.1R The awards of Doctor of Philosophy (DPhil) and Master of Philosophy (MPhil) may be granted to persons who successfully submit evidence of scholarship through a collection or substantial piece of published work and satisfy the conditions in the Academic Regulations and Procedures.

K2.3 Professional Doctorate

K2.3.1R The University may award an appropriately-titled professional doctorate to registered candidates who successfully complete an approved programme requiring completion of taught elements and supervised research of relevance and application to a defined area of professional practice and appropriate to the level and nature of the award. The following award titles have been approved by Academic Board and others may be approved from time to time:

Doctor of Biomedical Sciences (DBMS)
Doctor of the Built Environment (DBEnv)
Doctor of Business Administration (DBA)
Doctor of Counselling Psychology (DCounsPsych)
Doctor of Education (EdD)
Doctor of Health Psychology (DHealthPsych)
Doctor of Health and Social Care (DHSC)

Doctor of Spatial Planning (DPlan)
Doctor of Engineering (DEng).

K2.4 Creative Practice

K2.4.1R A candidate may undertake research in which the principal focus is the preparation of a scholarly edition of one or more texts, works of fiction, musical or choreographic works, or other original artefacts.

K2.4.2R A candidate may undertake research in which the candidate's own creative work forms, as a point of origin or reference, a significant part of the intellectual enquiry where:

- a. such creative work shall have been undertaken as part of the registered research programme. In such cases, the presentation and submission may in part be other than in written form;
- b. the creative work is clearly presented in relation to the argument of a thesis written by the candidate and set in its relevant theoretical, historical, critical or design context;
- c. the final submission is accompanied by some permanent record (for example, video, photographic record, musical score, or diagrammatic representation) of the creative work and bound with the thesis where practicable;
- d. the application for registration shall set out the form of the candidate's intended submission and of the proposed methods of assessment.

K2.5 Higher Doctorate

K2.5.1R The following awards may be granted to persons who provide evidence of work of high distinction in accordance with the Academic Regulations and Procedures:

Doctor of Letters (DLitt)
Doctor of Science (DSc).

K3 DESCRIPTORS

Definition: descriptors exemplify the outcomes of the main qualification at each level within the QAA's Framework for Higher Education Qualifications, and demonstrate the nature of change between levels. They provide clear points of reference at each level, and describe outcomes that cover the great majority of existing qualifications. The MPhil and Doctoral descriptors apply to all the University's research degrees.

K3.1 MPhil Descriptor

K3.1.1P The award of a Master of Philosophy requires that a candidate

should demonstrate that he/she:

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

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

K3.2 Doctoral Descriptor

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

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

K4 COLLABORATION WITH OTHER BODIES

K4.1R The University shall encourage co-operation with industrial, governmental, commercial, professional or research establishments for the purposes of research leading to research degree awards.

K4.2P The nature of arrangements with any collaborating establishment should be clearly defined and agreed in writing by the University prior to the commencement of the project. This should include, for example, the use of any facilities, access to data, ownership of intellectual property, issues of confidentiality etc. Details of these arrangements will be discussed with the student. The University will also make available to collaborators information about ongoing academic aspects of the project, any requirements of students and its expectations of collaborators in their supervision of students.

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

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

K5 ADMISSIONS

Definition: a student is 'admitted' to the University when he or she has satisfied the University's entrance requirements or otherwise provided evidence of ability to achieve the required standard at entry and been accepted on to a programme of study. Further information about admissions can be found in the Postgraduate Research Degree Programmes Code of Practice:

<http://acreg.uwe.ac.uk/researchdegrees.asp> .

K5.1R The Academic Board shall approve procedures governing the application, registration (including transfer of registration), supervision and examination of research students.

K5.2P Faculties are responsible for selection and admission of students in accordance with approved faculty procedures and under delegated authority from Academic Board.

K5.3R Research may be proposed in any field of study where the proposal is capable of leading to scholarly work and to its presentation in a written thesis for assessment by appropriate examiners and provided that the University has the expertise and resources to offer supervision. For the professional doctorate, the research proposal

must be capable of research-based enquiry involving the understanding or application and dissemination of knowledge within a defined professional context which might include the acquisition and development of skills in the chosen professional field.

K5.4P The faculty shall normally identify an approved supervisor to act as Director of Studies and shall give preliminary consideration to the viability of the research proposal or collection of published works in the context of the faculty's existing research interests and resources prior to interviewing the candidate(s).

K5.5R All research proposals shall be considered for research degree registration on their academic merits without reference to the concerns or interests of any funding or sponsoring body.

K5.6R Registration shall be subject to approval by the faculty research degrees committee of:

- a. the suitability of the candidate to undertake research and, for candidates for the professional doctorate, for applying such research to a defined area of professional practice;
- b. the candidate's command of the English language sufficient to complete the programme of work satisfactorily;
- c. the research topic; and
- d. the director of studies and research facilities.

K5.7P The process of selection and admission shall also:

- a. identify the level of award for which the candidate is applying;
- b. identify the mode, period and place of study;
- c. identify the form of the proposed submission and methods of assessment;
- d. consider the programme of related studies as necessary to ensure that the applicant will have the opportunity to acquire the skills needed to complete their proposed research effectively in accordance with K7;
- e. consider any potential intellectual property right (IPR) issues
- f. identify the nature of arrangements with any collaborating establishment ensuring that these are clearly defined and agreed in principle in writing, and include details of the applicant's use of facilities, data or other resources including advice and supervision;
- g. consider details of any adviser/s including qualifications, post held, place of work, research interest and previous supervisory experience;
- h. identify any likely need for confidentiality of research;
- i. consider any ethics procedures to be followed.

K5.8R Applicants may apply to register full-time or part-time for

programmes leading to the award of Master of Philosophy, Doctor of Philosophy, Professional Doctorate. Applications for DPhil are *de facto* part-time.

K5.9 Entry Requirements

- K5.9.1R** Candidates accepted for registration for the degree of Master of Philosophy, Doctor of Philosophy or professional doctorate shall normally hold a first or second class honours degree of a UK university or of the Council for National Academic Awards (CNAA), or of a university of comparable standard outside the UK. The normal expectation is that applicants will hold at least a 2:1 honours degree classification or a Masters qualification.
- K5.9.2R** Candidates accepted for registration for a professional doctorate shall in addition to the requirements specified in K5.9.1R have such experience of relevant professional practice as determined by the regulations for the named professional doctorate.
- K5.9.3R** Professional doctorate candidates may also be required to demonstrate that they have access to a suitable professional context in which to conduct the research and advanced study, as may be specified in the regulations for the award.
- K5.9.4P** Where a faculty wishes to consider applicants offering professional experience in lieu of formal qualification, mechanisms should be established by which equivalency can be clearly and rigorously demonstrated and the applicant considered on his/her merits in relation to the nature and scope of the work proposed. Professional experience, publications, written reports or other appropriate evidence of accomplishment may be taken into consideration. An applicant wishing to be considered in this way shall include in their application the names of two suitable persons, excluding the proposed director of studies, supervisors or advisers whom the faculty may consult concerning the applicant's academic attainment and suitability to undertake a research programme.
- K5.9.5P** The standard of English language qualification required for international students wishing to pursue research is normally IELTS 6.5 or TOEFL 600; in areas where language proficiency is less critical this may be reduced to IELTS 6.0 or TOEFL 570. Equivalent qualifications may be acceptable subject to approval by the appropriate authority.
- K5.9.6P** Proof of qualifications will be required as part of the application process and references will be checked where appropriate.
- K5.9.7P** An applicant whose work forms part of a larger group project or collaboration shall clearly state his/her individual contribution to the

project and its relationship to the group project. Each individually registered project shall in itself be distinguishable for the purposes of assessment and shall be appropriate for the award being sought.

K5.9.8P Where a project is part of a piece of externally funded research the faculty, in liaison with the University's Research and Business Innovation Service, shall establish to its satisfaction that the terms on which the research is funded do not detract from the fulfilment of the objectives and requirements of the applicant's research degree.

K5.9.9P The faculty may approve an application from a person proposing to complete their research programme wholly or substantially outside the UK subject to:

- a. satisfactory evidence of the facilities available for the research both in the University and abroad;
- b. arrangements proposed for supervision enable frequent and substantial contact between the applicant and the supervisor/s e.g. by telephone, video conferencing, e-mail and adequate face-to face contact;
- c. suitable arrangements in place to meet the training requirements.

K5.10 Research Degree by Publication

K5.10.1R Applicants for the Master or Doctor of Philosophy by publication (MPhil/DPhil) shall only be eligible to register for the award if they meet one or more of the following criteria:

- a. they are employed by the University, or employed by an affiliated institution of the University;
- b. the applicant has a close association with the University, as determined for this purpose by the Executive Dean of the relevant Faculty or, for applicants not linked to a particular Faculty, by the Vice-Chancellor.

K5.10.2P The definition of "employed by" the University shall take account of the University's personnel policies and shall include full and part time staff; staff on fixed term or temporary contracts shall only be eligible if their contract is of a minimum one year of at least 10 hours per week and has at least six months left to run, Applicants from affiliated institutions shall be employed by those institutions on full or part time permanent contracts. Applicants claiming eligibility by reason of close association with the University shall include those who have retired from employment by the University not more than one year prior to the application to register for the award. The Executive Dean of the Faculty shall have overall authority to decide eligibility for applicants not specifically covered above.

K5.11 The Interview and Formal Offer

K5.11.1P Information about the interview process and about the formal offer can be found in the Postgraduate Research Degree Programmes Code of Practice: <http://acreg.uwe.ac.uk/researchdegrees.asp>.

K5.12 Funding and Resources

K5.12.1R A candidate shall pay the fees determined by the University which shall cover module fees contributing to the training requirement up to at least the minimum specified for the award.

K5.12.2P Information about funding and resources can be found in the Postgraduate Research Degree Programmes Code of Practice: <http://acreg.uwe.ac.uk/researchdegrees.asp> and at: <http://www.uwe.ac.uk/money/index.shtml>.

K6 INDUCTION

Definition: the process whereby the University and the faculty introduce a student to the various elements of their programme and experience including the provision of information. Information about induction can be found in the Postgraduate Research Degree Programmes Code of Practice:
<http://acreg.uwe.ac.uk/researchdegrees.asp>.

K6.1 Registration

Definition: the process by which a student becomes a member of the University and is subject to university rules and regulations and gains access to facilities. Initial registration is the process by which details of the supervisory team, the training needs analysis and programme of related study are confirmed.

K6.1.1R The normal minimum and maximum periods of registration shall be as follows:

	Minimum	Maximum
Master of Philosophy (F/T)	18 months	36 months
Master of Philosophy (P/T)	30 months	48 months
Doctor of Philosophy (PhD) (F/T)	24 months	60 months
Doctor of Philosophy (PhD) (P/T)	36 months	72 months
Professional Doctorate (F/T)	36 months	48 months
Professional Doctorate (P/T)	48 months	72 months
Doctor of Philosophy (DPhil) (PT)	12 months	72 months
Master of Philosophy by publication (MPhil) (PT)	12 months	48 months

K6.1.2R Where a candidate applies to change from full-time to part-time study or vice versa, the minimum and maximum registration periods shall be determined by the faculty research degrees committee at the time of change within the normal limits.

- K6.1.3P** The faculty research degrees committee may exceptionally approve a shorter period of registration where an applicant has previously undertaken research as a registered candidate for a research degree, in which case the registration period may take account of all or part of the time already spent by the applicant on such research.
- K6.1.4P** If a candidate registered for the DPhil or MPhil by publication ceases to be employed by the University, he or she may continue with the registration for a maximum of two years on payment of appropriate fees and providing arrangements acceptable to the faculty research degrees management committee can be made for the continuation of the supervision.
- K6.1.5P** The faculty shall be responsible for the registration of students to programmes of supervised research and shall ensure that procedures are in place to execute this responsibility in a timely and appropriate manner. Students are required to re-register at the start of each subsequent academic year. The faculty is responsible for the prompt registration of the student. Once the faculty has approved the registration of a research student, the Director of Studies will ensure that that student registers without delay (no individual can be counted as a research student, and no supervision should be provided beyond a bare minimum until registration is completed). Annual fees and any other fees levied by the faculty are payable on registration.
- K6.1.6P** Faculties shall ensure that all research students are made aware, before embarking on registration for a research degree award, of the requirement for a formal progression examination at the end of the relevant period and of the consequences of failing to demonstrate satisfactory progress at this examination.
- K6.2** **Confirmation of registration**
Definition: approval by the appropriate faculty research degrees committee of registration for a specific research award, including definition of the research project, title, supervision arrangements and proposed schedule of work. Modules to be undertaken as part of the research training should also be confirmed at this stage.
- K6.2.1P** The confirmation of the student's registration must be approved by the faculty research degrees committee in accordance with the timescale of approved faculty procedures.
- K6.2.2P** The Director of Studies should work closely with the student during the period leading up to confirmation of registration and is responsible for providing guidance on the development of a detailed, well-defined research project specification and associated programme of work and reading. This must be:

- a. within the student's own capabilities and interests;
- b. within the expertise of the proposed supervisory team;
- c. practicable in terms of available physical resources.

K6.2.3P As part of the confirmation of registration process, the Director of Studies is responsible for working with the student to complete a training needs analysis and to formulate a training plan which may incorporate informal and/or non-assessed elements as appropriate as well as programmes of mandatory and assessed research training.

K6.3 Changes to registration

K6.3.1P Faculties must have in place, and must disseminate, procedures for the consideration and approval of major changes to a research student's project direction, to the supervisory team, the student's mode of attendance (e.g. FT/PT) and degree registration (i.e. the suspension, or withdrawal of registration). This is in addition to the need for procedures for initial registration, ongoing monitoring, progression and assessment noted elsewhere in the Academic Regulations and Procedures.

K6.3.2P Procedures should be clear, consistent, fairly applied and documented in accessible written form. They must operate within the context of university policy on confidentiality and be mindful of the need for sensitive handling of personal information and circumstances. They should be well understood by both staff and students. Students in particular should be made aware of the avenues of help and support available to them.

K6.3.3P Significant changes should not be undertaken lightly or approved without appropriate evidence. Supervisors must actively consider when changes are appropriate and in the student's best interest. The student should be appropriately informed of and involved in the process.

K.6.3.4P A faculty research degrees committee is responsible for the consideration and approval of changes to a student's registration in accordance with K6.3. It must ensure that any conditions of approval such as rescheduled dates for resuming studies, or completing the research project, are clearly defined and communicated to all concerned. The faculty should ensure that such changes are recorded appropriately.

K6.3.5 Suspension of Registration

K6.3.5.1R Where the candidate is prevented, by ill-health or good cause accepted by the faculty research degrees committee, from making

progress with the research, the registration may be suspended normally for not more than one year at a time

K6.3.5.2P Registration may be suspended if the student experiences external circumstances, including certificated illness, which prevent him/her from working. Any application to the faculty research degrees committee for suspension of registration must be supported by appropriate evidence. The research degrees committee shall consider whether it is likely that the student will be able to complete the work after the period of suspension. The faculty research degrees management committee shall notify the director of studies and the student of any period of suspension approved and of the revised timetable for the progression examination and final assessment and explain what rights the student has during the period of suspension.

K6.3.6 Extension of the Registration Period

K6.3.6.1R The Research Degrees Award Board, by recommendation of the Faculty Research Degrees Committee, may exceptionally extend the period of registration upon application from a candidate for a maximum of one year at a time.

K6.3.6.2P Extension of the registration period will not automatically be given, and will usually be for no more than one year at a time. There must be good reason for the delay in completing the project together with a realistic revised date for completion.

K6.3.6.3P The Research Degrees Award Board may extend the registration of a research student who is in the final assessment stage for periods of no longer than 12 months at a time provided that there is a good reason for doing so.

K6.3.7 Withdrawal of Registration

K6.3.7.1P Withdrawal of registration may be initiated by the student or the University. The Director of Studies is responsible for initiating the procedure for notification to the faculty research degrees committee as soon as it becomes clear that the candidate is no longer making satisfactory progress and is unlikely to complete the work. Applications to the research degrees management committee for withdrawal should be supported by appropriate explanation and evidence. As part of withdrawal procedures the faculty must ensure that the student is adequately informed of any intention to withdraw his/her registration.

K6.3.8 Early Submission

K6.3.8.1P The faculty research degrees committee may exceptionally permit a

candidate to submit a thesis for examination before the date of the minimum period of registration for the award, along with resultant changes to the revised timetable for the progression examination and final assessment.

K6.3.9 Change to mode of study

K6.3.9.1P Applications for change in the mode of study must be approved by the faculty research degrees committee.

K6.4 Research topic

K6.4.1P For the purposes of registration, the overall aim and structure of the programme of research should be defined. It is expected that the programme will develop and evolve in detail whilst remaining within the scope of the initial definition. Any more fundamental change to either the overall aim or methodology of the programme shall require the prior approval of the faculty research degrees committee.

K6.4.2P Circumstances where a change or extension of the topic is permissible include:

- a. a change in the candidate's employment which impacts upon the registration;
- b. the project fails to develop satisfactorily;
- c. the collaborating establishment discontinues its support or interest.

K6.5 Title

K6.5.1P Changes to the title of the thesis or collection of published works up to the point of application for approval of examiners, should be submitted to the faculty research degrees committee for approval, with a brief rationale for the change. Changes to title subsequent to this point are covered under K13.1.7P.

K6.5.2P A candidate who is registered for the degree of Doctor of Philosophy and who is unable to complete the approved programme of work may, at any time prior to the submission of the thesis for examination, apply for transfer of registration to the MPhil. Applications for changes to periods of registration shall be considered by the faculty research degrees committee in accordance with K6.3.

K6.6 Supervisory Team

Definition: a team of approved academics and/or professionals who support a research student throughout the duration of their studies. Information about supervisory teams can be found in the

- K6.6.1R** Faculty research degrees committees need to exercise caution when appointing a Director of Studies if the individual is themselves a candidate for a research degree at UWE to ensure that there is no potential for conflict of interest. A candidate for DPhil may be a supervisor where the faculty research degrees committee considers that he or she has completed publications to demonstrate sufficient experience of research.
- K6.6.2P** The Director of Studies should be a member of UWE staff on a permanent contract of employment. The faculty research degrees committee should ensure that as far as possible, staff appointed as Directors of Studies will have completed appropriate training in supervision skills and supervised through to completion.
- K6.6.3P** The role of the Director of Studies includes to:
- a. ensure that the student and all members of the supervision team understand the roles and responsibilities of each member of the team;
 - b. ensure that the student is fully aware of the requirements of the University and the Faculty, in terms of registration, enrolment, progression examinations, annual monitoring, access to resources, IPR, research governance and ethics, health and safety and dignity at work;
 - c. irrespective of periodic monitoring processes, ensure that the student is made aware in a timely fashion of any problems or concerns with the progress being made by the student. Where these concerns are serious, the Executive Dean or his/her nominee should also be made aware of any such concerns.
- K6.6.4P** The role of the Supervision Team includes to:
- a. ensure that the team meets with the student at appropriate intervals;
 - b. ensure that the meetings are properly conducted and recorded. Meetings should, as a minimum, cover a discussion of the student's progress since the last meeting and should agree a set of actions resulting from a review of their project plan, publication plan and training and development needs.
- K6.6.5P** A supervisory team shall embrace the following three elements:
- a. knowledge of the research area;
 - b. familiarity with the relevant University's Regulations and

Procedures;

- c. previous experience of successful research degree supervision at an appropriate level.

K6.6.6P The student shall be informed in writing of the supervisory team to which he/she has been allocated as soon as possible after the start of the registration.

K6.6.7P Applications to change the composition of the supervisory team must be approved by the faculty research degrees committee following consultation between the team and the student. Changes to the supervisory team may be advisable when:

- a. a key member of the supervisory team leaves the University;
- b. the direction of the student's project changes such that the supervisory team no longer has the subject expertise to support the student appropriately;
- c. a supervisor is absent from the university, through illness, sabbatical, or other reason and is unavailable by other means of communication for a significant period (It is for the faculty to determine what is meant by 'significant' based on the student's individual circumstances and the role and responsibilities of the supervisor concerned, but this will normally be taken to be eight weeks or more. Faculties should ensure that temporary alternative arrangements are in place to support the student as appropriate should the absence be for a shorter period);
- d. the relationship between supervisor and student has irrevocably broken down and remains so after all reasonable attempts at mediation via the faculty's internal procedures have been exhausted;
- e. the Executive Dean determines that such a change will be in the best interests of either party.

K6.6.8P There shall be regular contact, including adequate face-to-face contact, between the student and the supervisory team. The appropriate frequency of meetings will depend on a number of factors – the nature of the research, the mode of attendance (part-time or full-time) and the particular stage of the research programme. It will be the responsibility of the supervision team to plan the frequency of meetings explicitly, in discussion with the student.

K6.6.9P Faculties shall ensure that individual supervisors are not overloaded and that adequate support and advice is available to the supervisors where serious concerns of student ability or application to the study programme are identified.

K6.6.10P The faculty must ensure that there are clear and identified routes for

the research student and supervisor/s to seek independent advice should communication links within the relationship break down.

K6.6.11P Faculties shall establish processes for the evaluation and monitoring of supervision arrangements, including the provision of regular written reports by student and supervisors in order to satisfy itself that the student is being provided with supervision adequate to enable him/her to succeed in his/her studies. Failure by a supervisor to submit a report without good grounds may result in the faculty research degrees committee considering alternative supervisory arrangements.

K6.6.12P The faculty shall establish processes to enable the faculty research degrees committee or the faculty executive to withdraw approval of a Director of Studies or supervisor should his/her performance fall below the required standard.

K7 RESEARCH TRAINING

Definition: the process by which students will acquire the skills required to become effective researchers and fulfil the requirements of their research programme.

K7.1R All research students are required to undertake an assessed training programme appropriate to their needs, of a minimum credit value, to enable them to fulfil the requirements of the UWE MPhil or Doctoral Descriptor.

K7.2R The credit requirements for the assessed training are:

Master of Philosophy

60 of which at least 40 at level M

Doctor of Philosophy (PhD)

60-120 of which at least 40 at level M

Professional Doctorate

120 – 270 at level M

Master of Philosophy by publication

60 of which at least 40 at level M

Doctor of Philosophy by publication (DPhil)

60-120 of which at least 40 at level M.

K7.3P It is recognised that some students will benefit from undertaking research training beyond the minimum to fulfil the credit requirement.

K7.4P In some circumstances it may be appropriate for PhD, MPhil, DPhil

and MPhil by Publication students to achieve some or all of the credit requirement via Accredited Learning or Accredited Experiential Learning but this option should be applied with discretion. Independent Study or Evidencing Work-based Learning modules can on occasions be used constructively in this context, particularly in the case of DPhil and MPhil by Publication.

K7.5R Where accredited and/or experiential learning contribute to the credit requirements of a professional doctorate, the combination shall not exceed two thirds of the total credit requirements for the award.

K7.6R The two thirds ceiling shall not apply where a student has obtained all credit by study and assessment under the Academic Regulations and Procedures.

K7.7R Where a professional doctorate student fails to meet the requirements of the award on which he or she is registered but is eligible to receive a lower award, the two thirds limit for credit gained by external accredited learning and/or accredited experiential learning shall be reduced accordingly for the lower award.

K7.8P Where the programme of related studies includes approved studies leading to a taught award and a candidate is registered for that award and fulfils all its requirements, he or she may be recommended for that award in addition to the degree of MPhil or PhD.

K7.9P Applicants for all research degrees, including professional doctorates, who wish to apply for recognition of accredited learning or accredited experiential learning as contributing towards their credit total for the award are required to apply to the relevant faculty for consideration under standard procedures.

K8 DISSEMINATION, PUBLICATIONS AND CONFERENCES

K8.1P Information about dissemination, publication and conferences can be found in the Postgraduate Research Degree Programmes Code of Practice at: <http://acreg.uwe.ac.uk/researchdegrees.asp>

K9 INTELLECTUAL PROPERTY

Definition: Intellectual property (or IP) and the rights associated with them (intellectual property rights, or IPR) underpin the relationships and contracts that UWE is able to enter into with third parties (including businesses, organisations, charities and funding bodies, et al.). The University's IPR Policy sets out the IPR procedures and processes of due diligence with regard to ownership and the rights to use intellectual property. It is intended to help to protect UWE and its employees from potential legal action by third parties relating to

any IP associated liability.

K9.1P The University's Intellectual Property Policy can be found at: <http://rbi.uwe.ac.uk/internet/contracts/> and further information can be found in the Postgraduate Research Degree Programmes Code of Practice at: <http://acreg.uwe.ac.uk/researchdegrees.asp>.

K10 INVOLVEMENT IN TEACHING

K10.1P Further information on the involvement of postgraduate research students in teaching can be found in the Postgraduate Research Degree Programmes Code of Practice <http://acreg.uwe.ac.uk/researchdegrees.asp> .

K11 SUPPORT FOR RESEARCH STUDENTS

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

K11.1P Further information on support for research students can be found in the Postgraduate Research Degree Programmes Code of Practice <http://acreg.uwe.ac.uk/researchdegrees.asp>.

K12 PROGRESSION

Definitions: progression relates to the stages through which students, their research project and their associated learning advance. Progression for most research students takes two forms: the progression examination and annual research degree student monitoring; for professional doctorate programmes there may be additional progression points set down in the programme specification.

K12.1R Faculties are required to ensure that they have in place appropriate processes for monitoring student progression. Further information can be found in the Postgraduate Research Degree Programmes Code of Practice at: <http://acreg.uwe.ac.uk/researchdegrees.asp>

K12.2 PROGRESSION EXAMINATION

Definitions: the progression examination is a formal test of progress in the early stages to ensure a suitable basis for continuation on the programme has been established.

K12.2.1P The Progression Examination is intended to combine assessment of the formulation and planning of the research programme with an evaluation of progress to date and of the suitability of the project as a basis for the research degree in question. It should verify that the student, supported by the supervisory team, has:

a. defined the objectives and scope of the research project

- adequately;
- b. been actively engaged in working on the research project and has made progress commensurate with the time spent;
 - c. made an appropriate survey of the relevant research literature and demonstrated an ability to make a critical evaluation of published work;
 - d. acquired an appropriate knowledge of research methods applicable to the area of research, and can explain and justify his or her choice of research methods;
 - e. developed an adequately detailed plan of work to enable the research degree to be completed within the expected time period.

K12.2.2R In the case of PhD students the progression examination shall be completed no later than the end of the first twelve months of a registration period, or no later than nine months in the case of an MPhil registration. In the case of part-time students, the progression examination shall be completed no later than the end of the first eighteen months of the registration period.

K12.2.3P For professional doctorate candidates a progression examination shall be completed by the end of the first 18 months of commencement of the research project, in line with requirements for the traditional PhD programme. For some professional doctorate programmes the procedures approved for the PhD may be able to apply but for others the structure may not lend itself to this and the process may need to be varied to suit the individual programme whilst adhering to the principles and the rigour of the regulatory framework.

K12.2.4P Candidates for DPhil and MPhil by publication who are registered for more than one year will normally be expected to undergo a progression examination. A DPhil candidate will complete the progression examination no later than the end of the first 18 months after registration, unless they have submitted their commentary and portfolio of materials before this time. An MPhil by Publication candidate will complete the progression examination no later than 12 months after registration unless they have submitted at this point.

K12.2.5P The time of the progression examination may only be delayed if the student has a period during which, for external reasons (such as a medical condition), it is not possible for him/her to work on the research project. The faculty research degrees committee shall consider all requests for a delay in the progression examination. Under such circumstances the registration should be suspended, and the time of such suspension shall not be counted towards the period before the formal progression examination is undertaken.

K12.2.6P The progression examination shall have two components - the

progression report written by the student, and the viva voce examination.

K12.2.7P The progression report shall be in two parts and shall make it clear to the satisfaction of the examiners that the work has scope for a sufficient contribution to knowledge to justify consideration for the relevant degree and shall include the following:

- a. the provisional title of the thesis or collection of published works;
- b. a concisely worded statement of the aim of the research;
- c. reference to work already completed and planned future work, and how this fulfils the aim of the research;
- d. where the proposed research forms part of a group project, a statement identifying the separate and distinctive nature of the candidate's research.

K12.2.8P Part 1 of the progression report shall normally be between 3,000 and 6,000 words and shall not exceed 6,000 words without the prior permission of the faculty research degrees committee. It shall include:

- a. the background to the research proposal;
- b. a critical summary of relevant related research work;
- c. the methods being used;
- d. timescales for the remaining stages of the work including the proposed submission of the thesis.

K12.2.9P Part 2 of the progression report shall consist of work which may have been written by the candidate for other purposes and which he or she wishes to present to the progression examiners. There shall be no word limit for items submitted as part 2 of the progression report. Candidates might wish to include in part 2 a full critical review of relevant related research work where this has been prepared for inclusion in the final thesis; bibliographic references and copies of any public output. However there shall be no requirement to produce these items specifically for the progression report.

K12.2.10P Where the candidate wishes to request permission to:

- a. present the thesis/accompanied by material in other than written form; and/or
- b. present the thesis/collection of published works in a language other than English (See K13.7.1R); and/or
- c. have the thesis retained on restricted access for a period of time.

and has not previously done so, the request shall accompany the report and shall be submitted following the progression examination to the faculty research degrees committee with the recommendation of the examiners. The faculty research degrees committee shall submit such requests to the Research Degrees Award Board for approval.

- K12.2.11P** The candidate shall submit the report to the designated faculty officer, who shall arrange for its distribution to the other examiners.
- K12.2.12P** All examiners shall submit a written preliminary report to the Chair of the faculty research degrees committee before the viva voce.
- K12.2.13P** The progression examination shall be conducted by two internal examiners, who shall be members of academic staff not associated with the research project or the supervisory team. The faculty research degrees committee is responsible for the appointment of examiners for the progression examination. With the consent of the candidate, other members of the supervisory team may be present at the examination but shall not participate in the discussion unless invited to do so by the examiners.
- K12.2.14P** The examiners shall be responsible for assessing the extent to which the candidate has made an appropriate start on the research project. The examiners shall be experienced researchers with a general understanding of the field of the candidate's research project but need not necessarily be a leading subject expert in that field. It is not required that both examiners are members of the faculty in which the candidate is studying, but this will normally be the case.
- K12.2.15P** The only recommendations available for the examiners as an outcome of the viva voce are i) Approve - continue registration or ii) Fail - withdrawal of registration.
- K12.2.16P** Following the viva voce the examiners shall prepare a written report to the faculty research degrees committee who will make a recommendation in writing to the Research Degrees Award Board. A written report shall also be made available to the student and supervisory team. Where the decision of the award board on the progression examination is "fail", the student will be required to withdraw from the programme.
- K12.2.17P** When the examiners are unable to agree on a recommendation a second viva voce examination will be held.
- K12.2.18P** Where a second viva voce examination is held it shall be conducted solely by a third examiner nominated and appointed by the faculty research degrees committee. The third examiner shall not be

informed of the recommendations of the other examiners. The examiner will communicate the recommended outcome to the faculty research degrees committee. On receipt of the recommendation of the third examiner the faculty research degrees committee will make a recommendation to the Research Degrees Award Board.

K12.2.19R The candidate shall have the right to apply for a review of progression decisions. Academic Regulation G3 applies with the panel of examiners constituting an examining board.

K12.3 **Annual research degree student monitoring**

Definition: annual monitoring takes place throughout a student's registration with the University and is the process by which progress can be monitored.

K12.3.1P The focus for annual monitoring and assessment in the years subsequent to the progression examination should be to ensure that adequate progress is being maintained.

K12.3.2R Faculties shall publish procedures for each member of the supervisory team and the student to report progress to the faculty research degrees committee annually. The procedures shall provide for the annual report to be in an approved written format and for it to be considered by the faculty research degrees committee. Guidance on the content and completion of annual progress reports shall be provided by the faculty.

K12.3.3R Following the consideration of annual monitoring reports, the faculty research degrees committee will report to the Research Degrees Award Board on whether each student has made satisfactory progress. Where progress is confirmed as satisfactory the student's registration will continue into the next academic session. Where progress is not deemed satisfactory by the faculty research degrees committee at the initial monitoring point of that year, then the committee shall request the student to provide further evidence to allow a final decision to be made. The faculty research degrees committee shall make their recommendations to Research Degrees Award Board

K12.3.4R Where a candidate is unable to satisfy the faculty research degrees committee that satisfactory progress has been the committee shall make a recommendation to the Research Degrees Award Board to withdraw the student from the University.

K13 **ASSESSMENT**

Definition: assessment at research level is usually through the means of a thesis and viva voce examination although students are also assessed on research training activities. Further information

can be found in the Postgraduate Research Degree Programmes Code of Practice: <http://acreg.uwe.ac.uk/researchdegrees.asp>

K13.1 Appointment of examiners for the thesis/collection of published works

K13.1.1R The Academic Board shall establish procedures relating to the selection, approval, appointment, roles and responsibilities of examiners.

K13.1.2P The responsibility for identification of appropriate examiners lies with the Director of Studies, who should start the process during the 12 months prior to the anticipated date of the examination, in consultation with:

- a. other members of the supervisory team;
- b. senior research staff within the discipline at the University or elsewhere;
- c. other research active academics in closely related fields;
- d. the student.

K13.1.3R A candidate for PhD, MPhil and professional doctorate shall be examined by at least two and normally not more than three examiners, of whom at least one shall be an external examiner and one an internal examiner. Candidates for MPhil and DPhil by publication are examined by two external examiners.

K13.1.4P The examining team should contain an appropriate balance of experience of examining at research degree level and subject specific expertise. At least one examiner shall have experience of examining research degree candidates at the appropriate level. Normally panels will have the combined experience of at least four degree examinations at the same level as the candidate or higher between them.

K13.1.5P The judgement of the research should be made largely by academics uninfluenced by personal knowledge of the candidate. Where a candidate might be considered to have a relationship which may compromise the objectivity of any examiner, either through employment or by any other means, two external examiners must be appointed.

K13.1.6P Not less than three months before the expected date of examination the appropriate faculty research degrees committee shall submit to the Director of Corporate and Academic Services/Academic Registrar the designated form(s) proposing the examination arrangements including the details of the proposed examiners for approval.

K13.1.7P The title under which the thesis is submitted for assessment should match that approved by the faculty research degrees management committee. If the candidate proposes a change to the approved title of the thesis, he or she must submit the final title of the thesis to the Director of Corporate and Academic Services/Academic Registrar for approval by the Research Degrees Award Board at the same time as the examination arrangements are proposed. Changes to the title thereafter are only permitted if required by the examiners.

K13.2 Internal and External Examiners

K13.2.1R An internal examiner shall be:

- a. a member of staff of the University; or
- b. a member of staff of the candidate's collaborating establishment; or
- c. a member of staff of an affiliated institution where the candidate is registered and shall not have acted previously as the candidate's examiner or supervisor.

K13.2.2R External examiners shall be independent of the University and affiliated institutions registering students with the University for research degrees, and any collaborating establishment linked to the research project, and shall not have acted previously as the candidate's supervisor or adviser. Former members of staff are eligible for appointment as external examiner after a period of 5 years.

K13.2.3R Where the candidate and the internal examiner are both on the permanent staff of the same institution or establishment, a second external examiner shall be appointed. This shall not normally apply if the candidate is on a fixed contract of employment of 12 months or less.

K13.2.4P In this context "on the permanent staff" is defined as follows:

- a. the candidate is an employee of the University/Affiliated Institution with a contract longer than 12 months duration;
- b. the candidate is an employee with a fixed term contract of less than 12 months duration but this is one of a succession of fixed term contracts, such that the total duration of employment is greater than 12 months.

K13.2.5P The appointment of a second external examiner is not required where students, including any falling under category (b) above, are allocated a small amount of hourly paid lecturing work alongside their research degree registration and have not been employed by the University in the preceding 12 months in any other context.

K13.2.6P There may be other circumstances related to the nature of a candidate's employment within the University where it may be good practice to appoint two external examiners in order to establish the objectivity of the examining panel.

K13.2.7R Faculty committees need to exercise caution when appointing internal examiners where the individuals themselves are candidates for research degrees at UWE to ensure that there is no potential for conflict of interest.

K13.2.8P The candidate shall take no part in the arrangement of the examination and shall have no contact, in connection with the examination of his or her research or thesis, with the proposed or appointed internal and external examiners until the viva voce examination.

K13.2.9P Panel appointments are valid for a period of 12 months from the date of approval, after which they will lapse unless the thesis has been submitted for examination.

K13.2.10P Examiners will receive appropriate information and guidance via Corporate and Academic Services. The panel will also receive a further short procedural briefing from the Chair during the pre-viva preparation session.

K13.3 Independent Chair

K13.3.1P The faculty research degrees committee will recommend to the Director of Corporate and Academic Services/Academic Registrar an Independent Chair for the viva voce examination. Proposed Independent Chairs shall be experienced researchers and have supervised 4 students to completion including experience as Director of Studies through to successful completion at Doctoral level and must have experience of examining a minimum of four theses including a minimum of two as an external examiner. For research degrees based upon creative practice, the Independent Chair should have an understanding of the nature of this kind of programme.

K13.3.2P Independent Chairs will have been trained before undertaking the role. Training is the responsibility of the Research Degrees Award Board.

K13.3.3P The Director of Corporate and Academic Services/Academic Registrar shall arrange for the issue of letters of appointment to the examiners and Independent Chair and any confidentiality agreement which has been approved in relation to the thesis.

K13.4 Confidentiality of thesis

K13.4.1R The University may at the time of registration determine that a thesis should remain confidential.

K13.4.2R Where the need for confidentiality emerges at a subsequent stage, a special application for the thesis to remain confidential after submission can be made. All requests for confidentiality of thesis should be made as early as possible and no later than at the stage of appointment of examiners. Applications shall be made to the Director of Corporate and Academic Services/Academic Registrar for approval by the Research Degrees Award Board.

K13.4.3R The approved period of confidentiality shall normally not exceed two years from the date of the viva voce examination. In exceptional circumstances the Research Degrees Award Board may approve a longer period but the period approved will be no longer than necessary. Where a shorter period would be adequate the Research Degrees Award Board shall not automatically grant confidentiality for two years.

K13.4.4P Where the Research Degrees Award Board has agreed that the confidential nature of the candidate's work is such as to preclude the thesis being made freely available in the library of the University (and collaborating establishment, if any) and, in the case of a PhD, the British Library, the thesis shall, immediately on completion of the programme of work, be retained by the University on restricted access and, for a time not exceeding the approved period (See K13.4.3R), shall only be made available to those who were directly involved in the research.

K13.4.5P The Research Degrees Award Board shall normally only approve an application for confidentiality in order to enable a patent application to be lodged or to protect commercially or politically sensitive material. A thesis shall not be restricted in this way in order to protect research leads.

K13.5 Research Degrees Award Board

K13.5.1P There shall be a Research Degrees Award Board with a constitution approved by or on behalf of the Academic Board. The Research Degrees Award Board will receive the recommended outcome from the viva voce examination alongside outcomes in taught modules from field boards and on this basis will make recommendations for the award of the appropriate research degree to the Research Degrees Award Board. The Research Degrees Award Board shall include a chief external examiner appointed by the Director of Corporate and Academic Services/Academic Registrar on behalf of the Academic Board.

K13.5.2P The Research Degrees Award Board is responsible for determining postgraduate research degree awards and its terms of reference are to:

- a. Ensure that the academic quality and standards of the examination process are being maintained;
- b. Confirm whether a student has complied with the requirements to receive an award;
- c. Confirm that a student's progress is satisfactory and their registration may continue;
- d. Consider recommendations from faculty research degrees committees for the extension of a student's period of registration;
- e. Consider requests for:
 - i. Confidentiality of theses
 - ii. The submission of theses in non-standard formats
 - iii. Changes to thesis titles;
- f. Recommend to Academic Board a particular award, having regard to the student's overall profile of assessment under the regulations for the programme, and subject to such limitations as are set out in the University's Ordinances and Academic Regulations and Procedures;
- g. Consider the effect of any extenuating circumstances affecting the performance of a student in relation to an award or progression within an award;
- h. Confirm the action to be taken in relation to the determination of the outcome of the award in accordance with the Academic Regulations and Procedures, in respect of a student who has committed an assessment offence;
- i. Identify any relevant matters arising from the work of the board which the board wishes to draw to the attention of the appropriate faculty and University committees.

K13.5.3P The Research Degrees Award Board may be responsible for determining progression on research programmes which have defined progression points; it will not assume responsibility for the Progression Examination, which will remain with faculties.

K13.5.4P The composition of the Research Degrees Award Board shall be:

- a. Chair (Vice Chancellor's nomination);
- b. Faculty Directors of Research Degrees (or equivalent role-holders with responsibility for postgraduate research students in the Faculty) (4);
- c. Research Degrees Award Board Officer (Director of Corporate and Academic Service's nomination);
- d. 1 representative of each affiliated institution registering a significant number of postgraduate research students with the University;
- e. Chief External Examiner Research Degrees Programmes

K13.5.5P The board may have in attendance such other persons, associated with the research degree programmes as may be designated by the Chair to assist the board in the exercise of its responsibilities.

K13.5.6P The quorum shall be two thirds of the members eligible to attend in categories a to d in K13.5.4P. An award board which does not include the Chief External Examiner either in person or via a video, telephone or other link is not authorised to assess students for an award or to recommend the grant of an award to a student.

K13.5.7P Professional administrative and secretariat support for the Award Board shall be provided by the Director of Corporate and Academic Services/Academic Registrar's nominee who shall ensure that a comprehensive and accurate record of proceedings is maintained.

K13.5.8P The Chief External Examiner Research Degrees Programme will have wide experience of both research and the assessment of research degrees. S/he will have a broad understanding of research across a range of disciplines and have had experience of applying regulatory frameworks to research degree programmes.

K13.5.9P The Chief External Examiner Research Degrees Programme will:

- a. confirm that the academic quality and standards of the examination process are being maintained;
- b. ensure that the procedures and arrangements for the examining board are conducted in accordance with the University's Academic Regulations and Procedures and requirements;
- c. ensure that the examining board discharges its responsibilities relating to any matters concerning assessment offences and consideration of extenuating circumstances affecting individual students;
- d. advise the examining board on any issues relating to the eligibility of a student for an award;
- e. approve the award recommendations made by the award board
- f. attend examining boards in person as required;
- g. provide an annual report to the University by a specified date each year, upon receipt of which the chief external examiner fee is paid.

K13.6 Examining boards: Professional Doctorate

K13.6.1R The appropriate field board is normally responsible for assessment in "taught" Modules.

K13.6.2R An award board may need to be established to be responsible

for:

- a. any taught units which are not covered by the University's standard assessment regulations;
- b. any progression points defined in programme-specific assessment regulations.

K13.6.3R The Research Degrees Award Board will receive the outcomes of assessment in "taught" units and from the viva voce examination of the thesis and will make recommendations on awards to the Academic Board.

K13.7 **Format of the thesis (PhD, MPhil, Professional Doctorate)**
Definition: a thesis is a document with a prescribed word length that presents the author's research and findings and is submitted in support of candidature for a degree or professional qualification.

K13.7.1R The language of the thesis shall normally be English. Permission to present the thesis in another language shall normally be sought at the time of the application for registration and shall normally only be given if the subject matter of the thesis involved substantial language and related studies and if appropriate supervision and examination arrangements are available.

K13.7.2P The candidate will submit a full first draft to the supervisory team for comment and received their comments on it prior to submission for assessment.

K13.7.3R Candidates are normally required to have completed taught elements including the credit requirement before submitting the thesis for examination. The results of assessed taught elements shall be communicated to the Research Degrees Award Board by arrangements approved by the Academic Board.

K13.7.4P A thesis submitted for examination purposes shall be in a temporarily bound form which is sufficiently secure to ensure that pages cannot be added or removed (such as 'perfect binding' or spiral binding). A thesis submitted in temporary binding shall be in its final form in all respects except the binding. Copies of CD-ROMs or other materials must be secured in a pocket within the thesis.

K13.7.5R The final decision on the content of the thesis and when to submit it rests with the candidate, subject to the satisfactory completion of required taught elements and of the agreed minimum period of registration.

K13.7.6P The thesis shall be submitted to the Director of Corporate and

Academic Services/Academic Registrar within the period of registration.

K13.7.7P The candidate shall be informed by the relevant faculty of the procedure to be followed for submission of the thesis (including the number of copies to be submitted for examination).

K13.7.8 Abstract

K13.7.8.1P There shall be an abstract of approximately 300 words bound into the thesis which shall provide a synopsis of the thesis stating the nature and scope of the work undertaken and of the contribution made to the knowledge of the subject treated. One loose copy of the abstract shall be submitted with the thesis. The loose copy of the abstract shall have the name of the author, the degree for which the thesis is submitted, and the title of the thesis as a heading. Where the language of the thesis is not English, the abstract shall be in English.

K13.7.9 Statement of objectives

K13.7.9.1P The thesis shall include a statement of the candidate's objectives and shall acknowledge published or other sources of material consulted (including an appropriate bibliography) and any assistance received.

K13.7.10 Collaboration

K13.7.10.1P Where a candidate's research programme is part of a collaborative group project, the thesis shall indicate clearly the candidate's individual contribution and the extent of the collaboration.

K13.7.11 Publication

K13.7.11.1P The candidate shall be free to publish material in advance of the thesis but reference shall be made in the thesis to any such work. Copies of published material should either be bound in with the thesis or placed in an adequately secured pocket at the end of the thesis.

K13.7.12 Length

K13.7.12.1P The text of the thesis should normally not exceed the following word length (excluding ancillary data):

- a. for science, engineering, creative practice/performing arts, art and design subject areas:

PhD 40,000
Professional Doctorate 35,000
MPhil 20,000

- b. for business and management, humanities, social sciences, health and social care and education subject areas:

PhD 80,000
Professional Doctorate 60,000
MPhil 40,000.

K13.7.13 Format

K13.7.13.1P The following requirements shall be adhered to in the format of a submitted thesis:

- a. it shall normally be in A4 format, in permanent and legible form, using either typescript or print. Where copies are produced by photocopying processes, these shall be of a permanent nature; where word processor and printing devices are used, the printer shall be capable of producing text of a satisfactory quality; the size of character used in the main text, including displayed matter and notes, shall not be less than 2.0mm for capitals and 1.5mm for x-height (that is, the height of lower-case x);
- b. it shall be printed on the right hand (recto) side of the page. The paper shall be white and within the range 70 g/m² to 100 g/m²;
- c. the margin at the binding edge of the page shall not be less than 40mm; other margins shall not be less than 15mm;
- d. double or one-and-a-half spacing shall be used in the typescript except for indented quotations or footnotes where single spacing may be used;
- e. pages shall be numbered consecutively through the main text including photographs and/or diagrams included as whole pages;
- f. Page numbers shall not be printed in the margin;
- g. the title page shall give the following information:
 - i. the full title of the thesis;
 - ii. the full name of the author;
 - iii. that the degree is awarded by the University;
 - iv. the award for which the thesis is submitted in partial fulfilment of its requirements;
 - v. the faculty in which the student was based;
 - vi. the name of the affiliated institution, where relevant the collaborating establishment(s), if any;
 - vii. the month and year of submission which shall be

updated on each occasion on which the thesis is submitted.

K13.7.13.2P A sample title page can be found at Appendix 2 to these Academic Regulations and Procedures.

K13.7.13.3P Distinct from the provision for registration for research degrees based upon creative practice (K2.4), parts of the thesis, and very exceptionally all of it, may be presented in other formats (such as CD-ROM) or using paper sizes other than A4, where it can be demonstrated that the contents can be better expressed in that form and are capable of being assessed. An application to submit a thesis in another format must be made to the Director of Corporate and Academic Services/Academic Registrar on the designated form for consideration by the Research Degrees Award Board as early as possible in the student's enrolment and must have the support of the Director of Studies.

K13.7.13.4P The format of the final bound version of the thesis, submitted after the viva voce and after any follow up work has been completed to the satisfaction of the examiners is covered under K13.15.

K13.8 **Format of the collection of published works (DPhil/MPhil by publication)**

K13.8.1R For the purposes of the award of DPhil/MPhil by publication, 'published work' may encompass books, original and exhibited creative work in any medium, peer reviewed publications in the public domain or any other form of scholarly publication.

K13.8.2R The application shall comprise:

- a. a commentary setting out the applicant's view of the nature and significance of the work submitted, the claim to originality, reference to research methodologies employed and the applicant's assessment of the contribution of the published work to existing knowledge in the relevant subject area;
- b. a statement of the extent of the applicant's contribution to the work submitted, covering joint authorship or other types of collaboration;
- c. a statement confirming which part of the work submitted, if any, has been or is being submitted for another academic award;
- d. a statement setting out how the training requirement has been or is to be met;
- e. three copies of the published works;
- f. a proposed title for the submission.

Parts a, b, c, d and f of the application shall be in English. Part e above of the application shall normally be in English unless the subject matter involves substantial language and related studies and approval for submission in another language has been given at registration.

K13.8.3R The length of the commentary may vary considerably according to discipline. The maximum length for the critical commentary is 20,000 words but it is anticipated that most will be significantly shorter than this. There is no minimum word count.

K13.9 **Viva voce examination**
Definition: an examination (normally oral) which may be used to help determine a candidate's overall result in addition to the normal methods of assessment.

K13.9.1R The examination shall have two stages:

- a. the candidate's submission of the thesis/collection of published works and the examiners' independent preliminary assessment of it; and
- b. the defence of the thesis/collection of published works by the candidate by viva voce or approved alternative examination.

K13.9.2R A candidate shall normally be examined by viva voce examination on the research covered by the thesis/collection of published works and on the field of study in which the research lies. Where for reasons of sickness, disability or other valid cause the Research Degrees Award Board is satisfied that a candidate would be under serious disadvantage if required to undergo a viva voce examination, it may approve an alternative form of examination. Such approval shall not be given on the grounds that the candidate's knowledge of the language in which the thesis is presented is inadequate.

K13.9.3P If the Research Degrees Award Board permits an alternative form of examination it shall identify the form of examination and the Director of Corporate and Academic Services/Academic Registrar shall notify the supervisors, the examiners and the candidate of the approved arrangements.

K13.9.4P Once examination arrangements have been approved and in consultation with the examiners, the Independent Chair and the Director of Corporate and Academic Services/Academic Registrar, the Director of Studies shall decide the date and logistical arrangements for the examination and notify the Director of Corporate and Academic Services/Academic Registrar, the candidate, supervisors and examiners.

K13.9.5P The Director of Corporate and Academic Services/Academic Registrar shall send a copy of the thesis to each examiner, with the designated form for the examiner's preliminary report, and the Academic Regulations relating to research degrees and shall ensure that the examiners are properly briefed on their duties. The Director of Corporate and Academic Services/Academic Registrar shall send a copy of the thesis to the Independent Chair.

K13.9.6P For DPhil and MPhil by publication the Director of Corporate and Academic Services/Academic Registrar shall send to each examiner and the Independent Chair a copy of:

- a. the statement from the applicant, setting out his or her view of the nature and significance of the work submitted;
- b. the statement from the applicant setting out the extent of his or her contribution to the work submitted, involving joint authorship or other types of collaboration;
- c. the statement from the applicant indicating which part of the work submitted, if any, has been submitted for another academic award;
- d. the published work to be considered. Where it is not possible to provide a copy of the published work, the Director of Corporate and Academic Services/Academic Registrar will make arrangements for the examiners to view the work;
- e. the proposed title for the scholarly work.

K13.9.7P The requisite copies of the thesis/collection of published works (one for each member of the panel including the Chair) must be received by Corporate and Academic Services for distribution to the panel at least six weeks prior to the proposed date of the viva.

K13.10 The First Stage (independent preliminary report)

K13.10.1P Each examiner shall read and examine the thesis/collection of published work and submit, on the designated form, an independent preliminary report before any viva voce examination is held. In the preliminary report each examiner shall consider whether the thesis/collection of published works, prima facie, satisfies the requirements of the degree. The report shall give the examiner's recommendations on:

- a. what issues should be explored with the candidate at the oral examination;
- b. the merits and deficiencies of the submission
- c. a provisional recommendation as to whether the proposed title is appropriate.

and where possible make an appropriate provisional recommendation conditional on the outcome of any viva voce examination.

K13.10.2P The candidate and supervisory team will not normally receive copies of the examiners' preliminary reports.

K13.11 **The Second stage (viva voce)**

K13.11.1P The examiners shall not recommend that a candidate fail outright without holding a viva voce examination or other alternative examination.

K13.11.2P The Examining Panel will meet for a period of at least 30 minutes prior to the viva in order to plan the viva. The Chair is responsible for ensuring that the viva is conducted according to the Academic Regulations.

K13.11.3P A viva voce examination shall normally be held in English and on a campus of the University, or the campus of an affiliated institution where the candidate has been registered for the award through that institution. The Director of Corporate and Academic Services/Academic Registrar may grant permission for a viva to be held elsewhere in the UK or abroad ("off campus") where there is good reason. Any decision to hold a viva voce examination off campus is subject to the appointment of an experienced internal examiner, the agreement of the candidate and all the examiners, and the appointment of an Independent Chair. Where it is proposed to hold a viva off campus the candidate and/or director of studies shall submit an application to the Director of Corporate and Academic Services/Academic Registrar on the appropriate form.

K13.11.4P The Director of Corporate and Academic Services/Academic Registrar may, in exceptional circumstances, grant permission for one examiner to be available at a viva by video link, subject to the written agreement of student and Independent Chair and to the technology being of a satisfactory standard. In the event that the technology does not permit the viva to be conducted with the involvement of all parties to a satisfactory standard, the viva should be stopped and rearranged. It is not permissible for the student to be interviewed via video link.

K13.11.5P The supervisors and a representative of the Research Degrees Award Board, may, with the consent of the candidate, attend the viva voce examination but may not participate in the discussion with the candidate unless at the invitation of the Chair. The representative of the Award Board shall remain whilst the

examiners decide on their recommendation on the award but shall not participate in that discussion. The supervisors may not remain whilst the examiners decide on their recommendation on the award.

K13.11.6P Neither candidate nor supervisor may be present during the panel's deliberations. The conduct of the viva voce examination is at the discretion of the independent chair in consultation with the examiners. Possible outcomes are as listed in K13.12.2R and in all cases the panel will complete and sign 'The Recommendation of the Examiners'.

K13.11.7P If the examiners agree on the outcome of the examination they shall, at its conclusion, submit on the designated form a joint report and recommendation relating to the award.

K13.11.8P The preliminary reports and the joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Research Degrees Award Board to be satisfied that the recommendation chosen is correct. The joint report shall be submitted to the Director of Corporate and Academic Services/Academic Registrar.

K13.11.9P If the examiners do not agree they shall submit separate reports and recommendations on the designated forms. The Director of Corporate and Academic Services/Academic Registrar shall submit them to the Research Degrees Award Board for a decision in accordance with K13.12.3P and K13.12.4P.

K13.11.10P The Independent Chair must ensure that the examiners' report is duly completed and submitted to the Director of Corporate and Academic Services/Academic Registrar immediately after the examination.

K13.11.11P The Independent Chair should ensure that the external examiners' claim forms are submitted to the Director of Corporate and Academic Services/Academic Registrar immediately after the examination.

K13.12 **Examiners' decisions**

K13.12.1R The Research Degrees Award Board will make recommendations for the award of research degree to Academic Board on the basis of the reports and recommendation of the examiners following the viva voce examination and in consideration of outcomes from taught components.

K13.12.2R Following the viva voce examination the examiners may

recommend that:

- a. the candidate be awarded the degree;
- b. the candidate be awarded the degree subject to minor amendments as follows:
 - (i) **corrections** being made to the thesis/critical commentary (DPhil/MPhil) in which case the examiners shall indicate to the candidate in writing the corrections which are required;
- or
- (ii) **amendments** being made to the thesis/critical commentary (DPhil/MPhil) in which case the examiners shall indicate to the candidate in writing the amendments which are required;
- c. the candidate be permitted to re-submit for the degree and be re-examined, with or without a viva voce examination;
- d. the candidate be not awarded the degree and be not permitted to be re-examined;
- e. in the case of DPhil/MPhil by publication an unsuccessful candidate may be permitted to reapply after a period of three years;
- or
- f. in the case of a PhD or DPhil examination, the candidate may resubmit for the award of MPhil subject to the presentation of the thesis/collection of published works amended to the satisfaction of the examiners with or without the requirement for an additional viva.

K13.12.3P An outcome of an award subject to minor amendments (i), “corrections”, (see above) requires amendment of presentational errors and typographical errors only.

K13.12.4P An outcome of an award subject to minor amendments (ii), “amendments”, (see above) requires amendment of representational errors, re-presenting and restructuring existing text only and no new work is required.

K13.12.5P Amendments are to be made in accordance with specific requirements of the examiners.

K13.12.6P A candidate required to submit corrections shall be permitted four weeks for a full time student or eight weeks for a part time student from the date of the notification to submit the corrections. A candidate required to submit amendments shall be permitted 3 months for a full time student or 6 months for a part time student from the date of the notification to submit the amendments. The candidate shall be responsible for deciding the manner in which

to improve the thesis/collection of published work.

K13.12.7P “Permitted to resubmit and be re-examined” (c above) includes theoretical, substantive and/or methodological work including any or all of the following: new data, fieldwork or practice, new analysis, substantial new literature.

K13.12.8P A candidate with an outcome of “permitted to re-submit for the degree and be re-examined, with or without a further viva” shall only be exempt from a second viva where the examiners unanimously agree after re-examining the resubmitted thesis that the degree can be awarded without the need for a further viva.

K13.12.9P A candidate required to resubmit and be re-examined shall be permitted a maximum of one calendar year from the date of notification of the outcome of the viva examination to submit the revised thesis for re-examination.

K13.12.10R Where the examiners’ recommendations are not unanimous, this shall be reported by the Independent Chair to the Research Degrees Award Board which may:

- a. uphold a majority recommendation (provided that the majority includes at least one external examiner);
- b. uphold the recommendation of the external examiner; or
- c. require the appointment of an additional external examiner, once only, to participate in the examination of the candidate as if for the first time.

K13.12.11P Where the candidate is awarded the degree subject to minor amendments (i) corrections or (ii) amendments, or is permitted to resubmit and be re-examined, the Chair will be responsible for the co-ordination of an additional written report reflecting the recommendations and guidance of the panel as to the alterations and additional work required. This will be communicated to the candidate and Director of Studies by the Director of Corporate and Academic Services/Academic Registrar.

K13.13 Re-examination of thesis/collection of published works

K13.13.1R A candidate who submits a thesis/collection of published works for re-examination shall be required to pay the appropriate fee.

K13.13.2R One re-examination may be permitted by the Research Degrees Award Board subject to the candidate submitting for re-examination within one calendar year from the date of the latest part of the first examination.

K13.13.3R The Research Degrees Award Board may require that an

additional external examiner be appointed for the re-examination.

K13.13.4R Where a viva voce examination has been dispensed with, the re-examination shall take place within one calendar year of the date of this dispensation.

K13.13.5R The Research Degrees Award Board may, where there are good reasons, approve an extension of the resubmission period.

K13.13.6P In all other respects the re-examination shall be conducted as the first examination.

K13.13.7P Following the completion of the re-examination the examiners may recommend in accordance with the provisions set out in K13.12.2R, excepting that option (c) shall not apply.

K13.13.8P Where the examiners' recommendations are not unanimous, the Research Degrees Award Board may:

- a. uphold a majority recommendation (provided that the majority includes at least one external examiner); or
- b. uphold the recommendation of the external examiner.

K13.13.9P Where the degree is not awarded, the examiners shall prepare an agreed statement of the deficiencies of the thesis or collection of published work and the reason for their recommendation to be forwarded to the candidate by the Director of Corporate and Academic Services/Academic Registrar.

K13.14 Final bound version of thesis

K13.14.1P A thesis shall be presented in a permanent binding of the approved type before the degree may be granted. The candidate shall confirm that the contents of the permanently bound thesis are identical with the version submitted for examination except where amendments have been made to meet the requirements, or at the suggestion of the examiners. In the case of a PhD, the final thesis shall also be accompanied by the British Library (EThOS) form duly completed.

K13.14.2P The approved binding for a final version of a thesis shall be:

- i of a fixed type so that leaves cannot be removed or replaced
- ii the front and rear boards shall have sufficient rigidity to support the weight of the work when standing upright
- iii the outside front board shall bear in gold lettering the title of the work, the name and initials of the candidate, the

- qualification, and the year of submission, all in at least 24pt type
- iv the spine of the binding shall bear in gold lettering the name and initials of the candidate, the qualification, and the year of submission, all in at least 24pt type, reading downwards
 - v the binding of a thesis shall be black for MPhil and pantone 485 red for a PhD and professional doctorate.

K13.14.3P One copy of the final thesis, incorporating any amendments required by the examiners, shall be submitted in order that copies may be supplied to the University Library, the library of any collaborating establishment, and of any relevant affiliated institution. The thesis shall include the following copyright text:

‘This copy has been supplied on the understanding that it is copyright material and that no quotation from the thesis may be published without proper acknowledgement’

and shall be accompanied by the designated form confirming that the contents are identical with the version submitted for examination purposes except where amendments have been made to meet the requirements or at the suggestion of the examiners. In the case of a PhD or professional doctorate, the final thesis shall also be accompanied by the British Library doctoral thesis agreement form duly completed.

K13.15 Binding of a collection of published work

K13.15.1R After a successful examination for DPhil/MPhil by publication the submission should be bound where practical, in a bright red binding for DPhil or black for MPhil, bearing on the outside front board the title of the submission, the name and initials of the candidate, the qualification and the year of submission, in at least 24 pt type. The spine should bear the name and initials of the candidate, the qualification and the year of submission in at least 24 pt type, reading downwards. Where this is not possible due to the nature of the submission, it should be enclosed in a bright red (DPhil) or black (MPhil) box file, to be provided by Corporate and Academic Services with similar wording.

K13.16 Certificates

K13.16.1P After the final bound version of the thesis is received, or after a successful outcome from a viva for DPhil or MPhil by Publication and completion of any amendments to the critical commentary to the satisfaction of the examiners, The research degrees Award Board will approve the production of a results list by Corporate and Academic Services and the certificate and certificate of credit

issued. Awards will be conferred at the next faculty awards ceremony.

K14 APPEAL AGAINST A DECISION OF THE EXAMINERS

K14.1R Academic Regulation and Procedure G3 applies.

K15 CONSULTATION WITH AND FEEDBACK FROM STUDENTS

K15.1P Further information can be found in the Postgraduate Research Degree Programmes Code of Practice at:
<http://acreg.uwe.ac.uk/researchdegrees.asp>

K16 HIGHER DOCTORATE

Definition: a higher tier of research doctorates, awarded on the basis of a formally submitted portfolio of published research of a very high standard. Higher doctorates are often also awarded honoris causa when a university wishes to formally recognise an individual's achievements and contributions to a particular field.

K16.1 Application

K16.1.1R 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.

K16.1.2P The Academic Board has delegated its authority to make recommendations for the award of Higher Doctorates to the Higher Doctorates Committee (hereinafter referred to as the Committee).

K16.1.3R Applications, specifying the higher doctorate applied for, as listed in K2.5 shall be made in writing to the Director of Corporate and Academic Services/Academic Registrar.

K16.1.4R An applicant shall normally be a holder of at least seven years' standing of a first degree or a holder of at least four years' standing of a taught or research Masters degree or of a Doctor of Philosophy awarded by the University, the CNAA or a university in the United Kingdom or of a qualification of equivalent standard.

K16.1.5R Applicants will be leading authorities in their field or fields of study, as evidenced by, *inter alia*, established reputation in an academic community, evidence of citation of published work, contribution to the public domain.

K16.1.6P Applications shall be made in writing to the Director of Corporate and Academic Services/Academic Registrar in the form

prescribed in K16.1.7R 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 K16.2.2R 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.

K16.1.7R The application shall comprise:

- a. a statement of not more than 6000 words setting out the applicant's view of the nature and significance of the work submitted;
- b. where joint authorship or other types of collaboration are involved, a statement of the extent of the applicant's contribution to the work submitted;
- c. a statement confirming which part of the work submitted, if any, has been submitted for another academic award;
- d. normally three copies of the work submitted or such copies as are agreed by the Director of Corporate and Academic Services/Academic Registrar. 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.

K16.1.8R Parts a, b, c and e of the application shall be in English. Part d of the application shall normally be in English unless the field of study is another language 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.

K16.1.9P On receipt of an application, the Director of Corporate and Academic Services/Academic Registrar shall notify the Chair of the Committee who shall appoint those members who are not ex officio so as to ensure that the Committee includes at least one member with expertise in the field of study of the applicant. The Committee shall consider whether a prima facie case has been made. If it so decides, it shall identify a person with relevant expertise from outside the University from whom it shall seek advice both on the appropriateness of proceeding to examination and on recommendations for the appointment of external examiners. The Director of Corporate and Academic

Services/Academic Registrar shall supply the external expert adviser(s) with a copy of the application.

K16.1.10P Taking the external advice into account, the Committee shall decide whether the application shall proceed to examination. If it decides to proceed to examination, it shall also decide the names of at least two persons to be invited to act as external examiners who have expertise in the field of study under consideration and who have experience of examining at least at doctoral, and preferably at higher doctoral, level.

K16.1.11P The Director of Corporate and Academic Services/Academic Registrar shall notify the applicant of the Committee's decision on whether to proceed to examination.

K16.1.12R Exceptionally, a person acting as an external adviser to the committee may be appointed as an examiner.

K16.1.13R The applicant shall pay such fees and at such time as are determined by the University.

K16.1.14P 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.

K16.2 Examination

K16.2.1P The Director of Corporate and Academic Services/Academic Registrar 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 of Corporate and Academic Services/Academic Registrar 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.

K16.2.2R The examiners shall advise on whether the applicant has fulfilled the following criteria:

- a. that the work submitted is of high distinction;
- b. that it constitutes an original and significant contribution to the advancement of knowledge or to the application of knowledge or to both; and
- c. that the work has established that the applicant is a leading authority in the field or fields of study concerned, as evidenced by, inter alia, established reputation in an academic community, citation of published work, contribution to the public domain .

- K16.2.3P** The examination shall be undertaken by reference to the submitted material only. The examiners shall submit independent written reports to the Director of Corporate and Academic Services/Academic Registrar by a date determined by him/her. The Director of Corporate and Academic Services/Academic Registrar shall submit them to the Committee for decision. The assessment shall accord with the criteria set out in K16.2.2. The reports shall comment in detail on the extent to which the application satisfies those criteria, shall comment on the appropriateness of the specific award sought by the applicant and shall make recommendations to the Committee.
- K16.2.4R** Each examiner shall report independently to the committee. If the examiners disagree the committee may appoint a third examiner.
- K16.2.5P** If the examiners disagree the Committee may decide to act on the recommendation not to grant the award. Alternatively, it shall appoint a third examiner who shall not be informed of the views of the other examiners. The Director of Corporate and Academic Services/Academic Registrar 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.
- K16.2.6R** The committee may, at its discretion, invite the applicant to discuss his or her submitted work with the committee and the appointed examiners.
- K16.2.7R** The committee may decide:
- a. taking account of the recommendation of the examiners, to recommend to the University that the degree be awarded;
 - b. not to recommend the award of the degree.
- K16.2.8P** The Director of Corporate and Academic Services/Academic Registrar shall convey the decision to the applicant in writing.
- K16.2.9R** There shall be no appeal against the decision of the committee nor shall the committee provide any feedback at any stage of the process, nor shall there be any refund of any part of the fee in the event of an unsuccessful application. Unsuccessful applicants are not precluded from re-applying after an appropriate passage of time.
- K16.2.10P** On receipt of a recommendation by the Committee for an award, the Director of Corporate and Academic Services/Academic Registrar shall produce a results list confirming the recommendation of the Committee dated with the date of the relevant meeting of the Committee. The Director of Corporate and

Academic Services/Academic Registrar shall pass the result list to an appropriate officer of the University for publication and production of the certificate.

K16.2.11R The University shall retain in its library one copy of the full documentation submitted as part d of a successful application

K16.2.12P Written and published material submitted shall not normally be returned to the applicant.

K16.2.13P An applicant granted a Higher Doctorate will normally be required to give a public lecture within one year of conferment of the award.

APPENDICES

APPENDIX 1

GLOSSARY OF TERMS

Academic Complaint	The expression of a specific concern about the provision of a course/module, or a programme of study, or a related academic service.
Academic Regulations and Procedures	The Academic Regulations and Procedures of the University provide a single point of reference on academic regulations and procedures across the University.
Accredited Experiential Learning (AEL)	Experiential learning undertaken outside the University which is assessed and confirmed by the University for the award of University credit.
Accredited Learning (AL)	Learning which is accredited or otherwise certificated by an institution of higher education, including the University, or other external body and is recognised by the University as contributing to a student's credit total for a University award.
Appeal	A request for a review of a decision of an academic body charged with decisions on student progression, assessment and awards.
Award	An award (e.g. BA(Hons)) is granted on completion of an approved programme of study.
Capping	The restriction of the mark gained on resitting to the minimum pass mark.
Component of Assessment	The required assessment (one or a maximum of two components) for a

	module.
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.
Credit	A means of quantifying and recording the achievement of assessed learning and of specifying academic level.
Default Award	A named award available only on a programme leading to a professionally recognised or accredited award and awarded where the credit requirements of the University are met but where the additional requirements of a professional body are not met.
Differential Level of Award	Indicates a particular level of achievement on an award. For honours degrees this is expressed as classification.
Element	An assessment requirement within a component.
Enrolment	The process each year by which students select/confirm the modules they intend /are required to undertake during that year.
Examining Board	University bodies that have responsibility for confirming results, progression and classifying students' degrees.

Extenuating Circumstances	Evidence submitted by a student to an Extenuating Circumstances Panel in explanation for absence from study, attendance, assessment or examination, or for poor performance in assessment, which an Award Board may, at its discretion and as the regulations for the award shall allow, take into account when considering a student's assessment profile.
In Good Standing	When a student is not in financial debt to the University or not being subject to any University disciplinary proceedings or proceedings relating to expulsion for academic reasons at the point specified.
Integrated Bachelor/Masters Degree	An extended programme, normally lasting four years, where a three year undergraduate curriculum leads directly into an integrated level M programme. Students are normally required to meet specified performance criteria as stated in the approved programme specification in order to progress to level M study.
Interim Award	A lower level award available to students who decide not to complete their award or who fail to achieve it, but who have achieved the credit requirement for the interim award.
Moderation	The process by which assessment processes can be confirmed as being consistent across modules – examples of moderation include double marking and sampling of assessment by the External Examiners.
Modular Programme	An approved programme of study leading to an award within a named faculty's modular scheme.

Modular Scheme	An approved undergraduate or postgraduate modular scheme managed by a named faculty which leads to one or more awards.
Module	The smallest sub-division of teaching and assessment for which credit is awarded within the University's Modular Framework. Modules are of different sizes and have correspondingly different credit values.
Module Delivery Period	The dates between which a module runs as specified in the University Calendar. Where the dates do not correspond to the University Calendar they will be specified by the faculty responsible for the module.
Module Specification	The approved and authoritative statement of the teaching, learning and assessment requirements for a module. Module specifications are published on the University website.
Named Award	An award with a descriptor which has specified entry, curriculum and assessment requirements (e.g. BA (Hons) Historical Studies). It may have other requirements as described in the approved programme specification.
Ordinances	The Ordinances are authorised by the Board of Governors and provide the framework for the University's academic activity. The Ordinances are implemented through the Academic Regulations.

Other Conditions/Other Means of Assessment	The completion of work for an assessment other than under controlled conditions subject to meeting any stated deadline for submission of the work for assessment.
Placement	A period of approved work-based learning or study in a host organisation or institution approved by the University for this purpose, as defined in the requirements of a specific award. The word 'sandwich' is also sometimes used to describe placements.
Placement Credit	Where students are required only to complete a placement satisfactorily to pass, placement credit (referred to as P credit) is currently awarded. Placement credit defines the amount of credit achieved, but does not define a level. The award of 'P' credit for placement learning will end with effect from 2011/12 for new students registering on awards of the University.
Professional Practice Module	A module which includes a requirement for assessment of professional competencies by an appropriately qualified practitioner and is normally undertaken by study and practice in a professional setting.
Programme	A programme is a degree scheme that leads to a UWE award.
Programme Specification	The authoritative statement of the teaching, learning and assessment requirements for a programme leading to a University award. Approved programme specifications are published on the University website .
Project Module	A module which has as its principal focus a project, dissertation or other form of individual or group study.

Registration	The process by which students at the start of each academic session confirm personal and financial details and confirm their ongoing membership of the University.
Resit	The opportunity to be assessed for a second time in a module, having failed to reach the required pass standard at the first sit.
Retake	The exceptional opportunity to be assessed in a module for the third time, having failed to reach the required pass standard at the first sit and resit.
Sandwich Placement	A period away from the University involving a work experience which is a requirement for a sandwich award.
Second resit	The exceptional opportunity to be assessed for the fourth time in a module having failed to reach the required pass standard at the first sit, resit and retake.
Sit	The opportunity to be assessed for the first time in a module.
Standard Module	The default type of module. Unless otherwise stated in the module specification, a module is classed as a standard module.
Unnamed Award	An award without a descriptor (e.g. Bachelor of Arts). It may be achieved by the accumulation of credit outside a prescribed programme or curriculum or where a student has failed to meet the specified curriculum requirements for a named award but has achieved the minimum credit total for a University award. The higher national certificate and higher national diploma, the integrated masters degree (e.g. MEng) and a masters degree are not available as unnamed awards.

University Modular Framework	The University-wide modular and credit Framework.
Viva Voce Examination	<p>to determine a borderline degree classification or differential level of an award, normally involving the chief external examiner</p> <p>or</p> <p>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.</p>

APPENDIX 2

SPECIMEN THESIS TITLE PAGE



University of the
West of England

**THE ORIGINS OF UNDERWATER
BASKET WEAVING IN WESSEX**

JOHN ALBERT SMITH

A thesis submitted in partial fulfilment of the requirements of the University of the West of England, Bristol for the degree of Master of Philosophy

This research programme was carried out in collaboration with the Marine Basket Weavers' Association

Faculty of Maritime Studies, University of the West of England, Bristol
March 2008