



REGULATIONS AND CODE OF PRACTICE FOR TAUGHT PROGRAMMES
Rules for Assessment, Progression and the Award of a Qualification

2011-12

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REGULATIONS AND CODE OF PRACTICE FOR TAUGHT PROGRAMMES - Rules for Assessment, Progression and the Award of a Qualification

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1 Introduction

- 1.1. These Regulations and Code of Practice ('the Code') summarise the University's expectations for the conduct of assessment, progression and the award of a qualification in undergraduate and taught postgraduate programmes. For information on research students please see the *Regulations and Code of Practice for Research Degree Programmes*: www.bris.ac.uk/esu/pg/policy/cop-research-degrees.html.
- 1.2. The University reviewed its degree classification, progression and marking procedures during 2008 -11 with the aim of implementing coherent, transparent and consistent common University wide regulations and guidance for assessment, progression and the award of qualification. A number of proposals arising from the review were approved by Senate in 2009 -10 and 2010-11 and are included in this Code. Timelines for the implementation of the new rules/regulations are provided in annex 2.
- 1.3. Students who registered before the implementation date for the new regulations (or 'rules') for progression and calculating the final programme mark / degree classification are subject to the regulations in place in the academic year prior to the implementation date for the new regulation, for the duration of their programme of study.

Those students who initially registered for their programme before the implementation date but, through suspension or the requirement to repeat a year or undertake a supplementary year, on returning to study join a cohort of students that are governed by the new regulations, will also become subject to the new regulations.

- 1.4. **Regulations / rules within the Code may not be varied. They are indicated by the boxed title of the section (where the entire section is regulatory - sections 4, 5, 11, 22, 23, 24, 26, 28 and 30) or by boxed text (where only part of the section is regulatory).** The rest of the Code should also be followed. Any requests to depart from the Code must be approved by the relevant faculty undergraduate or graduate Education Director and must be in accordance with faculty policy. If deemed appropriate, the University Undergraduate or, Graduate, Studies Committee and/or the relevant faculty committees may be consulted by the Education Director. University and faculty committees will ensure consistency of practice university-wide, and will make decisions that take account of the spirit of the Code.

2 Significant Changes to the *Regulations and Code of Practice for Taught Programmes* for 2011-12

Previous	Title: 'Regulations and Code of Practice for the Assessment and Progression of Students on Taught Programmes'
Change	New title: ' <i>Regulations and Code of Practice for Taught Programmes – Rules for Assessment, Progression and the Award of a Qualification</i> '
Rationale	The new title better describes the content of the Code with the addition and incorporation of new sections relating to the award of a qualification.

Previous	<p>The General Regulations for Undergraduate Programmes, including the Regulations for Specific Programmes, were provided in the <i>University's Charter, Acts, Statutes, Ordinances and Regulations</i>.</p> <p>The Regulations for Taught Postgraduate Programmes, including the Regulations for Specific Programmes, were provided in the <i>University's Regulations and Code of Practice for Taught Postgraduate Programmes</i>, which has now been dissolved.</p>
Change	The ' <i>General Regulations for Undergraduate Programmes</i> ' and the ' <i>General Regulations for Taught Postgraduate Programmes</i> ' have been updated and incorporated into the Code as sections 4 and 5 respectively. The ' <i>List of Undergraduate Programmes</i> ', the ' <i>List of Taught Postgraduate Programmes</i> ' and the ' <i>Regulations for Specific Programmes</i> ' have been extracted and added as annexes.
Rationale	<p>So to clarify and enforce current regulation, to ensure consistency and complementarity between sets of regulations and to locate all regulation related to assessment, progression and the award of the qualification in one document.</p> <p>The updating of the General Regulations will be managed by Education Committee in future, although any changes will still require approval from Senate and Council.</p>

Previous	N/A
Change	<p>New statement: "3.10 Faculties and schools must consider and fulfil the principles for the design and delivery of programmes by distance learning, whether as part of a programme or the whole programme."</p> <p>And inclusion of a new annex on the design and delivery of distance learning at the University (annex 3).</p>
Rationale	With the emergence of distance learning as a potential mode for delivering education, a set of principles to underpin the design and delivery of distance learning have been devised.

Previous	N/A
Change	New clause in 3.14: “Units should not span more than one academic year.”
Rationale	Given that there is not an academic rationale for this practice and such units do present a number of practical administrative difficulties.

Previous	10.1 Anonymity must be preserved when marks are considered at examination boards
Change	“11.1 Anonymity must be preserved when marks are considered at school examination boards and as far as possible at faculty boards. ”
Rationale	To account for the difficulties that has been experienced in ensuring anonymity at faculty boards.

Previous	N/A
Change	New clauses within section 12: ‘ <i>Assessment and disability</i> ’ relating to ‘ <i>Assessment and discrimination by association</i> ’. New section (14) on: ‘ <i>The timing and conduct of assessment with respect to pregnancy/maternity or paternity</i> ’.
Rationale	To account for legislation in the new Equality Act 2010.

Previous	Section on (15) ‘ <i>Marking criteria for all assessment tasks</i> ’
Change	This section has been updated to incorporate the new statements on utilising ‘ <i>University generic marking criteria and scales</i> ’, ahead of a planned full implementation in 2012-13.
Rationale	The purpose of the new content is to seek to improve consistency across the Institution, in respect of assessing attainment levels by adopting high level University wide generic marking criteria and to help students better understand the marks that they are awarded. As it has been recognised that some schools will be less well placed than others to implement these marking criteria proposals immediately and so their use, while encouraged during 2011-2012, will not be mandatory until 2012/2013 when it will be implemented for all forms of marking for all years of students.

Previous	Section on (18) ‘ <i>Medical and other extenuating circumstances</i> ’
Change	Minor revisions to section, including: <ul style="list-style-type: none"> • clarifying the possible decisions the Faculty Board of Examiners may make when presented with extenuating circumstances; • clarifying the date at which students should submit a completed

	<p>extenuating circumstances form, as follows:</p> <p><i>“18.3: Students must complete the University’s form for extenuating circumstances (available at: www.bris.ac.uk/academicregistry/office/policies/) and submit the form to the relevant School or Faculty Office within TWO days (excluding weekends and bank holidays) following the final assessment or examination in the assessment / examination period to which it relates, so as to inform the Faculty Board of Examiners for his/her programme of any extenuating circumstances that may have affected his/her ability to fulfil the criteria for the award of credit points or to perform to the best of his/her ability in assessment events.”</i></p>
Rationale	So to provide clearer guidance on the process.

Previous	A Certificate of Higher Education requires a minimum of 90 credit points at the level of the qualification.
Change	As stated in the University’s credit framework (21.4) a Certificate of Higher Education now requires a minimum of 120 credit points at the level of the qualification.
Rationale	The University does not offer any pre-level 4 (certificate) units.

Previous	N/A
Change	<p>New section (22) on ‘<i>the unit mark</i>’, which includes:</p> <ul style="list-style-type: none"> • “22.1 The mark should be calculated and recorded to one decimal place by averaging the marks for each of the constituent elements / assessments. • 22.3 For the purposes of awarding credit for an individual unit, the recorded mark for each unit is rounded to the nearest integer. • 22.4 For the purposes of determining progression from year to year or from the taught component to the dissertation stage, the recorded mark, to one decimal place, is used to calculate the average year or taught component mark. • 22.5 For the purposes of determining the final programme mark and degree classification in taught modular programmes, the recorded unit mark, to one decimal place, is used to calculate the final programme mark. • 22.7 The final unit mark should be displayed as the calculated rounded integer, unless required by a board of examiners for the purposes of calculating the year/taught component mark (so to determine progression) or the final programme mark (so to determine degree classification).”
Rationale	In parallel with the implementation of common rules for the calculation of progression and the final programme mark, to clarify how the constituent unit mark is calculated and recorded.

Previous	N/A
Change	<p>New section (23) on <i>'the year mark – in undergraduate programmes'</i>:</p> <ul style="list-style-type: none"> • “23.1 For the purposes of determining progression, specifically for the application of 26.11, the overall mark achieved for the year in undergraduate programmes is calculated by averaging the recorded unit marks (i.e. recorded to one decimal place). • 23.2 The weighting given to the unit mark will correspond to the credit point value of the unit, e.g. the mark for a 20 credit point unit would be a 1/6 of the whole year mark, if the student has to achieve 120 credit points during the year. • 23.3 The result of the calculation of the overall mark achieved for the year is rounded to the nearest integer for the purpose of applying progression rules as set out in 26.11.”
Rationale	In parallel with the implementation of common rules for the calculation of progression and the final programme mark, to clarify how the year mark is calculated so to determine progression to the next year of study.

Previous	N/A
Change	<p>New section (24) on <i>'the taught component mark – in taught postgraduate programmes'</i>, which includes:</p> <ul style="list-style-type: none"> • “24.1 For the purposes of determining progression from the taught component to the dissertation stage, specifically the application of 26.12 and classification (see 28.2) the overall mark achieved for the taught component is calculated by averaging the recorded unit marks, which are to one decimal place. • 24.2 The weighting given to the unit mark will correspond to the credit point value of the unit, e.g. the mark for a 20 credit point unit would be 1/6 of the whole year mark, if the student has to achieve 120 credit points during the year. • 24.3 The result of the calculation of the overall mark achieved for the taught component is rounded to the nearest integer. “
Rationale	To clarify how the taught component mark is calculated so to determine progression to the dissertation stage.

Previous	Section (25) on <i>'Progression, the award of credit and re-assessment for undergraduate programmes'</i>
Change	<p>The previous section (25) now applies to those undergraduate students initially registered prior to the 2011-12 academic year.</p> <p>A new section on the common rules for the progression and completion of students on taught modular programmes (section 26) – for students newly registered from 2011-12 has been incorporated, and additionally:</p>

	<ul style="list-style-type: none"> • “26.1 If there is a discrepancy, these rules have primacy over Faculty Standing Orders, or equivalent faculty-level rules or regulations, with regard to the progression and completion of students newly registered on taught modular programmes from the 2011-12 academic year.” • “26.2 For the purposes of awarding credit for an individual unit, the recorded mark for each unit is rounded to the nearest integer.” • “26.3 For the purposes of determining progression from year to year, the recorded unit mark, to one decimal place, is used to calculate the year mark. The result of the calculation of the overall average mark achieved for the year should be rounded to the nearest integer for the purpose of applying 26.11.” <p>Furthermore an implication of the new progression rules is that faculties which currently utilise the Ordinary Degree as a mechanism for identifying students, whose academic performance is giving concern, will need to develop a separate “at risk” monitoring mechanism for such students, as the option of transferring students onto, and then a year later, out of an Ordinary Degree a progression option is no longer possible. Ordinary degrees are now used as an exit route only.</p>
Rationale	<p>To resolve the anomalies and inconsistencies across the University, in respect of the award of credit for the purposes of the progression of students from year to year and for completion.</p> <p>The additional statements have been added to clarify the supremacy of the rules over local regulations or rules and to distinguish between the (rounded) mark that is considered for the award of credit and the mark (to one decimal point) that contributes to the calculation of the year mark.</p>

Previous	N/A
Change	New section (27) on ‘Principles for the progression and completion of students on the MBChB, BDS and BVSc professional programmes’
Rationale	<p>As above. The professional programmes are non-modular and have different requirements of their students in accordance with professional body needs and so will have a separate set of regulations for progression and completion of the programme.</p> <p>The principles are for guidance in 2011-12; the finalised policy, once approved, will become regulations from 2012-13.</p>

Previous	This was previously determined by Faculty Standing Orders, or equivalent.
Change	New clauses within section 28 (28.15 – 28.23) on ‘calculating the final programme mark and the award of a degree with merit or distinction for the MBChB, BDS and BVSc professional programmes’.
Rationale	So to standardise the method for calculating the final programme mark and the award of a degree with merit or distinction across the undergraduate professional programmes.

Previous	N/A
Change	<p>New clauses within section 28 (28.24 – 28.26) on ‘<i>calculating the final programme mark in taught postgraduate programmes</i>’.</p> <p>These rules apply to all newly registered students on the professional programmes of MB,ChB, BDS and BVSc at the University of Bristol from the 2011-12 academic year. Students who registered before 2011-2012 will continue to be governed by the regulations that were in place in the academic year 2010-11, for the duration of their programme of study, unless they re-sit a year (and thereby join a cohort governed by the new rules, in which case they too will be subject to the new rules) or a current cohort of students consents to the new rules being applied, so long as this would not disadvantage any student.</p>
Rationale	So to confirm the common method for calculating the final programme mark for taught postgraduate programmes.

Previous	The regulations on suspensions or extensions of studies in taught postgraduate programmes were previously provided in the Regulations and Code of Practice for Taught
Change	Incorporation of the regulations into section 30: ‘ <i>Suspensions or extensions of studies</i> ’.
Rationale	So to bring information on suspensions and extensions of studies into one section.

Previous	Statements in the section on the Disclosure of Marks and Results were for guidance only.
Change	Clauses 32.2 – 32.7 have become regulation.
Rationale	To reinforce a consistent process for the disclosure of marks and results across the University.

Previous	N/A
Change	<p>The ‘Roles and Responsibilities’ section has been moved to the back of the main document.</p> <p>Additionally a statement on ‘Education Directors’ has been added:</p> <p>“35.1 It is the responsibility of the faculty Education Directors, supported by each Faculty Quality Assurance Team (FQAT), to work closely with schools to implement university and faculty policies and procedures with respect to these Regulations and Code.”</p>
Rationale	To confirm the role of the Education Directors in implementing the policies with respect to the Regulations and Code.

Annexes

- Minor amendments to section 10 ('Information for Boards of Examiners') and 11 ('Appeal against a decision of a Board of Examiners') within Annex 11: Examination Regulations, as approved by Council;
- Addition of Annex 2: 'Dates for implementing new university policy';
- Removal of previous Annex: 'Examples of Generic Marking criteria';
- Minor amendments to Annex 13: 'Guidance for faculties on classifying extenuating circumstances';
- Minor amendments to Annex 14: 'Guidance on student absence due to illness';
- Minor amendments to Annex 18 'Guidance for faculties on implementing the 'supplementary year';
- Addition of Annex 16: 'QAA Descriptor for a Higher Education Qualification at Level 7';
- Addition of Annex 19: 'Flow diagram of the options for student progression under the new common rules – for newly registered students from 2011-12';
- Incorporation of Annex 22: 'Guidance on suspension or extension of study for taught postgraduate students' from the previous *Regulations and Code of Practice for Taught Postgraduate Programmes*;
- Addition of Annex 23: 'Calculating the unit mark, year mark, taught component mark and final programme mark and degree classification in taught programmes';
- Addition of Annex 25: 'Agreed weightings, by faculty, to be applied for the purposes of calculating the final programme mark and degree classification in undergraduate programmes'.
- Incorporation of Annex 26: 'Dissertation Guidelines for Taught Postgraduate Programmes' from the previous *Regulations and Code of Practice for Taught Postgraduate Programmes*;

General Regulations and Principles for Taught Programmes

3 Principles for establishing taught programmes

- 3.1 Each degree programme is the responsibility of the relevant faculty, subject to approval by Senate.
- 3.2 Every degree programme must be justified on academic grounds and the level of demand for them must be sufficient to merit the use of the resources required for delivery.
- 3.3 Faculties must adhere to the established procedures for the approval of named degree programmes.
- 3.4 Control over entry to any programme or unit rests with faculties (programmes) and schools (units). This includes the evaluation and acceptance of students transferring from other institutions or internally within the University.
- 3.5 All new and existing undergraduate and taught postgraduate programmes must be fully modular in structure, with the exception of the MB,ChB, BDS and BVSc programmes, which are currently not modular.
- 3.6 Undergraduate programmes may be a single honours unitary degree or a joint honours degree devoting approximately equal time to two subjects or a major/minor combination where the minor subject accounts for at least a quarter of the programme.
- 3.7 Faculties and schools must specify the constituent units, as well as other pre- and co-requisites, for all existing and any new programmes in the programme specification.
- 3.8 Faculties and schools whose programmes or units are either validated by professional bodies or which are required to adhere to curricular content specified by professional bodies will establish with those organisations what constitutes an acceptable curricular structure.
- 3.9 For each joint honours programme, one of the contributing schools must own the programme and apply the relevant regulations as set out in this policy. For programmes that span faculties the programme committee must decide the 'home' school, and therefore faculty ownership, guided by the balance of the programme content and emphasis.
- 3.10 Faculties and schools must consider and fulfil the principles for the design and delivery of programmes by distance learning, whether as part of a programme or the whole programme (see annex 3).

The programme structure

- 3.11 The modular structure of any programme should:
 - a) permit flexibility in the choice of units across school, faculty and institutional boundaries to academic advantage, enabling students to exercise a measure of choice in their own curricula;
 - b) facilitate new interdisciplinary programmes/units;
 - c) safeguard the existence of, and the choice to take, coherent, specialist degree programmes;
 - d) facilitate access for non-traditional students;

- e) permit University of Bristol students to use credits gained at the University towards a degree in another university;
- f) within the constraints of double counting, described in points 4.12 and 4.13 of the General Regulations for Undergraduate Programmes and point 5.5 in the General Regulations for Taught Postgraduate Programmes, allow for credit transfer to permit University of Bristol students to use credits gained during a period of study at another university towards their Bristol degree; allow students from other universities to use the credits they bring with them towards a University of Bristol degree, subject to the acceptability of individual students; and allow students from elsewhere to use credits gained in a period of study at the University of Bristol towards a degree in their own university (see the University's Guidelines on the Accreditation of Prior Learning for Taught Programmes at annex 20);
- g) offer the opportunity for students who do not complete a full programme of study at the University to be provided with tangible evidence that they have successfully completed a piece of work within an accepted curricular structure.

Unit sizes and structure of the teaching year

- 3.12 The University's standard unit sizes are 10, 20, 30, 40 and 60 credit points. A single 120 credit point undergraduate unit which encompasses a full academic year where the student is studying abroad or in industry is also permitted.
- 3.13 In postgraduate taught programmes units of more than 60 credit points are permitted to accommodate projects or dissertations.
- 3.14 The University follows a two teaching block (12, 12 + 6 pattern) for the academic year. Therefore, faculties and schools must so arrange units that the whole curriculum year of any programme may be divided into two parts. Units should not span more than one academic year. A unit may only be scheduled to run outside of this structure where there are good pedagogic reasons so to do and subject to approval by Education Committee.

Levels of study

- 3.15 To enable credit transfer, internally and externally, the levels of credit below have been identified:
 - level 3 units may be considered as alternatives to A levels; they are normally pre-requisites to level 4 units and feature in pathway programmes,
 - level 4 units are normally taken as part of the first year of an undergraduate programme,
 - level 5 units are normally taken as part of the second, third or final year of an undergraduate programme.
 - level 6 units are normally taken as part of the third or final year of an undergraduate programme.
 - level 7 units are normally taken as part of the final year of a master's or integrated master's programme or the year abroad.

Open Units - student choice within undergraduate programmes

- 3.16 In order to support the principle of students being given the opportunity to broaden their education within the programme of study, all full time students on undergraduate degree programmes will normally have the opportunity to take units outside of their

subject discipline (i.e. 'open units') worth 40¹ credit points in a defined year of study, except where this is not practicable due to professional accreditation reasons. Schools wishing to permit students the opportunity to take open units worth more than a total of 40 credit points may do so.

- 3.17 Faculties and schools will determine the point during a student's career at which open units may be taken. Faculties and schools may specify to its students which open units are most appropriate for them to take.
- 3.18 Students do not have a right to take any particular unit. The availability of any particular unit is subject to practical constraints such as space in teaching rooms or laboratories and timetabling. Subject to these constraints, students may also seek to take a unit (or units), which has not been flagged as being an 'open unit'.
- 3.19 Students are not required to take open units. If they wish, and subject to the programme structure and practical constraints described in 3.18, they can take the 40 credit points set aside for open units in their honours subject(s).

4 General Regulations for Undergraduate Programmes

These Regulations apply to:

- Preliminary Certificates
- Pathway Certificates
- Certificates of Higher Education
- Diplomas of Higher Education
- Foundation Degrees
- The First Degree programmes of BA, BSc, BEng, LLB, BEd, MSci and MEng, relating to the levels of study described in the Glossary (annex 1).

A list of current undergraduate programmes, to which these Regulations apply, is provided at annex 4.

The Regulations for the specific programmes: MBChB, BDS, BVSc, Diploma in Dental Hygiene, Diploma in Dental Therapy, Professional Graduate Certificate in Education and the Graduate Diploma, are available at annex 5.

The Diploma in Dental Hygiene, which is governed by specific regulations, is subject to these General Regulations except where the specific regulations indicate otherwise.

- 4.1 To be eligible for admission to a programme of study candidates shall have such qualifications as Senate shall determine.

Most candidates for admission to the University will be at least 18 years old on entry. If a candidate is selected who will be under 18 years of age on admission, such admission shall be conditional on a declaration by the Academic Registrar that satisfactory arrangements have been made for the student's accommodation and pastoral care, in accordance with the University's Policy on the Safeguarding of Children, Young People and Vulnerable Adults (see www.bristol.ac.uk/secretary/legal/cppolicy.html).

- 4.2 No student shall be permitted to register and be admitted to any programme of study at the start of any academic year if that student:

¹ From 2012-13, the minimum requirement for open units in a year of study will be 20 credit points.

- a) has failed to satisfy the academic requirements of the programme for the previous year of study, as outlined in the regulations for the progression of students on taught programmes (see sections 25 and 26); or
 - b) is in debt to the University in respect of tuition or other ancillary fees, accommodation fees or fines properly imposed for breach of any University regulation, unless specific arrangements have been agreed with the University for the settlement of the debt; or
 - c) is suspended.
- 4.3 Subject to the approval of Senate, Faculty Boards shall determine the programmes to be offered for each degree, diploma or certificate within the faculty and the units to be taken within each programme. Details of the curriculum requirements for each programme shall be published in the faculty and/or school handbook to which the programme belongs.
- 4.4 Subject to the approval of Faculty Boards and Senate, schools shall determine:
- a) the content and duration of each unit and the criteria for its satisfactory completion;
 - b) the value in terms of credit points and level to be assigned to each unit;
 - c) the pre-requisites and co-requisites associated with each unit.
- 4.5 The normal requirement for each full-time year of study is not less than 120 credit points and not more than 130. The University does not encourage students to take more than the required units for the programme. However, if a student chooses to do so they will be required to pay a fee for the additional units and neither the credit nor the marks accumulated will count towards their final award.
- 4.6 The consent of the Faculty Board shall be necessary for the admission of a student to any assessment and to each part of a programme. Each programme is governed by the University Examination Regulations (see annex 11).
- 4.7 Each student shall attend such lectures, discussion periods, tutorials, practical classes, design classes, fieldwork, vacation courses and any other educational activities as described in the programme specification, and shall undertake such written and other work as may be required. Each student shall also attend, as an integral part of the programme, such work placements, vacation courses and fieldwork as are defined in the programme and are required of her/him. Each student shall also undertake any professional requirements, as described in the programme specification. Each student shall undertake such assessments as are arranged.
- 4.8 The failure of any student to show satisfactory progress on the programme, including failure in summative assessment, failure to obtain credit points or to attend regularly any prescribed part of a programme (including such lectures, discussion periods, tutorial and practical classes, fieldwork, design classes and vacation courses as may be required) or to undertake prescribed written or other work or to present himself or herself for any examination or to reach a satisfactory standard in any assessment or any part or parts of an assessment, shall be reported to the Faculty Board which may at any time, if it thinks fit, require the student concerned to repeat part of a programme or to retake an assessment or to withdraw from a unit or units or the whole programme in accordance with the University regulations on student progression.

Any student who has been required to withdraw shall be informed in writing of the decision and of the University procedures for making representations against the decision.

- 4.9 The Faculty board of examiners shall determine whether a candidate, on completion of the programme including the final assessment, has obtained the required number of credit points for the award of a degree, diploma or certificate. The class of the degree will be determined in accordance with the University regulations on degree classification (see section 28).
- 4.10 A student who has obtained 120 credit points at level 4 or above but who either does not proceed to undertake further units or does not satisfactorily complete further units may, if his or her faculty has made provision, be awarded a Certificate of Higher Education. Similarly, a candidate registered for a higher award who has obtained 240 credit points at appropriate levels may, if his or her faculty has made provision, be awarded a Diploma of Higher Education (see the University's Credit Framework in section 21 for more details).

For the purposes of the Intercalated Degree of BSc in the Faculty of Medicine and Dentistry or the Faculty of Medical and Veterinary Sciences, or the BA in Medical Humanities in the Faculty of Arts, the first two years of the MB,ChB, BDS or BVSc programme shall each be deemed to be worth 120 credit points.

- 4.11 Study and assessment carried out under the supervision of the University, or in another institution approved by Senate, and credit points obtained there from may be accepted towards the fulfilment of the requirements of a particular programme.

In every case, except where there is a specific agreement with another institution which has been approved by Senate or in the case of the BSc (Hons) in Social Work with Children and Young People or the BSc (Hons) in Professional Practice with Children and Young People, a candidate for a degree programme must take and satisfactorily complete University of Bristol units which comprise the final 120 credit points of the programme.

- 4.12 Save as specified below credit points may be used once only and may not be used towards two or more undergraduate awards of this University or of another institution and this University. The exceptions are:
- a) with the consent of Senate, where an award at one level may be subsumed into an award at a higher level;
 - b) with the consent of Senate, where a University award or award of another institution has independent standing as a professional qualification and is accredited by a professional body;
 - c) where a medical, dental or veterinary student of this University intercalates a year of study for the degree of BSc or BA in this University or elsewhere, or where a medical, dental or veterinary student from another institution intercalates a year of study for the degree of BSc or BA in this University.

- 4.13 No student who is registered for a programme of full-time study leading to a qualification of the University of Bristol may concurrently be registered on a programme of full-time study leading to the award of a qualification of another institution.

- 4.14 The degrees of BA, BSc, BEng, LLB, may be awarded with honours or as ordinary degrees. Names of successful candidates for honours shall be arranged as follows: first class honours; second class honours in two divisions and third class honours. The names of successful candidates for the ordinary degrees shall be listed separately.

- 4.15 The degrees of MSci and MEng may be awarded with honours, as follows: first class honours and second class honours in two divisions.

- 4.16 The Foundation Degree is not awarded with honours.

4.17 Subject to Ordinance 15, the following table shows the minimum and maximum periods of study for full-time undergraduate awards covered by these regulations. Periods of study for part-time students shall be calculated pro-rata to the periods of full-time study. *For this purpose*, the maximum period of study for an undergraduate programme excludes periods of suspension, but includes periods of extension that have been accepted by the Faculty, due to poor academic performance, for example where students re-take an academic year.

Title of Award	Period of Study (one academic year normally equals 30 weeks' study)	
	Minimum	Maximum
Professional degrees (BDS, BVSc, MB,ChB)	5 academic years*	7 academic years
Integrated (5-year) Master's degree (e.g. with a Year Abroad/in Industry)	5 academic years	6 academic years
Integrated 4-year Master's Degree	4 academic years	5 academic years
Honours Bachelor (4-year) Degree	4 academic years	5 academic years
Honours Bachelor (3-year) Degree	3 academic years	4 academic years
Honours Bachelor Degree that requires study abroad or in industry (i.e. away from the University) for one academic year	4 academic years	5 academic years
Ordinary Degree	2 ½ academic years	4 academic years
Foundation Degree	2 academic years	4 academic years
Undergraduate Diploma of Higher Education	2 academic years	3 academic years
Undergraduate Certificate of Higher Education	1 academic year	1 academic year
Pathway Certificate (single subject)	1 academic year	See relevant programme specification
Preliminary Certificate (combined studies)	1 academic year	n/a

* with the exception of graduate entry onto the MB,ChB, which is 4 years for those with a suitable undergraduate degree.

5 General Regulations for Taught Postgraduate Programmes

The programmes governed by these Regulations are provided in annex 6: the 'List of Taught Postgraduate Programmes'.

The Regulations for the specific programmes of MClintDent, PCGE and the MSc in Social Work can be found at annex 7.

Selection and admission

- 5.1 Selection of students for taught postgraduate programmes must be in accordance with the University's Admissions Principles and Procedures for Postgraduate Taught Programmes: www.bristol.ac.uk/university/governance/policies/admissions/taught-pg.html

Registration

- 5.2 Students must register at the beginning of each academic year for which credit is being sought and pay the relevant tuition fee. Continuing students in debt to the University will not be permitted to re-register or progress until the debt is settled.
- 5.3 No student registered for a programme of full-time study leading to a qualification of the University of Bristol may be registered concurrently on a programme of full or part-time study leading to the award of a qualification at this or another institution.
- 5.4 Students on some taught postgraduate programmes may be permitted to register initially for a postgraduate diploma or postgraduate certificate, subject to faculty approval.
- 5.5 Graduates of the University in receipt of a Postgraduate Certificate or Postgraduate Diploma award may be permitted by the faculty to re-register for the taught or research component (and to pay the relevant fee) for a Master's degree, normally within the programme's maximum study period or, where applicable, as part of Accredited Prior Learning procedures (see annex 20). In such cases, on successful completion of the Master's award, the Postgraduate Certificate or Diploma will be subsumed into the higher award and the original award certificate must be returned to the Faculty office by the student.

Period of study

- 5.6 The period of study commences when the student is first registered for the degree programme. Students are expected to complete their programme within the specified normal period of study and must not exceed the maximum study period.
- 5.7 The maximum study period normally only applies to students who are undergoing re-assessment.
- 5.8 The normal and maximum periods of study for taught postgraduate degrees are:

Title of award	Student mode of attendance	Normal study period	Maximum study period
Postgraduate Certificate 60 credit points	Full-time	Not less than 15 weeks' study	6 months
	Part-time	6 months	12 months
	Part-time variable	Not applicable	Not more than two years' study
Postgraduate Diploma 120 credit points	Full-time	Not less than 31 weeks' study	12 months
	Part-time	6 months	24 months
	Part-time variable	Not applicable	Not more than three years' study
Master's degree 180 credit points	Full-time	Not less than 50 weeks' study	18 months
	Part-time	24 months	36 months
	Part-time variable	Not applicable	Not more than five years' study*
MA in Law 240 credit points	Full-time	24 months	Not more than three years' study
MSc in Social Work 300 credit points	Full-time	24 months	Not more than three years' study
MClinDent 180 credit point	Full-time	24 months	36 months
	Part-time	48 months	60 months
PGCE (Postgraduate Certificate in Education) 60 credit points	Full-time	12 months	Not more than three years' study.

**Not more than eight years study for part-time variable students on the MSc in Teaching and Learning for Health Professionals and the Master in Laws (LLM) by Advanced Study.*

School Responsibilities

5.9 Schools will ensure that:

- a) At the commencement of their period of study, students are given the opportunity to meet key teaching and support staff, and other students on the programme.
- b) Students are provided with induction/orientation information in electronic or paper format to include a detailed induction programme, a timetable and calendar of key academic events. Students should also receive a copy of the University and Faculty Student Handbook or be directed to the online versions.
- c) Students receive appropriate handbooks (for the programme, unit/s and dissertation), outlining programme requirements and academic standards, contact

details of key staff and their office hours/weekly availability and sources of academic and pastoral help and sources of general and skills training. Students should also be given access to general and discipline specific careers advice. Health and Safety training should be provided by schools as appropriate.

- d) Students on professional programmes receive information on any professional requirements, including any compulsory practical, clinical or professional placements and fitness to practice procedures. Additional professional and clinical skills and competency requirements will be specified in full in programme specifications and handbooks.
- e) Teaching staff have expertise in the subject area and that students can interact with a range of appropriate teaching staff on their programme of study.
- f) The learning environment is suitable for a diverse student body, including disabled students, international students or students working in professional employment who do not often visit the University campus, whether they are studying full-time, part-time or on a part-time variable basis.
- g) Students are made aware of the facilities available to them during their studies (e.g. library, office/laboratory/workshop space), and of any requirements for their use. Students working remotely, including those 'writing up' their dissertation (or equivalent), should be given access to appropriate facilities and resources to support their study, including those available electronically.
- h) If a student is required to participate in a professional or industrial placement, the School will ensure that the student has access to appropriate facilities, information and support while on the placement. Organisers of student placements must be familiar with the University's 'Guidelines on Student Placements in Taught Programmes' (www.bristol.ac.uk/esu/studentlearning/placements/).

Student Entitlements

5.10 Taught postgraduate students can expect:

- a) Information on tuition fees, registration, induction, the timetable and staff office hours/availability.
- b) Information on programme and unit content and requirements and how academic progress towards the award is monitored.
- c) Adequate opportunities to meet their personal tutor and/or programme director (as applicable), unit directors and dissertation supervisor(s) for informal and formal discussions about academic progress or pastoral matters.
- d) Information on the return of required written work, with formative feedback, within an agreed time scale (typically 3 weeks for full-time students, unless exceptional circumstances arise, in which case students will be informed of the deadline).
- e) Access to a learning infrastructure that supports their academic progress and their ability to complete the degree successfully within the required time period. Where relevant, details of appropriate language courses should be provided, bearing in mind the challenge of taking a language course while committed to a full-time programme of study
- f) Access to an appropriate learning environment, including a wider research environment, (in the University or collaborating institutions) within which there is relevant and sufficient expertise and appropriate facilities available to support the programme of study.

- g) Information about the support and guidance available at School/Faculty/University level (e.g. student handbooks, student web pages), including information on complaints and appeals procedures and information on student representation procedures at School/ Faculty/University level and on student feedback opportunities

Student Responsibilities

5.11 Taught postgraduate students are expected to:

- a) Register with the University at the start of the academic session, ensuring that they are registered on the correct units with sufficient credit points for the programme.
- b) Pay the required tuition fee and ensure that they have the necessary financial support to enable completion of the programme
- c) Take responsibility for their own personal and professional development and academic progress, making the most of those learning opportunities that will enhance their capacity for independent and 'self-directed' learning.
- d) Meet the University's requirements for good academic conduct, including timely submission of assessed work by the set deadline, attending at meetings with unit directors and dissertation supervisor(s) as required, attend lectures, seminars and practical sessions regularly and take an active part in the programme of study.
- e) Maintain effective working relationships with teaching staff (programme director, personal tutor, unit directors, dissertation supervisor) and other students, treating all with respect and consideration. Students on professionally-recognised vocational programmes are additionally expected to maintain standards of conduct commensurate with professional practice standards.
- f) Maintain academic integrity, acknowledging fully the work of others in their coursework and assessed work, and be familiar with the referencing conventions of the discipline or programme, so that their work is free from plagiarism.
- g) Notify the University of any disability, mitigating circumstance or support needs that may affect their study or performance in assessments, in line with these Regulations and Code of Practice.
- h) Notify the University of changes in their personal information (term time/home addresses, telephone numbers) immediately by updating their personal details online at <https://www.bris.ac.uk/studentinfo/>
- i) Notify their programme director of any potential change in circumstance (requests for a change in mode of attendance, suspension of study, resumption of study, extension of study, programme transfer or withdrawal) in good time.
- j) Be familiar with, and comply with, University Regulations and Guidelines including: these Regulations and Code of Practice, relevant programme regulations (www.bris.ac.uk/university/governance/rules-regulations/), the Rules and Regulations for Students (including the University's Intellectual Property Policy for Students: www.bristol.ac.uk/secretary/studentrulesregs/intelprop.html) and the Examination Regulations (including sections on plagiarism and cheating).
- k) Be familiar with relevant University rules on health and safety, data protection, research ethics and confidentiality and the norms of good research practice applicable to their disciplinary area.
- l) International students with visa / immigration queries must only discuss these with the specially trained staff based in the International Advice and Support Unit in the International Office. These staff can also provide general support and guidance to international students.

Monitoring of the progress of taught postgraduate students

- 5.12 Faculties should monitor the progress of taught postgraduate students at examination boards and as part of Annual Programme Review.
- 5.13 The University expects informal monitoring of student progress within 2 - 3 months of initial registration. Practice may vary according to the discipline, student cohort or mode of study. Schools will make it clear in their handbooks which method is used.
- 5.14 Monitoring of student progress normally includes monitoring of attendance on units and performance in seminars and may also include informal evaluations of a student's progress in a unit/programme.
- 5.15 Informal reviews of student progress will help ensure that the student is in a position to overcome practical or academic hurdles to progress and will enable the student to discuss any concerns about progress with the unit/dissertation supervisor. The student should see and comment on any written report made about his/her progress.
- 5.16 Part-time variable students should receive timely feedback on their progress in each unit from the unit director, normally in advance of commencing study on another unit. Guidance should be provided in school handbooks.

The Dissertation

- 5.17 For most postgraduate Master's awards, a dissertation worth 60 credit points is required. Postgraduate Master's awards with an enhanced research component normally require dissertation/s worth 90 to 120 credit points. Dissertation requirements are outlined in the 'Dissertation Guidelines for Taught Postgraduate Programmes' (annex 26) and in individual programme specifications.
- 5.18 The dissertation/research project must normally be submitted by 15 September. Faculties may alter this deadline date for part-time or professional Master's programmes. Information on submission procedures and submission deadlines are published in faculty and/or school handbooks.
- 5.19 The dissertation must be a student's own work. A student may not include in any dissertation (or equivalent), material previously submitted and approved for an award of a degree at this or any other university.
- 5.20 **School responsibilities concerning the dissertation:**
 - a) To assign each student a dissertation supervisor by the start of the dissertation.
 - b) To provide students with information and guidance on the dissertation process, the standards expected and the normal number of contact hours that apply. Students can expect to receive information in a school handbook and guidance in a dissertation workshop, seminar, work session and/or unit.
 - c) To inform students of the faculty/school norms on the reading of draft section(s) of the dissertation that will apply (once only is the norm in many but not all schools) and information on the amount of formative feedback that will be given during the process.
 - d) To provide students with relevant legal and regulatory information and guidance e.g. health and safety, research ethics, copyright, data protection, plagiarism, criminal records bureau check procedures.
 - e) If a student's research requires a period working away from the University, the School should ensure that appropriate supervisory/personal tutor arrangements, understood by the student, are in place to cover these periods.

- f) To inform students of the independent sources of help/advice that are available should a problem arise during the dissertation process, e.g. programme director, personal tutor.
- g) In schools where a dissertation or research project has a placement element or a student spends time at a company location, the dissertation supervisor and the safety officer will seek to ensure student safety by ensuring that the company has a safety code of practice. Organisers of placements must be familiar with the University's Guidelines on Student Placements in Taught Programmes (www.bristol.ac.uk/esu/studentlearning/placements/).

5.21 Dissertation supervisor's responsibilities

- a) To be aware of and understand University policies and procedures.
- b) To be knowledgeable about the general or specific research area of the student's dissertation so as to provide guidance on the nature of the dissertation and the standard of work expected.
- c) To advise on the planning of the dissertation; to discuss the timetable and dates for completion of different stages.
- d) To advise the student on training necessary for completion of the dissertation, e.g. statistical or software courses which may include referral to other sources of help and advice. To advise on techniques, research methods, research ethics and other relevant issues (e.g. criminal records check procedures, intellectual property), and to encourage the student to become aware of recent developments in the research area.
- e) To supervise and maintain contact with the student through meetings, email or telephone contact where appropriate (e.g. when a student is working on a placement away from Bristol) as detailed in school handbooks.
- f) To propose adequate arrangements for supervision of students during study leave (or unavoidable absence) to the Programme Director or Head of School, as applicable.
- g) The dissertation supervisor will not proof-read or edit the work. In programmes where a specified proportion of the draft dissertation may be read by the dissertation supervisor, s/he may comment on the following as applicable: dissertation or report structure, content of sections, research sources and methodology, referencing and style.
- h) Where re-assessment of the dissertation is permitted by the Examination Board, the dissertation supervisor will ensure that the student understands the feedback given by the examiners and knows what is required for re-submission.

5.22 Student's responsibilities during the dissertation

- a) To agree a suitable dissertation topic with their dissertation supervisor and to work on a research plan in consultation with that supervisor.
- b) To attend dissertation workshops and seminars (where provided) and be familiar with relevant school information on the dissertation process.
- c) To agree a schedule of meetings with their dissertation supervisor at the start of the process, initiate meetings, attend all scheduled meetings and presentations and remain in contact during the period of the dissertation.
- d) To be responsible for their own progress with the dissertation, keeping their dissertation supervisor informed of their overall progress, raising any problems they

are having with the dissertation with their dissertation supervisor at the earliest opportunity. To work on their dissertation taking account of advice and guidance and submit work by set deadlines.

- e) To ensure that ethical or statutory checks are carried out early in the dissertation process so that the progress of their research is not delayed. Criminal records bureau, research ethics or intellectual property checks or approval may take weeks/months to complete.
- f) Where required by the school, to provide the dissertation supervisor with a draft section of the dissertation by the specified deadline, in accordance with school dissertation guidelines.
- g) To be responsible for the quality and standard of their own work. They should proof-read the final draft, ensure it is legible and check that both citation and referencing have been done to the required standard.
- h) To submit the dissertation within the normal study period for the programme
- i) Where the Examination Board permits re-assessment of the dissertation, the student must take account of the feedback from examiners to improve the re-submitted work.

Feedback Opportunities

5.23 Taught postgraduates may provide feedback on their experiences through their student representatives on school staff/student liaison committees, through 'end of programme' and unit questionnaires as well as providing their views during School Reviews. At faculty level they may express their views through student representatives on relevant faculty committees and by providing feedback on their experiences to Faculty Quality Assurance Teams. At University level there are student representatives on Education Committee, Senate, Student Affairs Committee and Council.

*The **annexes** that formed part of the previous Regulations and Code of Practice for Taught Postgraduate Programmes and are not provided within this Code are available from the Education Support Unit website: www.bris.ac.uk/esu/facultyadvice/policy/.*

Forms and Conduct of Assessment

Introduction

Assessment is defined in the Quality Assurance Agency's *Code of Practice* section on *Assessment of Students* as "a generic term for a set of processes that measure the outcomes of students' learning, in terms of knowledge acquired, understanding developed, and skills gained".

Assessment serves many purposes:

- It is the means whereby student achievement is measured and compared, thereby providing the basis for decisions on whether a student is ready to progress or qualify for an award or to receive a licence to practise;
- enabling students to obtain feedback on the quality of their learning, thereby helping them improve their performance;
- giving staff an opportunity to evaluate the effectiveness of teaching and consistency of practice.

Assessment methods and their application are integral to the interdependent curriculum design/teaching and learning/assessment cycle and should reflect the intended learning outcomes at all stages of the programme. Staff should be aware of the impact that assessment has in shaping students' dispositions towards learning, their understanding of goals and their motivation.

In view of the value of different types of assessment for the student learning process, it is essential that assessment methods and procedures are carefully planned to reflect intended learning outcomes. In particular, staff should consider carefully which assessment method is most appropriate for evaluating student performance in a chosen element or unit, i.e. whether it will enable students to demonstrate that they have achieved, or exceeded, the intended learning outcomes.

6 Types of assessment and setting assessment tasks for summative purposes

- 6.1 Annex 8 summarises the assessment methods that might be expected in taught programmes. The list is not exhaustive, but covers types of assessment that are appropriate for evaluating students' performance across a range of intended learning outcomes. Most can be used for both formative and summative purposes, as appropriate. Where there is a strong predilection towards one purpose or the other, this is noted in the 'comments' column; otherwise there is no attempt to differentiate between suitability for formative or summative assessment.
- 6.2 Assessment may be:
- a) diagnostic: assessment which provides an indicator of a learner's aptitude and preparedness for a programme of study and identifies possible learning problems;
 - b) formative: designed to provide learners with feedback on progress and inform development, but does not contribute to the overall assessment;
 - c) summative: provides a measure of achievement or failure made in respect of a learner's performance in relation to the intended learning outcomes of the programme of study.
- 6.3 Assessment should be designed with a view to student progress, both in terms of subject knowledge and in terms of skills and attributes. The assessment design should indicate a progression over time and from formative assessment to summative assessment, through courses and across programmes. A focus on

student progress requires that assessment is understood as being part of the learning process, as well as a summative endeavour, as described here:

- a) assessment **of** learning is essentially summative and is evidenced in the assessment of the knowledge, skills and disposition/abilities of a learner;
- b) assessment **for** learning relates to providing formative feedback on performance which will aid further learning;
- c) assessment **as** learning can be defined as students engaging in self assessment with the gathering and interpretation of evidence to inform and plan future personal learning strategies, and the development of students as self-regulated learners.

The transition from assessment **of** learning to assessment **for** learning reflects a commitment to placing student learning at the centre of assessment design.

Students should be encouraged to see their own role in assessment as one of active engagement, rather than passive response. Given the increased level of technology available to, and used by students, its appropriate use will enhance student engagement in the assessment process.

- 6.4 Programmes are designed such that students are given an opportunity to develop aptitudes for, and be assessed on, learning outcomes that have been defined for the programme they are undertaking. Assessment tasks in courses are designed to assess one or more of the course learning outcomes, and are regularly evaluated to determine that the task is appropriate. The assessment in courses reflects a balance of formative and summative requirements in that students must be guided in their learning as well as being given information on ways in which they can improve their attainment. There must also be clear development of, and information about, progression through the programme of study, in terms of both attainment and demonstration of skills and attributes.
- 6.5 A programme need not employ all of the forms of assessment listed in annex 8 but the range should be sufficient to enable the full spectrum of knowledge and skills (both subject specific and generic) embodied in the programme and unit or element intended learning outcomes, to be appropriately assessed individually or cumulatively. The following principles should be applied wherever possible in assessing student work:
 - a) Different forms of assessment should be used to test different types of skills.
 - b) A variety of forms of summative assessment should be utilised, as appropriate, within a programme preceded by the provision of a formative experience of the summative assessment.
 - c) The volume of summative assessment in a programme must be the least necessary to measure the extent to which students have achieved the intended learning outcomes.
 - d) The overall assessment load associated with any unit must be appropriate to the level of study, the credit point weighting, and the need for formative feedback. This must be specified and agreed when the unit is first approved and should be reviewed as part of annual programme review.
 - e) Programme Directors should agree appropriate assessment methods to assist unit directors in choosing a set of formative and summative assessment tasks which are proportionate and consistent within the subject.
 - f) In assessing a unit composed of more than one element, it is the unit as a whole, not each element that needs to be satisfactorily completed. Elements need not be capable of being separately assessed although programmes may require an

element to be satisfactorily completed in order to pass the unit / enable the credit points to be awarded. Alternatively, if it is considered to be academically essential for a student to complete successfully one or more parts of a programme, those parts may be classified as units and assessed accordingly.

- g) Students should be given outline information about the assessment tasks they will encounter at the outset of the programme and the implications of any failure. Detailed information should be given at the beginning of each subsequent academic year on the timing and weighting of each assessment. Such information should be made available in programme/unit handbooks, and online via Blackboard, and should be reinforced, both at the beginning of a unit and before each assessment task.
- h) Decisions about the utilisation of the different types of assessment tasks should take into account competency standards, developing graduate attributes, professional frameworks, subject benchmarks and the degree to which the task can provide formative feedback and encourage student self-reflection.

Assuring assessment criteria and intended learning outcomes at unit level

- 6.6 Faculties are responsible for ensuring that students are given clear guidance on the assessment requirements of their programmes and units and receive equitable treatment university-wide.
- 6.7 Unit specifications must provide sufficient information about the assessment in relation to the intended learning outcomes. This should be accomplished by reference to the university common generic marking criteria and marking scales (see section 15) as well as the subject-specific marking criteria.
- 6.8 Any significant changes to a unit, at whatever level it is approved, should automatically trigger a review of whether the assessment methods and criteria remain congruent with the unit's intended learning outcomes.
- 6.9 Annual review mechanisms for units (annual unit or programme reviews) must provide appropriate opportunities for evaluating whether the assessments test the stated unit objectives/learning outcomes. This should be an agenda item at the Annual Programme Review.

Setting assessment tasks

- 6.10 It is the responsibility of the head of school and the relevant programme director to ensure that processes are in place for conducting assessment (see *Guidelines for Programme Directors* at annex 10). Schools should appoint a school examinations officer(s) to be generally responsible for the conduct of assessment in the school (see section 39).
- 6.11 More than one person must be involved in the setting of any assessment task so as to ensure a common understanding of what is being asked of the student and a consistent approach to marking. Any assessment task should be appropriately moderated.
- 6.12 Faculties and/or schools should have established mechanisms (such as a board of examiners' meeting) to scrutinise the assessment tasks set, to ensure they are of an appropriate standard and are consistent with the programme specifications with regard to content, intended learning outcomes and assessment methods. The timing of these mechanisms needs to take account of any assessment tasks students may be required to undertake at the end of, or during, teaching block 1.
- 6.13 External examiners must be sufficiently involved in the scrutiny of assessment tasks

to enable them to fulfil their primary role in assuring the academic standards of programmes of study. To facilitate this, they should have access to the relevant information relating to aims and objectives, contents, intended learning outcomes, assessment methods, marking criteria and any model answers.

7 Conduct of formal unseen written examinations

- 7.1 The procedures under which the University requires unseen written examinations to be conducted are set out in the University's Examination Regulations (annex 11). Should any divergence from these procedures be requested, the chair of the relevant board of examiners must be consulted. S/he may act on behalf of the board, but should first consult the undergraduate or graduate Education Director.
- 7.2 The University's Examination Regulations contain detailed provisions concerning the handling of allegations of plagiarism, cheating and other examinations offences (sections 2.9 -11.18). Anyone with responsibility for handling such allegations must be fully familiar with these regulations.

8 Conduct of coursework and similar forms of written summative assessment

Coursework is defined as any assessment based on essays, assignments, creative writing or other tasks that is completed outside timetabled classes in the students' own time. This section gives guidance on procedures concerning the conduct of this type of assessment. Summative assignments should be set, marked and moderated in the manner described in the Code.

- 8.1 Students should be provided with timetables at the start of each unit indicating when coursework will be set, when it is to be submitted and when it will be returned. Deadlines for coursework should be provided in sufficient time for completion.
- 8.2 Clear statements about how a student should apply for an extension to the original deadline and the penalties for late submission must also be provided (see section 19). Academic misconduct associated with continuously assessed assignments should be dealt with as a disciplinary offence.
- 8.3 Formative feedback on coursework, including summative assignments, should be provided to students. The work and the feedback should be returned promptly, in sufficient time to help the student's work on subsequent assignments. Student-led forms of feedback should also be undertaken prior to any subsequent assignments (see section 17).
- 8.4 External examiner(s) should be supplied with the summative assessment structure for a programme in which the examination and coursework requirements are defined. External examiner(s) must be able to scrutinise examination papers and examples of work from units where assessment is entirely through coursework.
- 8.5 The director of a unit which utilises coursework as an assessment method must ensure that all those involved in the assessment process are aware of the guidelines for the assessment of the unit. When marking of coursework is undertaken by more than one person, procedures must be in place to ensure the uniformity of marking.

9 E-assessment

The principles and guidance in this section apply to both summative and formative forms of e-assessment.

- 9.1 Students should be given access to/experience of the examination format and the technology prior to the summative examination. It is also good practice to give students prior exposure to a formative examination with feedback.
- 9.2 Arrangements should be made for responding to unexpected technical problems in a way that is fair and efficient and within a reasonable timeframe. This includes technical support in case of server failure. In cases of serious technical failure, students should be offered the examination in paper format.
- 9.3 The examination should be rehearsed in the same technological environment (although not necessarily with the same group of students) as the actual examination, to ensure that it is robust.
- 9.4 Invigilation should be appropriate to the type of e-assessment being used and will require technical invigilation of the server which delivers the assessment is located. This will require prior liaison and agreement with Information Services staff. Invigilators should be fully briefed prior to the assessment.
- 9.5 The summative examination should only be accessible by secure password and the performance recorded by university-approved secure management tools suited for the purpose.
- 9.6 Computers used for summative examinations should wherever possible have both internet and communication tools disabled, except as needed for the purpose of the assessment.
- 9.7 Reasonable and appropriate adjustments must be made for students with disabilities that could put them at a disadvantage due to the format of the examination. Students who have made a case for special arrangements must be offered an alternative to the e-assessment e.g. a paper based assessment (see section 12 for further information on assessment and disability).
- 9.8 The use of a large pool or sub-pools of examination questions from which a randomised sub-set of questions is generated to produce individualised student exams is strongly encouraged as long as the pool/s cover/s all aspects of the examinable material and the sub-sample generated is representative. Pools of questions should be carefully constructed to test the unit's intended learning outcomes.
- 9.9 The outcomes of e- examinations must be electronically recorded for quality assurance purposes, in line with the policy for archiving summative assessment (see section 34). This is the responsibility of the relevant school.
- 9.10 Schools are responsible for the academic aspect of the e-assessment, whilst Information Services is responsible for the technical infrastructure which enables the assessment to occur. Effective communication between schools and Information Services is crucial to ensure this.
- 9.11 Schools must ensure that the scheduling of e-assessments does not conflict with the central examinations timetable.
- 9.12 The academic processes around setting e-assessment should be the same as those for other forms of assessment; in particular:
 - a) External examiners should have access to the questions and approve the assessment design.
 - b) Staff should be offered support and training in the design of the assessment. All questions should be peer reviewed.

- c) It is good practice to use a balance of question types of varying difficulty. Marks for questions should be based upon the level of difficulty of the questions.
- d) Examination performance using a computer based format must not be norm referenced; the contribution to the overall assessment should reflect the learning outcomes of the unit being assessed.
- e) Negative marking should be allowed only if consistent with the purposes of the assessment (see section 16.12).

10 Oral examinations of individual students

These principles relate directly to **summative oral examinations**, though most of the principles are also applicable to formatively assessed examinations (e.g. class presentation).

- 10.1 Two examiners must normally be present during all oral examinations. If this is not possible then a procedure for recording the event must be in place e.g. video, Objective Structured Clinical Examination (OSCE).
- 10.2 Oral examinations should only be used when it matches the intended learning outcome being tested e.g. practical or performance skills. Normally this would not include assessment of simple factual knowledge recall.
- 10.3 It is the responsibility of the school/examination board to demonstrate that the oral examination is reliable, fair and appropriate and adds value to the assessment portfolio.
- 10.4 The external examiner must have adequate access to all intended student learning outcomes, including those attached to the oral examination, to be able to form a judgement as to the fairness and appropriateness of the assessment and student performance.
- 10.5 In all cases where oral examinations contribute to the summative assessment of taught programmes, students and examiners must always be aware of the purposes of the assessment and all the possible implications of the outcome.
- 10.6 If an oral examination is part of the assessment of a unit, it must apply to every student taking that unit.
- 10.7 An oral examination is not permitted as a means of moderating a student's examination result or degree classification.

11 Anonymity

- 11.1 Anonymity must be preserved when marks are considered at school examination boards and as far as possible at faculty boards.
- 11.2 Anonymity must also be preserved wherever practicable during the marking process though it is acknowledged that anonymity is difficult to achieve at certain points in the process for some types of assessment (e.g. fieldwork) and where cohort sizes are small (e.g. in some taught postgraduate programmes).
- 11.3 If, because of the nature of the assessment process, anonymity is difficult to achieve during the marking process, schools must assure themselves they have in place a fair and robust method of awarding marks. If this difficulty is due to the cohort size where only partial anonymity is possible, then a system of marking for all candidates must be adopted so to assure consistency of treatment for candidates.
- 11.4 To assure a sufficient level of anonymity students will be given a University number

for retention until they have completed the programme.

- 11.5 The principle of anonymous marking must also apply, as far as possible, to the assessment of postgraduate taught students. However, given the specialised nature of dissertations at any level, it may be impossible to achieve anonymity in assessing taught postgraduates.

12 Assessment and disability

- 12.1 Disability is a characteristic that is protected under the Equality Act 2010. Schools should have procedures in place that anticipate the support needs of students with a disability (e.g. a school disability adviser who will liaise as required if a disability is disclosed). However, it is recognised that in some programmes (e.g. professional) some assessments cannot be adjusted as they test mandatory learning outcomes and/or a competence standard.
- 12.2 Schools should ensure that students are given the opportunity to disclose a disability throughout their programme of study and are made aware that failure to do so may adversely impact on the school's ability to make any necessary reasonable adjustments.
- 12.3 Any student who discloses a disability, such that additional support may be required, should be referred to the *Access Unit*. In most cases the Access Unit will develop a personalised support plan for the student, in collaboration with staff in the school/faculty and the student concerned. The plan should set out what reasonable adjustments should be made to support the student (including adjustments to assessment practice where required).
- 12.4 When faced with determining what is a reasonable adjustment to an assessment event, staff are advised to contact the *Organisational Development Manager (Diversity)* in *Human Resources* in the first instance and at the earliest opportunity to obtain expert advice and assistance (contact details are provided in annex 12).
- 12.5 Where a student believes that they require adjustments to assessment, they should complete and submit an alternative examination arrangements form (see www.bristol.ac.uk/exams/examinations/alternative/) at the **earliest** opportunity and by the stipulated deadline. Students should be made aware that if the evidence is not made available by the deadline specified, this will affect the school's decision in terms of what it considers reasonable and practicable to arrange within the time available.
- 12.6 Examiners are not obliged to retrospectively consider the effect of a disability, not declared and evaluated prior to the assessment, on a student's performance. The School may permit such a student an opportunity to undergo a supplementary assessment, with appropriate reasonable adjustments, should this be deemed appropriate following a subsequent professional evaluation of the disability.
- 12.7 Programme and unit directors are encouraged to consider the accessibility of assessments and, during annual programme review, to consider whether assessment of the learning outcomes could be undertaken in different ways without compromising any competence standards. They should also establish which learning outcomes justifiably constitute competence standards, in which case the duty to make reasonable adjustments may not apply.
- 12.8 Faculties should keep records of alternative assessment arrangements made by schools.

12.9 Such arrangements must be approved by the faculty undergraduate or graduate Education Director (or nominee).

Assessment and discrimination by association

12.10 It is direct discrimination if an education provider treats a student less favourably because of the student's association with another person, who has a **protected characteristic**². However, this does not apply to pregnancy or maternity.

Discrimination by association may occur in various ways, e.g. where the student has the relationship of parent, child, partner, carer or friend of someone with a protected characteristic.

12.11 Schools should consider making adjustments for students because of their association with someone who has the protected characteristic of disability. In relation to assessment, this could mean that a student will request an alternative assessment date due to their role as a carer of a disabled dependent. Consideration to adjustment of an assessment (e.g. timing) would have to be given if the request is due to the student's association with a disabled person.

12.12 Further information and guidance on competence standards and the practical aspect of making reasonable adjustments to assessment because of disability is provided in annex 12. The University's policy on Student Mental Health is available at: www.bristol.ac.uk/equalityanddiversity/mhealth/studentmhealth/policy.pdf

13 The timetabling of assessment with regard to religious observances

13.1 Where it is practicable, reasonable and fair to all students, assessment tasks should be designed to accommodate the religious observances of the students and staff involved. *The Examinations Office* and schools should work together, with advice from the *Multi-faith Chaplaincy* when necessary, to try to ensure, as far as it is practicable so to do, that the examination timetable does not conflict with the observance of religious festivals and other holy days.

13.2 Schools should make clear to prospective applicants and current students, at the outset of their studies, that it is their personal responsibility to inform the faculty office about their religious beliefs where there is potential for conflict with the setting of assessment. Students should be reminded of their obligations through an appropriate entry in school / programme handbooks.

13.3 Some programmes include mandatory requirements, often but not exclusively, related to the need to demonstrate certain knowledge, skills and competencies required by professional, statutory or regulatory bodies. These may require students to undertake study and assessments on days associated with religious observance.

14 Timing and conduct of assessment with respect to pregnancy/maternity or paternity

14.1 If it is likely that a student's pregnancy might affect her ability to meet coursework deadlines or sit examinations, consideration must be given to implementing measures to ensure that she meets the requirements of her programme.

² The protected characteristics for higher education are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. More information on the protected characteristics can be accessed at <https://www.bris.ac.uk/equalityanddiversity/secure/act/>.

- 14.2 If a student is due to give birth near to, or during assessment deadlines, or the examination period, but she wishes to complete her assessed work or sit her examinations, she should not be prevented from so doing.
- 14.3 Schools should ensure that the needs of pregnant students are addressed during assessments, including offering the opportunity to sit the examination in a location separate from other students.
- 14.4 If a pregnant student is concerned about sitting examinations or meeting assessed work deadlines, or if she has a pregnancy-related health condition that is exacerbated by stress, she should be advised to seek medical advice. If her midwife or doctor advises against her sitting an examination or trying to meet the assessed work deadline, an alternative method of assessment should be explored.
- 14.5 If a pregnant student is unable to undertake an alternative method of assessment, or if she experiences significant pregnancy-related problems in the course of an examination or while undertaking assessed work, the school should make arrangements for her to sit the examination, as a first attempt, at the earliest possible opportunity or agree to an extension to the deadline for the submission of coursework.
- 14.6 If student is likely to be absent due to their partner giving birth, and where the due date conflicts with any scheduled assessments, staff should endeavour to offer flexibility wherever practicable so to do. However, it must be made clear that in such circumstances automatic dispensation from examinations will not always be possible. This provision also extends to cover same sex couples.

The Marking Process

15 Marking criteria for assessment

- 15.1 Marking criteria are designed to help students know what is expected of them. Marking criteria differ from model answers and more prescriptive marking schemes which assign a fixed proportion of the assessment mark to particular knowledge, understanding and/or skills. Annex 1 provides definitions for: *marking criteria*, *marking scheme* and *model answer*.
- 15.2 Explicit descriptors (marking criteria - reflecting the broad learning outcomes, knowledge and skills requirements which are taken into account in awarding marks) are necessary to enable consistent standards of marking and judgement to be maintained. They also help provide students with a clear statement of what is expected of them and provide guidance on how their performance may be improved.
- 15.3 Where there is more than one marker for a particular assessment task, schools should take steps to ensure consistency of marking. Subject specific assessment criteria must be precise enough to ensure consistency of marking across candidates and markers, compatible with a proper exercise of academic judgement on the part of individual markers. The subject specific criteria must be made available to students as well as staff, and specified in programme handbooks. Marking criteria should always be made available to staff and students before the assessment.
- 15.4 Markers are encouraged to use pro forma in order to show how they have arrived at their decision. Comments provided on pro forma should help candidates, internal markers and moderators and external examiners to understand why a particular mark has been awarded. Schools should agree, in advance of the assessment, whether internal moderators have access to the pro forma / mark sheets completed by the first marker before or after they mark a candidate's work.

University generic marking criteria (to become mandatory from 2012-13)

- 15.5 The common University generic marking criteria, set out in tables 1 and 2, represent levels of attainment on a graded scale, for each level of study.
- 15.6 The common marking criteria are designed to be used for an individual piece of assessed student work. The descriptors give broad comparability of standards by level of study across all programmes as well as level of performance across the University. They reflect the QAA Framework for Higher Education Qualifications but need to be benchmarked against subject specific criteria at the programme level.
- 15.7 The descriptors, interpreted appropriately for the subject and the level of study, implicitly cover good academic practice and the avoidance of plagiarism.
- 15.8 These high level University descriptors should be sense checked at programme level and detailed marking criteria developed at the subject/assessment level for each band on the scale, based on the academic needs of the programme and the intended learning outcomes for the students, to supplement the generic marking criteria. These more detailed marking criteria should ensure that subject-specific intended learning outcomes are assessed.
- 15.9 Standard setting of assessments should also be reviewed so that the assessments set are appropriate to the level of study, e.g. a high score at level 7 (or 'M') on an Multiple Choice Questions should not be achievable purely by correctly answering a lot of level 4 (or 'C') questions.

Scales

Assessment of qualitative work

- 15.10 Where an assessment, or examination, is a single piece of work, or a small number of long examination answers schools are encouraged to adopt the use of the 21 point scale with the marking criteria. This is appropriate for essay-based subjects, dissertations and many pieces of work where there is no “right answer” and the quality of the analysis and argument is particularly important.
- 15.11 The **21 point scale** uses 21 points which map onto fixed points on the 0-100 scale (see table 1). The aim of the 21 point scale is to facilitate greater consistency in the use of mark scales across different faculties, by encouraging the use of the full range of marks available. This should help to ensure equitable treatment of students of similar abilities and achievements across the University, which is particularly important for inter and multi-disciplinary programmes. On the 21 point scale, with the exception of points 5 and 0, the descriptors cover a range of marks, with the allocation of the exact mark within each band dependent on the extent to which the elements in the descriptor and subject specific marking criteria are met.
- 15.12 If the **101 point scale** is used for qualitative work, the same criteria should apply (see table 2). The advantage of using identified points across the whole 0-100 scale is that the difference between work within a class band (if it can be made) is stretched allowing excellence to be rewarded.
- 15.13 Points on the 101 point scale other than those for which descriptors are provided may also be used as long as the ability to differentiate between those marks and the bands of marks for which descriptors are provided is demonstrable by the addition of specific differential descriptors by the programme.

Assessment of numerically based work or an examination with a large number of questions

- 15.14 There are some types of assessment that do not easily lend themselves to a 21 point grading scale. Where an assessment or examination is based on numerical work, or where there are a large number of questions in an examination with small numbers of marks for each question, it is logical to mark the assessment using all points on the 0-100 scale. This is typical of many assessments in Science and Engineering.

Must pass competency assessments

- 15.15 Neither a 21 nor a 101 point scale is applicable to must-pass competence assessments, where marks are not awarded; the student either passes or not. Such assessment may be employed, subject to approval by the faculty, when a student is required to demonstrate a minimum standard of competence for reasons related to professional accreditation requirements.

Reaching the ‘Unit Mark’ (see also section 22)

- 15.16 Within the overall system individual assessment events should be marked on one of the two scales, depending on the characteristics of the assessment or examination as described above. Where assessments consist of a mixture of numerical and more discursive questions, the unit specification will state which marking scale will be utilised.
- 15.17 Marks for all work, whether marked using every point the 0-100 scale (numerically based work) or using the fixed points on the 101 point scale or the 21 point scale (essays, dissertations etc), should fall into the same categories, so that a piece of work given a mark of 78/100, for example, has reached the same standard whether

it is a Mathematics examination, a History essay, an oral language examination or a design project in Engineering.

15.18 The 21 point scale is a non linear ordinal scale. A mark on the 21 point scale IS NOT equivalent to a percentage arrived at by multiplying the mark by 5. Table 3 provides an equivalence relationship to enable the aggregation of marks from different assessment events to provide the overall unit mark which will be a percentage. This is illustrated below for a notional unit the assessment of which consists of:

- Dissertation (25%),
- Unseen written exam (35%),
- MCQ (25%)
- Oral presentation (15%).

In this example the MCQ uses all points on the 101 scale whereas all the other assessments use the 21 point scale.

To achieve the final unit mark each element mark needs to be adjusted as shown below:

	Dissertation (25%)	Unseen written exam (35%)	MCQ (25%)	Oral exam (15%)	Total unit mark out of 100
Actual score	12 on 0-20 scale	8 on 0-20 scale	57 on 0-100 scale	15 on 0-20 scale	
Adjusted to 101 scale	62/100	48/100	57/100	72/100	
Final weighted mark	$62/100 \times 25 = 15.5$	$48/100 \times 35 = 16.8$	$57/100 \times 25 = 14.3^*$	$72/100 \times 15 = 10.8$	57.4

* calculated to one decimal place

15.19 The overall unit mark must be expressed as a percentage as the University's degree classification methodology is based on the percentage scale.

15.20 The final programme mark for a taught programme will be calculated by applying the agreed algorithm for the programme to the percentage unit marks (see section 28).

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TABLE 1: GENERIC MARKING CRITERIA ON THE 21 POINT SCALE

QAA Level of Study				Generic Descriptors of Assessment Criteria for an individual piece of student work. (All levels subsume the positive attributes of the lower levels)
4 (C)	5 (I)	6 (H)	7 (M)	
			20 19 18	<p>¹Subject specific assessment criteria are satisfied to the very highest standard with no areas of weakness.</p> <p>Very extensive and detailed knowledge with impressive conceptual understanding. Extensive evidence of coherence, creativity, originality, autonomy, imagination and the ability to deal with complexity, contradictions or gaps in the knowledge base and ability to synthesise appropriate principles by reference to primary sources and knowledge at the forefront of the discipline.</p> <p>Answer very well organised, accurate and very well presented; may be of publishable standard.</p>
		20 19 18	17 16	<p>¹Subject specific assessment criteria are satisfied to a high standard with no areas of weakness.</p> <p>Excellent knowledge and understanding; clear evidence of coherence, creativity, originality and the ability to deal with complexity, contradictions or gaps in the knowledge base and ability to synthesise appropriate principles by reference to primary sources and knowledge at the forefront of the discipline..</p> <p>Answer very well organised, accurate and very well presented; may be close to publishable standard.</p>
	20 19 18	17 16	15 14	<p>¹Subject specific assessment criteria are satisfied to a high standard with very few areas of weakness.</p> <p>Demonstrates excellent knowledge and understanding; clear evidence of analysis, coherence, creativity, originality and the ability to synthesise appropriate principles by reference, where appropriate, to primary sources and knowledge at the forefront of the discipline.</p> <p>Answer very well organised, accurate and very well presented.</p>
20 19 18	17 16	15 14	13 12	<p>¹Subject specific assessment criteria are satisfied to a good standard with few areas of weakness.</p> <p>Displays good knowledge and understanding with clear evidence of analysis, coherence, and the ability to synthesise materials from other modules, from primary sources and knowledge at the forefront of the discipline.</p> <p>Answer well organised, accurate and very well presented</p>
17 16	15 14	13 12	11 10	<p>¹Subject specific assessment criteria are satisfied with few errors</p> <p>Displays good knowledge and understanding with few errors and some evidence of analysis and the ability to synthesise material from the teaching programme and from wider reading, including primary reference sources, and /or from practical experience.</p> <p>Answer well organised, accurate and well presented</p>
15 14	13 12	11 10	9 8	<p>¹Subject specific assessment criteria are satisfied with no significant errors.</p> <p>Good knowledge and understanding, with no significant errors and evidence of the ability to select, apply and analyse information from teaching programme and information gained from wider reading which includes primary reference sources and/or from practical experience. At level 7, demonstration of independent study should be informed by primary sources and knowledge at the forefront of the discipline.</p> <p>Answer well organised and well presented</p>

QAA Level of Study				Generic Descriptors of Assessment Criteria for an individual piece of student work. (All levels subsume the positive attributes of the lower levels)
4 (C)	5 (I)	6 (H)	7 (M)	
13 12	11 10	9 8	7 6	¹ Most subject specific assessment criteria are satisfied. No major fundamental errors (except at M level). Reasonable knowledge and understanding of key concepts, no major fundamental errors but significant subject specific criteria are omitted. Demonstrates some ability to select, apply and analyses information derived from teaching programme, but fails to demonstrate evidence of independent study. Answer well organised.
11 10	9 8	7 6	5	¹ Most subject specific assessment criteria are satisfied, except at M level. Shows knowledge of most of the important elements and some understanding, but patchy and contains some major errors and omissions and little evidence of critical analysis. Answer is organised and presented just about satisfactorily.
9 8	7 6	5	4 3	Some relevant knowledge of more important elements, but limited understanding. No major misconceptions but several omissions. Answer is of limited quality but is just acceptable.
7 6	5	4 3	2 1	Deficient attainment of intended learning outcomes for all except level 4 of study. Inadequate knowledge and understanding and major misconceptions, but at least basic awareness of some aspects of the area. Answer incomplete, poorly organised and presented.
5	4 3	2 1	0	Appreciably deficient attainment of intended learning outcomes for any level of study. Serious lack of any relevant knowledge and understanding of fundamental aspects of subject. Answer incomplete, poorly organised and presented.
4 3	2 1	0	–	Seriously deficient attainment of intended learning outcomes. Poor quality work well below the appropriate standards required for the level of study. Very minimal knowledge; no understanding; fundamental misconceptions, unacceptable presentation.
2 1 0	0	-	-	No understanding or any relevant knowledge, fundamental misconceptions. Fails in all respects to provide any assessable answer to the question. Work not worthy of marking or not submitted.

Key: The shaded boxes indicate the minimum standard required for that level of study.

TABLE 2: GENERIC MARKING CRITERIA ON THE 101 POINT SCALE

QAA Level of Study				Generic Descriptors of Assessment Criteria for an individual piece of student work. (All levels subsume the positive attributes of the level below them)
4 (C)	5 (I)	6 (H)	7 (M)	
			89 - 100	<p>¹Subject specific assessment criteria are satisfied to the very highest standard with no areas of weakness.</p> <p>Very extensive and detailed knowledge with impressive conceptual understanding. Extensive evidence of coherence, creativity, originality, autonomy, imagination and the ability to deal with complexity, contradictions or gaps in the knowledge base and ability to synthesise appropriate principles by reference to primary sources and knowledge at the forefront of the discipline.</p> <p>Answer very well organised, accurate and very well presented; may be of publishable standard.</p>
		89 - 100	78- 83	<p>¹Subject specific assessment criteria are satisfied to a high standard with no areas of weakness.</p> <p>Excellent knowledge and understanding; clear evidence of coherence, creativity, originality and the ability to deal with complexity, contradictions or gaps in the knowledge base and ability to synthesise appropriate principles by reference to primary sources and knowledge at the forefront of the discipline.</p> <p>Answer very well organised, accurate and very well presented; may be close to publishable standard.</p>
	89- 100	78- 83	68- 72	<p>¹Subject specific assessment criteria are satisfied to a high standard with very few areas of weakness.</p> <p>Demonstrates excellent knowledge and understanding; clear evidence of analysis, coherence, creativity, originality and the ability to synthesise appropriate principles by reference, where appropriate, to primary sources and knowledge at the forefront of the discipline.</p> <p>Answer very well organised, accurate and very well presented.</p>
89- 100	78- 83	68- 72	62- 65	<p>¹Subject specific assessment criteria are satisfied to a good standard with few areas of weakness.</p> <p>Displays good knowledge and understanding with clear evidence of analysis, coherence, and the ability to synthesise materials from other modules, from primary sources and knowledge at the forefront of the discipline.</p> <p>Answer well organised, accurate and very well presented.</p>
78- 83	68- 72	62- 65	55- 58	<p>¹Subject specific assessment criteria are satisfied with few errors.</p> <p>Displays good knowledge and understanding with few errors and some evidence of analysis and the ability to synthesise material from the teaching programme and from wider reading, including primary reference sources, and /or from practical experience.</p> <p>Answer well organised, accurate and well presented.</p>
68- 72	62- 65	55- 58	48- 52	<p>¹Subject specific assessment criteria are satisfied with no significant errors.</p> <p>Good knowledge and understanding, with no significant errors and evidence of the ability to select, apply and analyse information from teaching programme and information gained from wider reading which includes primary reference sources and/or from practical experience. At level 7, demonstration of independent study should be informed by primary sources and knowledge at the forefront of the discipline.</p> <p>Answer well organised and well presented.</p>

QAA Level of Study				Generic Descriptors of Assessment Criteria for an individual piece of student work. (All levels subsume the positive attributes of the level below them)
4 (C)	5 (I)	6 (H)	7 (M)	
62-65	55-58	48-52	42-45	¹ Most subject specific assessment criteria are satisfied. No major fundamental errors (except at level 7). Reasonable knowledge and understanding of key concepts, no major fundamental errors but significant subject specific criteria are omitted. Demonstrates some ability to select, apply and analyses information derived from teaching programme, but fails to demonstrate evidence of independent study. Answer well organised.
55-58	48-52	42-45	33-39	¹ Most subject specific assessment criteria are satisfied, except at level 7. Shows knowledge of most of the important elements and some understanding, but patchy and contains some major errors and omissions and little evidence of critical analysis. Answer is organised and presented just about satisfactorily.
48-52	42-45	33-39	22-29	Some relevant knowledge of more important elements, but limited understanding. No major misconceptions but several omissions. Answer is of limited quality but is just acceptable.
42-45	33-39	22-29	7-15	Deficient attainment of intended learning outcomes for all except level 4 of study. Inadequate knowledge and understanding and major misconceptions, but at least basic awareness of some aspects of the area. Answer incomplete, poorly organised and presented.
33-39	22-29	7-15	0	Appreciably deficient attainment of intended learning outcomes for any level of study. Serious lack of any relevant knowledge and understanding of fundamental aspects of subject. Answer incomplete, poorly organised and presented.
22-29	7-15	0	--	Seriously deficient attainment of intended learning outcomes. Poor quality work well below the appropriate standards required for the level of study. Very minimal knowledge; no understanding; fundamental misconceptions, unacceptable presentation.
0-15	0	--	-	No understanding or any relevant knowledge, fundamental misconceptions. Fails in all respects to provide any assessable answer to the question. Work not worthy of marking or not submitted.

Key:

- The fully shaded boxes indicate the minimum standard required for that level of study
- The horizontal shaded boxes indicate the lower second class borderline
- Vertical shaded boxes indicate the upper second class borderline
- The diagonal shaded boxes indicate the first class borderline

Use of points between the bands will require the development of descriptors that differentiate the level of performance required to attain those marks

TABLE 3: Relationship between the 21 and 101 point scale

Class	Description	21 point scale	Equivalent to these fixed points on the 101 point scale
First class	Exceptional	20	100
First class	Excellent	19	94
First class	High	18	89
First class	Mid	17	83
First class	Mid	16	78
First class	Low	15	72
Upper second	High	14	68
Upper second	Mid	13	65
Upper second	Low	12	62
Lower second	High	11	58
Lower second	Mid	10	55
Lower second	Low	9	52
Third	High	8	48
Third	Mid	7	45
Third	Low	6	42
Fail	Marginal fail	5	36
Fail	Fail	4	29
Fail	Fail	3	22
Fail	Fail	2	15
Fail	Fail	1	7
Zero	Zero	0	0

16 Marking processes and internal verification (i.e. moderation)

- 16.1 The University assures the quality of its marking through moderation; exceptionally it uses double-marking in situations as described below. Definitions of the terms used in this section can be found in the glossary of terms at annex 1.
- 16.2 All work assessed for summative purposes should be capable of being independently moderated and made available in case it needs to be moderated by the external examiner(s).
- 16.3 Where coursework is assessed summatively, schools should have a system in place to ensure students' work is available for moderation at a later date, by a means that ensures that the marked work is identical to that originally submitted.
- 16.4 Students should be informed at the outset of their programme of studies and at the beginning of each academic year of any obligation to make available assessed work which might be required for the purpose of moderation.
- 16.5 Each faculty, through its Faculty Quality Assurance Team, should ensure that its schools have clear marking and verification procedures, as well as information on the operation of moderation, so that students are treated fairly and consistently across the University. Such information, along with details on the University's procedure for handling the final programme mark within the borderline of classifications (see section 28), should be available to students (e.g. in the student handbook).
- 16.6 The less prescriptive the assessment (i.e. the lower the expectation of conformity to a model answer), the more necessary it is to ensure an effective moderation strategy. The types of moderation and how they may or may not be applied for assessments within the University of Bristol are outlined below.

16.7 There are two circumstances where **scaling** is permissible:

- a) Where the raw scores for the whole cohort are converted onto an appropriately distributed marking scale as part of the planned design of the assessment.
- b) Where the marks of a cohort of students are moderated *post hoc* due to an unintended distribution of marks. When an assessment or a question within an assessment has not performed as intended, scaling may be employed (in this instance the methodology will not have been planned beforehand). This should be an exceptional event.

16.8 Before scaling is used, the intention must first be discussed with the relevant Faculty Education Director, prior to application, and then approved by the relevant external examiners and the examination board.

16.9 The rationale for scaling should be recorded in the programme specification and/or in the minutes of the examination board in the case of (a) above, and in the minutes of the relevant examination board in the case of (b).

16.10 The use of scaling must also be made transparent to students: in the case of (a), students must be informed of the way in which the raw scores are converted onto the marking scale prior to the assessment; whilst in the case of (b) students should be informed of the process, where it makes a significant impact, after the assessment. Schools are responsible for making the method and rationale available to students.

16.11 **Norm-Referencing** is not permitted as a means of assessment in the University of Bristol. Criterion-referenced assessment (e.g. marking schemes, marking criteria) is to be used for all assessments.

16.12 **Negative Marking** may be employed in subjects where it is essential that the student should not guess the right answer. If negative marking is employed, this must be with the full knowledge of the student. There must be appropriate rubric, explaining that the assessment will be subject to negative marking on the cover of an examination paper, and the students should be given opportunities to practise such assessments before undertaking a summative assessment marked in this way.

16.13 Some schools may choose to adopt double marking as academically desirable in the case of summative assessment, (see annex 1 for a definition of double marking).

16.14 Detailed marking criteria for: assessed group work; the assessment of class presentations; and self/peer (student) assessment, must be established and made available to students and examiners.

16.15 In respect of group work, it is often desirable to award both a group and individual mark, to ensure individuals' contributions to the task are acknowledged. The weighting of the group and individual mark and how the marks are combined should be made clear to the students.

16.16 It is recognised that there are particular difficulties in providing for the second marking/moderation of class presentations which contribute to the overall unit mark. As long as the class presentation remains a small component of the overall mark, it is acknowledged that the benefits that stem from this form of assessment more than compensate for any limitations in the moderation procedure, particularly where oral skills form one of the learning outcomes. A formal record of how the assessment mark was arrived at will form the main source of evidence upon which moderation can rest, though alternative sources such as the audio and/or visual recording of the presentation may be used. All such evidence should be made available for moderation.

16.17 If a school is prepared to offer a candidate, who has produced an illegible script, the opportunity to dictate or transcribe it, in accordance with the Examination Regulations (2.8) at annex 11, the following procedure must be followed:

If an examiner is unable to read a script, he/she should ascertain whether any colleague who is similarly qualified to act as an examiner for that examination is able to read and mark it. If no suitable examiner can be found, the chair of the board of examiners must be notified. The chair should write to the candidate asking them to attend for the purpose of transcribing their illegible script. The candidate must be advised in writing that the object of attendance is only to transcribe the existing script and that the addition or omission of any material will constitute an examinations offence. The candidate must be asked to sign their transcript confirming that it is a true copy of the original. Alternatively, a candidate may be invited to dictate the script for transcription, by another person, in which case the candidate should be asked to read and sign the resulting transcript. A photocopy of the original script must be taken before it is given to the candidate and it should subsequently be compared with the transcription to ensure accuracy. The transcript along with the script should then be returned to the original examiner for marking.

17 Formative Feedback

This section includes some statements highlighted in bold type to emphasise their importance.

17.1 Formative feedback is an integral part of the learning process; it helps students to evaluate their current level of performance and to improve. The precise forms in which feedback is delivered will vary from unit to unit.

17.2 Each school must develop and publicise to its students a clear policy on the delivery of feedback, covering the following points:

- the different ways in which students will receive guidance on their work;
- which assessment tasks students will receive feedback on, and in what form;
- the schedule for the delivery of feedback on different forms of assessment (feedback should normally be delivered within three working weeks of the deadline for submission), and how students will be informed if it proves impossible to meet the agreed deadline;
- what opportunities students will have to discuss their work and their progress with staff, as well as guidance on how they should make use of feedback.

The policy on feedback must be in accordance with the following principles:

17.3 **Feedback should always be focused on helping students to develop their skills, knowledge and understanding, both subject-specific and transferable, and to identify areas for improvement.** Explaining why a particular assessment mark was awarded may be part of this process as it helps students to understand what constitutes a good piece of work and evaluate their own performance according to those criteria, but it is not the primary purpose of feedback. This has implications for deciding which assessment tasks will involve feedback, and in what form it will be delivered. Assessment for formative purposes usually involves individual feedback to help the students improve their performance in the unit overall. Whether it is appropriate to give detailed individual feedback on summative assessment tasks (rather than generic feedback given to all students on the unit) will depend on the relation of that unit to the students' work over the rest of the programme.

17.4 **Students should receive feedback that is appropriate to different activities and assessment tasks while also recognising the effective use of staff time.**

Students should receive feedback on their knowledge and understanding of different subjects covered in the programme; so clearly there must be some form of feedback given in every unit. Students should also receive feedback on the different subject-specific and transferable skills involved in their programme, but this need not be delivered separately in every unit. Students are often resistant to less standard forms of feedback (e.g. peer assessment), and do not always recognise as 'feedback' verbal comments made, for example, during a practical class. This highlights the importance of communicating the school's policy on feedback clearly to all students; it also emphasises the need to introduce students to as many different forms of assessment and feedback as possible at the outset of their programme of study.

17.5 **Feedback must be received early enough to influence the next activity or assessment task.** The amount of time required to give feedback on a piece of formative assessment will depend on the nature of the assessment task and other programme-specific factors, **but feedback must normally be provided within three working weeks of the submission deadline**, unless there is a special reason why this deadline cannot be met. **It is essential that feedback is received by the student in good time to influence the next relevant activity or assessment task,**

which may be part of a different unit. Students must be given a clear statement of when they can expect feedback, so as to help them plan their work. Schools should take an overview of the range of assessment tasks students are required to complete, in different units on the programme, and review the relationship between the various deadlines, to ensure that students are afforded a reasonable opportunity to make best use of feedback.

- 17.6 Where feedback is directly related to the student's level of performance, and especially where a piece of work contributes both to the unit mark and is serving formative purposes, it is important that it is closely related to the relevant marking criteria;** the use of pro forma feedback sheets can be an effective means of ensuring this (see example in annex 9). It can also be useful to provide students with examples of work that exhibits the desired attributes, e.g. through an 'essay bank' or worked examples.
- 17.7 Students must be given the opportunity to seek clarification and further advice.** Feedback on purely formative assessments is not a one-way process in which the marker simply communicates a judgement to the student; it is an integral part of the process of learning through reflection. Students should always be given the opportunity to seek clarification of the meaning or implications of comments made by the marker of the assessment; this may be provided through individual or group tutorials, or by ensuring that students are able, if they wish, to contact the member of staff during tutorial hours. It may be appropriate to consider how some students (e.g. those who are significantly under-performing) can be actively encouraged to take advantage of the guidance on offer.
- 17.8 Students should be encouraged to reflect on the feedback they have received, not only in relation to the specific unit but in the context of their programme as a whole.** It may be effective to build such reflection into the programme of regular meetings with the personal/academic tutor, e.g. by use of a 'Progress Review Form' (delivered through a web-based or hard copy Personal development portfolio (PDP) which expressly asks them to consider what lessons they have learned from the feedback they have received and how they have used this information in their next assignment. Students should also be directed towards appropriate training opportunities.
- 17.9 Students should be supported in making the best use of feedback.** The ability to respond appropriately and effectively to constructive criticism and advice is a skill relevant to any academic discipline and future career. However, students often do not see feedback as a way of improving their future performance; rather they view it as explaining why they received a particular mark. They do not always recognise as 'feedback' all the different ways in which they are given comments on their performance and they have to be helped and trained to respond appropriately to feedback; through guidance in student handbooks, introductory sessions at the beginning of their university careers, and through the tutorial system.
- 17.10 It may be appropriate to withhold feedback as a penalty for the failure by the student to meet the deadline for submission of coursework, as long as there are no extenuating circumstances.
- 17.11 See annex 9 for further information on approaches to providing formative feedback for a number of different assessment practices.

18 Medical and other extenuating circumstances

- 18.1 Information must be provided to students on the procedure for the treatment of medical and other extenuating circumstances. As a minimum, schools should include

information in student handbooks about the procedure that should be followed and the importance of informing the school about medical or other extenuating circumstances prior to the meeting of the relevant special circumstances committee and provide the date of the committee meeting. Staff and students in the school should be made aware of the correct person in the school to be provided with documentation of evidence and how it will be stored. Schools should ensure that their procedures are arranged so the number of copies is kept to a minimum.

18.2 The following extracts from the *University's Examination Regulations* are relevant to this section:

10.1 Procedure for consideration of Extenuating Circumstances

Boards of examiners shall establish a committee (which will meet before the Board of Examiners meets) to consider any relevant matters, for example personal matters such as illness or bereavement, that may have affected a student's performance in assessment.

10.2 Evidence

*If a student wishes a board of examiners to take any such matters into account, s/he must complete and submit the relevant form **before** the meeting of the board at which the student's examination performance is to be considered. A written record must be kept of such matters. Any such matters which could have been raised before the meeting of the board, but, without good reason, were not raised, will not be considered in the event of an appeal.*

The committee may require a student to submit such other evidence as it deems necessary to substantiate any matter raised by the student.

18.3 Students must complete the University's form for extenuating circumstances (available at: www.bris.ac.uk/academicregistry/office/policies/) and submit the form to the relevant School or Faculty Office within **2** days (excluding weekends and bank holidays) following the final assessment or examination in the assessment / examination period to which it relates, so as to inform the Faculty Board of Examiners for his/her programme of any extenuating circumstances that may have affected his/her ability to fulfil the criteria for the award of credit points or to perform to the best of his/her ability in assessment events. Relevant evidence must be provided.

18.4 Students should be informed about the nature of the evidence that they will need to provide to supplement the information supplied in the University's form for extenuating circumstances.

18.5 A small 'special circumstances committee(s)' must be established, at either faculty or school level (to be determined by the Faculty), to consider the cases of candidates whose performance in any summative assessment may have been affected by illness or other extenuating circumstances.

18.6 Such a committee should be set up and run in accordance with the following principles:

- a) The Faculty or School should establish a procedure for ensuring that judgements are as consistent and robust as possible, in-year and year-on-year. The special circumstances committee should use its discretion in deciding on the severity and impact in any particular case. Judgements should be guided by University advice (set out in annex 13) as to what is considered "acute" or "chronic" and "mild, moderate or severe".
- b) The special circumstances committee should consider cases where students have brought evidence or made a claim that they may have been disadvantaged on the grounds of medical or extenuating circumstances.

- c) The special circumstances committee may be chaired by the chair of the Board of Examiners to which it reports. For Faculty or School Examination Boards where the chair would also be involved in any appeal process, an alternative chair for the special circumstances committee must be appointed.
- d) The special circumstances committee should meet as soon as is convenient before the Board of Examiners.
- e) The special circumstances committee should determine:
 - which (if any) assessments may have been affected by the circumstances drawn to its attention;
 - whether the impact on the student's capacity to perform is likely to have been mild, moderate or severe, and whether the extenuating circumstance was acute (of short duration and only likely to have had a negative impact upon the student's performance in the assessment) or chronic (over a significant period of time and therefore likely to have had an impact upon their learning as well as their performance in the assessment);
 - whether sufficient allowance for the circumstances has already been made, for example, by making special arrangements for examinations or by granting extensions to deadlines.
- f) The committee should note the reasons underlying its decisions and these notes should form part of the Board of Examiners' record of the decision.
- g) The role of the special circumstances committee is to evaluate whether or not extenuating circumstances may have affected the candidate's capacity to perform. **It is not the role of the special circumstances committee to determine the effect, if any, on the candidate's results.**
- h) Information about the precise medical or other extenuating circumstances of the candidate must remain confidential to the special circumstances committee.
- i) Where a Board of Examiners has considered extenuating circumstances and made a discretionary decision (including not to take any action), as outlined in 18.8, the candidate should be provided with a written response giving reasons for the decision.

18.7 Faculty Board of Examiners are required to note the advice given by the special circumstances committee on whether the circumstances are likely to have had a mild, moderate, or severe effect on the student's capacity to perform either during the assessment (following an acute circumstance) or whether their learning may also have been affected (following a chronic circumstance). The Board should then determine the effect, if any, on the candidate's results.

18.8 If there is evidence that a mark, which is likely to have been affected by the extenuating circumstance, would have been better in the absence of the circumstance, the Faculty Board of Examiners shall take such decision, in respect of the student, as is fair and reasonable in the circumstances. The Faculty Board of Examiners shall take into account whether the student's performance during the assessment was not a fair reflection of his/her level of attainment due primarily to acute circumstances or whether the student's learning was negatively affected by chronic circumstances. The Board of Examiners' decisions may include:

- to take no action;
- the award credit notwithstanding a fail mark;
- allowing the student to re-attempt the assessment without penalty (a supplementary assessment – "*as for the first time*"- see annex 1 for definition)

- to allow the student to re-attempt the year or for undergraduate students only to undertake a supplementary year “*as for the first time*”;
- Disregarding the affected mark for the purposes of calculating the final programme mark or degree classification;
- Allowing the re-submission of the dissertation in taught postgraduate programmes where the student has achieved a mark less than 45 out of 100 (see 26.26).

The manipulation of the mark itself should be considered only as a last resort and applied in exceptional *acute* circumstances by a higher mark being awarded on the basis of performance in other contexts.

- 18.9 Faculty Boards of Examiners may wish to seek professional advice e.g. medical opinion prior to making a decision, particularly if *chronic* circumstances are involved.
- 18.10 Faculty Boards of Examiners should ensure that their decisions in respect of students whose performance is impaired by extenuating circumstances are consistent over time.
- 18.11 Faculties should ensure that all Boards of Examiners record their decision-making in ways that facilitate consistent decision making year on year.
- 18.12 A record must be kept of the consideration of medical or other evidence, at any stage of a student’s progress; the reasons for any decisions made and the outcomes agreed.
- 18.13 Guidance on student absence from assessment due to illness is provided at annex 14.

19 Penalties for cheating, plagiarism, other academic misconduct and the late submission of coursework (See also sections 7 and 8)

The *University’s Examination Regulations* (annex 11) contain full details of the regulations and procedures to be followed in respect of academic misconduct, including plagiarism.

- 19.1 Information on what constitutes academic misconduct in respect of assessment (including clear definitions of plagiarism, collusion, cheating, impersonation and the use of inadmissible material) should be provided, or referenced by a web link, in school handbooks together with specific information about the consequences of such misconduct. It may be necessary for individual schools to develop additional guidance on what constitutes academic misconduct, to reflect the relevant academic discipline.
- 19.2 When recommending a penalty to a Board of Examiners, an appropriately constituted committee/panel will consider the offence and penalty independently of its potential impact on the student’s degree classification. Whether the penalty for offence in question should be reflected in the degree class to be awarded is the judgement of the board. In such cases, the board should take into account any effect on the degree classification that the penalty already has had.
- 19.3 Students must be made aware of the existence of penalties for not meeting submission deadlines. These should be clearly specified in writing to students and staff at the beginning of the programme / unit, preferably in the programme / unit handbook.
- 19.4 Faculties’ policies on the penalties for the late submission of undergraduate summative coursework, should be in accordance with the following:

- a) Faculties should adopt an approach to the late submission of coursework within the framework provided and their schools should ensure that the policy is communicated to students at the outset of their studies, stated in student handbooks and re-iterated at the start of teaching of each unit;
- b) Schools should ensure that students from other schools or faculties who register for their units are made explicitly aware of the faculty policy on the late submission of coursework;
- c) Coursework that is submitted after a deadline should be subject to some penalty, unless an extension has been agreed by the School, prior to the deadline, or late submission is justified by reason of illness or other validated extenuating circumstance (see the *University guidance on student absence due to illness* at annex 14);
- d) For work submitted up to 24 hours after the agreed submission deadline, a penalty of 10 marks out of 100 (or 3 marks out of 20) from the mark the student would have received applies (e.g. coursework that is marked at 60/100 would become 50/100 or a mark of 10/20 would become 7/20) once the penalty is applied);
- e) For work submitted 7 calendar days after the submission deadline the student will receive a mark of 0, although schools may still require work of a satisfactory standard to be submitted in order for credit to be awarded;
- f) Faculties should decide on the rate of reduction, by day or at specific thresholds, for late submissions made after the 24 hour period but within 7 days. In setting the rate by which the mark is reduced the weighting of the assessment may be taken into account;
- g) Any penalty applied should be in the form of a mark reduction from the mark the student would have achieved.

Assessment Outcomes

20 Pass marks

Undergraduate level

- | |
|---|
| <p>20.1 Within modular honours programmes, students must achieve at least 40 out of 100 to pass undergraduate (level 4-6) units.</p> <p>20.2 Within the professional programmes in the faculties of Medicine and Dentistry and Medical and Veterinary Sciences, students must achieve at least 50 out of 100 to pass at the unit/element level.</p> |
|---|

Taught postgraduate level

- | |
|--|
| <p>20.3 The pass mark set by the University for any level 7 (M) unit is 50 out of 100.</p> <p>20.4 Where taught postgraduate programmes include units at level 6 (H) or lower the pass mark for those units remains 40 out of 100. Marks for these units must be taken into account in the calculation of the programme mark and cannot be adjusted.</p> |
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Shared teaching between undergraduates and postgraduates

- 20.5 Undergraduate and taught postgraduate students may be taught together. If undergraduate and taught postgraduate students undertake the same unit, with the same learning outcomes and assessment, the credit awarded will be at the pre-defined level of the unit. If the learning outcomes and assessment differ for the undergraduate and postgraduate students then they are deemed to be undertaking different units; such units must have been previously approved at the different levels.
- 20.6 The levels of study and relevant qualification descriptors laid down by the QAA can be found in their national qualifications framework document (see annex 16 for the descriptor of a higher education qualification at level 7).

21 Credit

- 21.1 The University's credit framework, which summarise the amount and level of credit required to receive a University award, is reproduced on the following pages. The credit requirements for students first registered on programmes in, and after, 2010-11 is set out in the first table (21.4). The credit requirements for students who first registered on their current programme of study prior to 2010-11 is provided in the second table (21.5), which will apply until the students who first registered before 2010-11 are deemed to have completed their studies.
- 21.2 An important principle in the framework is the recognition that qualifications are based on cumulative learning. There is an acceptance of the concept of building upon postgraduate qualifications to lead to advanced awards.
- 21.3 The amount and level of credit specified in the tables should be regarded as the University minimum. If a school wishes to diverge from these amounts, the faculty must seek University level approval, through Education Committee.

21.4 Credit requirements for students first registered on programmes of study in and after 2010-11:

Qualification	FHEQ Level	Previous UOB Level	Total credits required	Minimum credits required at the highest level*	Equivalent ECTS credits	Additional credit requirements
Taught Master's degree (including the four-year Integrated Master's degree)*	7	M	At least 180	150	The minimum requirement is 60, however, a range of 90-120 is more typical.	* The total credit requirement for the Integrated Master's programme is 480 credits, with at least 120 at the level of the qualification (7/M).
Postgraduate Diploma	7	M	At least 120	90		Remaining credits to be at level C/4 or higher
Postgraduate Certificate (including the Postgraduate Certificate in Education (PGCE))	7	M	At least 60	40		
Bachelor's degree with honours	6	H	At least 360	90	180 - 240	Remaining credits to include at least 100 at level I/5 or above
Bachelor's degree (Ordinary degree)	6	H	At least 300	60		
Professional Graduate Certificate in Education (PGCE)	6	H	At least 60	40		
Graduate Diploma	6	H	At least 80	80		
Graduate Certificate	6	H	At least 40	40		
Foundation Degree	5	I	At least 240	90		
Diploma of Higher Education in (Faculty name) (Subject)**	5	I	At least 240	90	Approx. 120	Remaining credits at level C/4 or above.
Certificate of Higher Education in (Faculty name) (Subject)**	4	C	At least 120	120		
Pathway Certificate in (Faculty name) (Subject name where appropriate)**	3	NQF level 3	At least 120	120		

* The highest level is the level of the qualification

** Structured programme in a single discipline or approved combination of disciplines; may be awarded with Distinction.

Notes:

- 1) This table should be read in conjunction with the Framework for Higher Education Qualifications (www.qaa.ac.uk/AssuringStandardsAndQuality/Qualifications/Pages/default.aspx) and the Higher Education Credit Framework for England (August 2008) (<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/creditframework.pdf>). The University's credit framework will apply in cases where the credit requirement is higher than that stated in the national credit framework.
- 2) The MB,ChB (Medicine), BDS (Dentistry) and BVSc (Veterinary Science) undergraduate programmes are not included in the University's modular structure and therefore do not have credit points attached to them.
- 3) At the discretion of the faculty joint honours degrees may vary from the minimum of 90 credits at level 6 because of the need for more flexible structures in joint programmes.
- 4) Individual students can choose to take units at a higher level than normally specified during their programme, e.g. a level 7 unit might be substituted for a level 6 unit, or a level 6 unit might replace one at level 5.
- 5) The purpose of combining the stand-alone and integrated Master's qualifications is to emphasise equivalence of achievement.
- 6) The QAA has published a statement on the PGCE qualification title which can be found at: www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/StatementforusebyUUK,SCOP,QAA,UCET-PGCEqualificationtitle.aspx
- 7) The University's qualifications relate to the Framework for Qualifications of the European Higher Education Area (FQ-EHEA) as follows:

Doctoral degrees	Third Cycle Qualifications (Not typically credit rated)
Master's degrees	Second Cycle Qualifications (Min. 60 ECTS credits, however a range of 90-120 ECTS credits is typical)
Integrated Master's degrees	Second Cycle Qualifications (As above)
Bachelor's degrees with Honours	First Cycle Qualifications (180-240 ECTS credits)
Foundation degrees	Short Cycle Qualifications (120 ECTS credits)
Diplomas of Higher Education	As above

21.5 Credit requirements for students first registered on their current programmes of study before 2010 -11:

Qualification	FHEQ Level	Previous UoB Level	Total credits required	Minimum number of credits required at the highest level*	Additional credit requirements
Postgraduate level awards					
EdD, DDS, DSocSci, EngD, DEdPsy	8	D	at least 540	360	Remaining credits to be at level M
Master's degree	7	M	at least 180	130	Remaining credits to be at level C or higher
Postgraduate Diploma	7	M	at least 120	90	Remaining credits to be at level C or higher
Postgraduate Certificate	7	M	at least 60	60	n/a
Undergraduate level awards					
MSci, MEng (Integrated (4-year) Master's degree)	7	M	at least 480	80	Remaining credits to include at least 240 at levels H and I (no less than 120 at level H)
Graduate Diploma	6	H	at least 120	80	n/a
Graduate Certificate	6	H	at least 60	60	n/a
Honours degree	6	H	at least 360	100	Remaining credits to include at least 100 at level I or above
Ordinary degree	5	I	at least 300	120	Remaining credits may include some at level H
Foundation Degree	5	I	at least 240	120	n/a
Undergraduate Diploma	5	I	at least 240	80	Remaining credits at level C or above
Undergraduate Certificate	4	C	at least 120	120	Students who registered directly onto a Certificate before August 2001 may supplement a minimum of 90 credits at level C with a maximum of 30 credits at QCA level 3.
Pathway Certificate (single subject)	-	QCA level 3	at least 120	120	
Preliminary Certificate (Combined studies)	-	QCA level 3	at least 120	120	Normally 80 credit points to be gained in awarding faculty.

* The highest level is the level of the qualification

Notes:

- 1) This table should be read in conjunction with the Framework for Higher Education Qualifications and the Higher Education Credit Framework for England (August 2008). The University's credit framework will apply in cases where the credit requirement is higher than that stated in the national credit framework.
- 2) The MB,ChB (Medicine), BDS (Dentistry) and BVSc (Veterinary Science) undergraduate programmes are not included in the University's modular structure and therefore do not have credit points attached to them.
- 3) At the discretion of the Faculty joint honours degrees may vary from the minimum of 100 credits at level 6 because of the need for more flexible structures in joint programmes.
- 4) In the MSci and MEng, the University minimum of 80 credits at level 7 does not prevent schools and faculties from fulfilling requirements of professional bodies for a higher proportion of level 7 credits.
- 5) Individual students can choose to take units at a higher level than normally specified during their programme, e.g. a level 7 unit might be substituted for a level 6 unit, or a level 6 unit might replace one at level 5.

Credit points

21.6 In assigning credit points to units, faculties and schools are required to use total student input per normal full-time year of study as a measure. An average of 40 hours per week of total student input in term time is suggested as an appropriate measure of the time an average student will need to spend to be able to complete the assessment for a programme successfully.

21.7 As stated in 4.5 of the *General Regulations for Undergraduate Programmes: the normal requirement for each full-time year of study is not less than 120 credit points and not more than 130. The University does not encourage students to take more than the required units for the programme. However, if a student chooses to do so they will be required to pay a fee for the additional units and neither the credit nor the marks accumulated will count towards their final award.*"

The attainment of additional credit points in any curriculum year cannot be carried forward in such a way as to reduce the volume of credit that must be taken in any succeeding year, or to accelerate a student's progress towards any award.

21.8 A unit shared by students studying on more than one programme must always be allocated the same credit points.

21.9 Credit points may be used once only and may not be used towards two or more awards of this University or of another institution and the University, with the exceptions as specified in points 4.12 and 4.13 of the General Regulations for Undergraduate Programmes and point 5.17 in the General Regulations for Taught Postgraduate Programmes.

21.10 It is the responsibility of the relevant Faculty Board of Examiners to determine whether or not a student has satisfied the criteria for the award of credit points.

22 The unit mark

See also sections 15.16 - 15.20 and annex 23.

22.1 The mark for each individual unit is calculated and recorded to one decimal place by averaging the marks for each of the constituent elements / assessments.

22.2 Sub-unit (i.e. assessment) marks are normally integers, however, where this is not the case the assessment mark (prior to any weighting) should be recorded to no more than one decimal place.

22.3 For the purposes of awarding credit for an individual unit, the recorded mark for each unit is rounded to the nearest integer.

22.4 For the purposes of determining progression from year to year or from the taught component to the dissertation stage, the recorded unit mark, to one decimal place, is used to calculate the average year or taught component mark (see sections 26 and 27).

22.5 For the purposes of determining the final programme mark and degree classification in taught modular programmes, the recorded unit mark, to one decimal place, is used to calculate the final programme mark (see section 28).

22.6 Programmes may weight elements or different assessment marks differently within a unit and may permit compensation across elements within a unit, as prescribed within the appropriate programme and unit specifications. When assessing a unit composed of more than one element, it is the unit as a whole, rather than the individual elements that needs to be completed satisfactorily, although programmes

may also require an element to be satisfactorily completed in order to enable credit points to be awarded for a unit.

- 22.7 The final unit mark should be displayed as the calculated rounded integer, unless required by a board of examiners for the purposes of calculating the year/taught component mark (so to determine progression) or the final programme mark (so to determine degree classification).
- 22.8 Students should receive the scores for each assessment, as well as their overall rounded unit mark.

23 The year mark - in undergraduate programmes

- 23.1 For the purposes of determining progression, specifically for the application of 26.11, the overall mark achieved for the year in undergraduate programmes is calculated by averaging the recorded unit marks (i.e. recorded to one decimal place).
- 23.2 The weighting given to the unit mark will correspond to the credit point value of the unit, e.g. the mark for a 20 credit point unit would be a 1/6 of the whole year mark, if the student has to achieve 120 credit points during the year.
- 23.3 The result of the calculation of the overall mark achieved for the year is rounded to the nearest integer for the purpose of applying progression rules as set out in 26.11. See annex 23 for an example of this calculation.

24 The taught component mark - in taught postgraduate programmes

- 24.1 For the purposes of determining progression from the taught component to the dissertation stage, specifically the application of 26.12 and classification (see 28.2) the overall mark achieved for the taught component is calculated by averaging the recorded unit marks, which are to one decimal place.
- 24.2 The weighting given to the unit mark will correspond to the credit point value of the unit, e.g. the mark for a 20 credit point unit would be 1/6 of the whole year mark, if the student has to achieve 120 credit points during the year.
- 24.3 The result of the calculation of the overall mark achieved for the taught component is rounded to the nearest integer.
See annex 23 for an example of this calculation.
- 24.4 Progression to the dissertation stage is normally only permitted on the satisfactory completion of the taught component. There is no compensation between the taught component and the dissertation (i.e. a mark in the taught component cannot compensate for a lower mark in the dissertation, and vice versa). The dissertation may be suspended at the discretion of the relevant Board of Examiners if the result from the taught component is unsatisfactory.

25 Progression, the award of credit and re-assessment for undergraduate programmes - for students initially registered prior to the 2011-12 academic year

Student progress

- 25.1 Each faculty is responsible for developing clear conditions for the progress of students registered on programmes within the faculty. In the case of students following the same programme of study, but registered in different faculties, the boards of those faculties will jointly be responsible for determining conditions for progress, which will be set out in faculty and school guidelines relating to the

treatment of examination marks. It is not necessarily the case that 120 credit points must have been obtained in a curriculum year, in every case, in advance of progression. Likewise, the achievement of 120 credit points in a curriculum year does not, of itself, ensure progression to a subsequent unit.

25.2 Decisions on progress must take account of the possibility of credit accumulation and transfer. Credit points may be awarded, even if the conditions for progress within the faculty have not been fulfilled, enabling the student to use the credit in some other way, for example in transferring to another programme either in the University or elsewhere.

25.3 Students must be made fully aware, at registration, of the assessment requirements of their programmes and the criteria for progression relating to the units on which they are registered. It is the responsibility of programme directors and unit organisers to ensure delivery of this information to students. Suitable communication methods include faculty and school handbooks.

Criteria for the award of credit points

25.4 The following criteria are recommended for use in awarding credit points:

- Reaching a satisfactory standard (normally a mark of 40 out of 100 for units at level 4, 5 and 6) in one or more of the following:
 - a formal examination, project report, extended essay or other form of written work;
 - completion of practical work, e.g. field courses, laboratory sessions, language tuition, etc, deemed essential to understanding the academic discipline the student is studying;
 - a combination of coursework and practical work, supplemented by a record of attendance at teaching sessions, e.g. tutorials or laboratory sessions;
- the acquisition of professional skills and attributes required in disciplines such as education, the health professions or the performing arts.

25.5 The criteria for the award of credit points must be made explicit by the school(s) concerned and specified in advance of the student commencing study in a unit. A faculty may choose to award credit points in individual cases in circumstances where the student has obtained marks in an examination or other work in a range of 30-39 out of 100 and has satisfied additional criteria, clearly specified in advance.

25.6 Any additional criteria which affect the award of credit points (e.g. attendance at lectures, tutorials, laboratory or fieldwork sessions) should be specified explicitly in unit assessment criteria made available to students prior to commencement of their study of the unit.

25.7 The School offering the unit is responsible for setting the assessment process, and for awarding an overall assessment mark and credit points upon successful completion of the unit. It is for the faculty in which the student is based to determine and apply the rules for progress in the programme, as stated in section 25.1.

25.8 If failure to obtain credit points for any unit occurs in any assessment other than those relating to the final year of study, the relevant faculty committee will recommend one of the following, as appropriate:

- that the student subsequently re-takes and passes the unit or the assessment of the unit, obtaining the necessary credit points;
- that the student subsequently achieves a satisfactory standard in an additional approved unit of at least equivalent value;

- that the student be required to repeat the year of the course as a whole;
- that the student withdraw from the programme, with an award, if appropriate.

Opportunities for re-assessment

25.9 The opportunities for re-assessment to be offered to undergraduate students are:

- a) subject to the approval of the Board of the Faculty, re-assessment of any unit for the award of credit points should be offered to any student who has failed to obtain the credit points at the first attempt.
- b) any re-assessment of a unit should normally be completed prior to the commencement of the final year examination.
- c) an appropriate method of re-assessment for all units should be devised, with the approval of the relevant faculty(ies), not necessarily in the same form as the original assessment.
- d) opportunities for re-assessment of units should be made clear to students at the start of their programme/unit.

Assessment for the final programme mark / degree classification

25.10 If a student fails an examination and the subsequent re-sit, or, as a result of recognised extenuating circumstances, has not achieved the pass mark in the appropriate examinations to allow him / her to progress, the relevant Faculty Board of Examiners can:

- withdraw the student from the programme, with an exit award as appropriate;
- permit the student to repeat the whole year; or,
- permit the student to undertake a supplementary year.

Students who are placed on a supplementary year are expected to be registered on the units they have failed and any additional study skills units, as determined by the faculty. Guidance for faculties on implementing the supplementary year is at annex 18.

25.11 In any reassessment of a unit which contributes to the final programme mark and/or degree classification, and which is passed, only the minimum pass mark (normally 40 out of 100 for units at levels 4, 5 and 6) will be formally awarded even if a student achieves a higher mark in the re-assessment, save where there was good cause for the initial failed assessment.

25.12 If a student does not satisfactorily complete assessments in a unit contributing to the final programme mark and/or degree classification, and if this results in failure to obtain the credit points needed for the award of a degree, the degree may not be awarded unless the failure is due to certified illness or other sufficient cause. However, having received the prior approval of the Faculty Board and Senate, a faculty Board of Examiners may choose to award 120 credit points for the final year of study on the basis of an overall pass in the final year's examinations. Such approval may only be sought in respect of a particular programme or group of programmes and not in respect of individual students after the event.

25.13 A Faculty Board of Examiners may also choose to award 120 credit points for a full time year of study (or part time equivalent) in an Undergraduate Certificate or Diploma programme on the basis of a pass overall in the final assessment.

26 Common university rules for the progression and completion of students on taught modular programmes – for students newly registered from the academic year 2011-12

- 26.1 If there is a discrepancy, these rules have primacy over Faculty Standing Orders, or equivalent faculty-level rules or regulations, with regard to the progression and completion of students newly registered on taught modular programmes from the 2011-12 academic year.
- 26.2 For the purposes of **awarding credit** for an individual unit, the recorded mark for each unit is rounded to the nearest integer.
- 26.3 For the purposes of **determining progression** from year to year, the recorded unit mark, to one decimal place, is used to calculate the year mark. The result of the calculation of the overall average mark achieved for the year should be rounded to the nearest integer for the purpose of applying 26.11.
- 26.4 If a student fails to achieve the credit points, but there is evidence that their performance at the time of the examination is likely to have been affected by extenuating circumstances, the provisions in section 18 'Medical and other extenuating circumstances', will apply.

The award of credit for the purposes of progression

- 26.5 Students must achieve the pass mark for the unit (normally a mark of 40 out of 100 at levels 4-6 and 50 out of 100 at level 7) and meet any additional criteria³, if applicable, to be awarded the associated credit. The criteria for the award of credit points, and an explanation of how the award of credit may be affected by criteria additional to marks in an examination or other formal assessment, must be explicitly described in the relevant programme and unit specification and communicated to the students in advance of the commencement of their study of the unit.
- 26.6 By reaching a satisfactory standard, students thereby acquire the necessary credit points to progress, *except as specified below*.
- 26.7 A student (except if in the final year of their undergraduate programme, see 26.16-19) who does not achieve the pass mark for a unit should normally be permitted a second attempt to achieve a satisfactory standard to progress (i.e. a 're-sit'). A "re-sit" need not be in the same form as the original assessment, as long as it: tests the same learning outcomes, does not compromise any competence standards; and applies to the entire cohort of students who are undertaking the re-assessment.
- A re-sit should normally be completed prior to the commencement of the following year of study in the case of an undergraduate programme. In the case of taught postgraduate programmes, re-sit examinations should normally take place as soon as possible after the learning experience, while re-submission of essays and coursework should normally be within 4-6 weeks for full-time taught postgraduate students.
- A faculty Board of Examiners may, at their discretion, permit a student to undertake a re-sit in a failed unit from the first teaching block PRIOR to the receipt of all the unit marks for the academic year (i.e. before the end of the summer examination period).

³ Additional criteria may include: reaching a satisfactory standard in the completion of a project report, other form of written work, or practical work which is deemed essential to understanding the academic discipline the student is studying; a sufficient record of attendance at teaching sessions; or, the acquisition of professional skills.

- 26.8 A student (except if they are in the final year of their undergraduate programme, see 26.16-19) who does not achieve the specified additional criteria for a unit (regardless of the mark achieved) will be permitted a second attempt to meet the criteria in order to be awarded the credit for the unit.
- 26.9 Students must achieve at least a third of the credit points for the year of study by achieving the pass mark at the first attempt (i.e. 40 credit points or more for undergraduate programmes and 60 credit points or more for taught postgraduate programmes), AND must have satisfied any additional criteria at the time they are considered by the progression board, or equivalent, in order to be permitted a second attempt (i.e. re-sit) in any failed units so as to be able to attain a satisfactory standard to be able progress to the following year of study (undergraduate programmes) or to the dissertation stage (postgraduate taught programmes).
- 26.10 If a student does not achieve at least a third of the credit points for the year of study, s/he will be required to withdraw from the programme with an exit award, if appropriate; unless there are validated extenuating circumstances (see section 18). However, exceptionally, the relevant faculty Board of Examiners may permit the student to repeat the whole year of the programme.
- 26.11 Notwithstanding 26.7, an **undergraduate** student who fails at the first attempt to achieve the pass mark associated with unit/s with a maximum value of 20 credit points (i.e. 1/6 of the credit points for the year of study) in an academic year may be permitted to progress, notwithstanding the failed unit/s (for those programmes where the credit value of the individual units is more than 20, such that failure of a single unit will result in a shortfall of credit in excess of 20 in the year, a student may also be permitted to progress under this rule), so long as s/he:
- a) has not previously been allowed to progress under this rule such that they will have failed to achieve the pass mark in units with a cumulative credit value of more than 40 credit points, and
 - b) receives a unit mark within a pre-specified range of the pass mark at the first attempt (*35-39 out of 100 for level 4-6 units and 45-49 out of 100 for level 7 units*), and
 - c) has an overall mark average for all the units taken in the year at, or higher than, the average pass mark of all the units taken in the year, and
 - d) has not failed a *unit that is deemed by the faculty or a relevant professional body as being 'required to pass' either for entry onto a subsequent unit(s) or for professional body accreditation reasons, and*
 - e) fulfils all other requirements for the award of credit, as stated in the programme and/or unit specification, such as:
 - *completion of practical work, e.g. field courses, laboratory sessions, language tuition, etc, deemed essential to understanding the academic discipline the student is studying;*
 - *a combination of coursework and practical work, supplemented by a record of attendance at teaching sessions, e.g. tutorials or laboratory sessions;*
 - *the acquisition of professional skills and attributes required in disciplines such as education, the health professions or the performing arts; and*
 - f) satisfactorily completes any additional work, deemed necessary by the Faculty Board of Examiners, so as to enable the student to achieve the learning outcomes in the assessment(s) that they had failed.

26.12 Notwithstanding 26.7, a **taught postgraduate** student who fails, at the first or second attempt, to achieve the pass mark associated with taught unit/s with a maximum value of 30 credit points (i.e. 1/6 of the credit points for the year of study), at the end of the taught component, may be permitted to progress to the dissertation stage, notwithstanding the failed unit mark/s (in the case of students studying on programmes where the credit value of the individual units is more than 30, such that a single failed unit will result in shortfall of credit in excess of 30 in the year, progress may be permitted), so long as he or she:

- a) receives a unit mark within a pre-specified range of the pass mark at the first attempt (*45-49 out of 100 for level 7 units*), and
- b) has an overall mark average for all the taught units taken in the year at, or higher than, the average pass mark of all the taught units taken in the year, and
- c) has not failed a *unit that is deemed by the faculty or a professional body as being 'required to pass' either for entry onto a subsequent unit(s) or for professional body accreditation reasons, and*
- d) fulfils all other requirements for the award of credit, as stated in the programme and/or unit specification, such as:
 - *completion of practical work, e.g. field courses, laboratory sessions, language tuition, etc, deemed essential to understanding the academic discipline the student is studying;*
 - *a combination of coursework and practical work, supplemented by a record of attendance at teaching sessions, e.g. tutorials or laboratory sessions;*
 - *the acquisition of professional skills and attributes required in disciplines such as education, the health professions or the performing arts; and*
- e) satisfactorily completes any additional work deemed necessary, as determined by the relevant Board of Examiners, so as to enable the student to achieve the learning outcomes in the assessment(s) that they had failed.

26.13 Students who are permitted to progress as described in 26.11 or 26.12 (i.e. *notwithstanding a failed unit mark*) will be awarded and carry forward the actual unit mark they achieved at their first attempt (not the unit pass mark) and will only receive the credit for these unit/s upon final completion of the programme for which they are registered (i.e. at graduation).

26.14 If any student fails to achieve the unit pass mark following a re-sit of the unit, s/he will be required to withdraw from the programme with an exit award, if appropriate; unless there are validated extenuating circumstances (see section 18). However, exceptionally, the relevant faculty Board of Examiners may decide to offer one of the following opportunities:

- a) To permit the student to repeat the whole year of the programme.
- b) An **undergraduate student** may be permitted a final opportunity to be re-assessed, as part of a 'supplementary year', in order to obtain the necessary credit points to progress. Students who are placed on a supplementary year will be registered on the units they have failed, as well as any additional study skills units as determined by the faculty (guidance on the supplementary year is available at annex 18).

26.15 For any unit which is passed by re-assessment, the recorded mark will be capped at the minimum pass mark (40 out of 100 for units at levels 4, 5 and 6, and 50 out of 100 for units at level 7), even if the student achieves a higher mark in the re-assessment. The marks recorded when repeating the whole year or undertaking the supplementary year will also be capped at the minimum pass mark regardless of what marks are actually achieved, unless the student is being permitted to repeat the year or undertake a supplementary year “*as for the first time*” due to validated extenuating circumstances.

The award of credit in the final year of undergraduate study for the purposes of completion

26.16 Students must achieve the pass mark (normally a mark of 40 out of 100 at levels 4-6 and 50 out of 100 at level 7) and meet any additional criteria, as described in 26.5, if applicable for the unit, to be awarded the associated credit. By achieving this students thereby acquire the necessary credit points in their final year to complete the programme of study, except as specified below.

26.17 Re-assessment of units within the final year of undergraduate modular programmes is only permitted, where, for *professional body accreditation reasons, the unit is deemed to be ‘must-pass’*, in which case the faculty Board of Examiners will offer the student a final re-assessment opportunity.

26.18 A faculty Board of Examiners may choose to permit the award of 120 credit points for the final year of **undergraduate** study on the basis of a pass overall in assessments undertaken in the final year. This may only be enacted in respect of a particular programme or group of programmes, and not in respect of individual students, and not after the event. A faculty Board of Examiners may, likewise, choose to award 120 credit points for a full time year of study (or part time equivalent) in an Undergraduate Certificate or Diploma programme on the basis of a pass overall in the final assessment.

26.19 If a student does not obtain the necessary credit points in units that contribute to the final programme mark and/or degree classification, the degree may not be awarded and the student will receive a lower award, as determined by the University’s credit framework (see section 21), unless the failure is due to certified illness or other validated extenuating circumstances, as detailed in *Ordinance 18*, and the associated ‘*Guidance in Respect of Students Who Have Not Completed All Required Assessment for Honours Classification*’ (annex 24).

Additional requirements for progression within an Integrated Master’s Degree

26.20 In order to progress within a four year Integrated Master’s programme, students must achieve a year mark of 55 or more out of 100 in each of Years 2 and 3. Those students who are awarded 120 credit points for the year but do not achieve a year mark of 55 or more out of 100: will either be automatically transferred onto an equivalent Honours degree or, following completion of Year 3, the faculty Board of Examiners may award an Ordinary Degree or an equivalent Honours degree where the student has successfully met all the criteria, as described in the programme specification, for the award, or has validated extenuating circumstances which prohibits them from returning for the final year of study.

26.21 In order to progress within the five-year Integrated Master’s programme, “Engineering Design with Study in Industry” students must achieve a year mark of 55 or more out of 100 in each of Years 2, 3 and 4 in order to progress. Those students who are awarded 120 credit points for the year but do not achieve a year

mark of 55 or more out of 100: will either be automatically transferred onto an equivalent Honours degree or, following completion of Year 3 or 4, the faculty Board of Examiners may award an Ordinary Degree or an equivalent Honours degree where the student has successfully met all the criteria, as described in the programme specification, for the award, or has validated extenuating circumstances which prohibits them from returning for the final year of study.

Progression within an Integrated Master's Degree to undertake the Study Abroad or Year in Industry

26.22 In order to progress, within an Integrated Master's programme, onto the "Study Abroad" or "Year in Industry", students must achieve a year mark of 55 or more out of 100 in Year 2 and must satisfy any additional criteria which may be required by specific programmes. These additional criteria will be set out clearly in the programme specification and will be made clear to students at the outset of their studies. Those students who are awarded 120 credit points for the year but do not achieve a year mark of 55 or more out of 100 will be automatically transferred onto the equivalent Honours degree.

Award of credit for the dissertation in taught postgraduate programmes

See also section 24 on the 'taught component mark' and annex 26 for the 'Dissertation Guidelines for Taught Postgraduate Programmes'.

- 26.23 Students must achieve the pass mark for the dissertation to be awarded the associated credit; by *reaching a satisfactory standard students* thereby acquire the necessary credit points to complete the programme of study, *except as specified below*.
- 26.24 Where a student has achieved a near-pass mark (over 45 but less than 50 out of 100 or equivalent on 21 point scale) for the dissertation and, in addition, the examiners recommend that it is suitable for re-assessment, the relevant Board of Examiners may decide to permit the student to re-submit the dissertation, or equivalent.
- 26.25 Re-submission of the dissertation where the student has achieved a mark less than 45 out of 100 will be permitted *where failure is due to validated extenuating circumstances* (see section 18).
- 26.26 The recorded mark for any re-submitted dissertation will be *capped at the minimum pass mark* (50 out of 100) even if the student achieves a higher level of attainment in the re-assessment, except that where there is good cause for the initial failure (validated extenuating circumstances) the dissertation may be re-submitted "as though for the first time" and the mark achieved need not be capped.
- 26.27 Re-submission of the dissertation must normally be made within 3 months of the student being notified by the faculty Board of Examiners of its decision (and within 6 months for part-time students and 12 months for part-time variable students).
- 26.28 Where re-assessment of the dissertation is not permitted the student may be awarded a postgraduate diploma, if appropriate, by the relevant Board of Examiners, subject to the satisfactory accumulation of credit points. Whenever a Board decides that re-submission of the dissertation is not permitted, the reason(s) must be clearly documented in the meeting minutes.

27 Principles for the progression and completion of students on the MBChB, BDS, and BVSc professional programmes

These principles are for guidance only in 2011-12; once finalised and approved the revised policy will apply from 2012-13.

- 27.1 Students should achieve a minimum standard by attaining the pass mark for all units and any additional assessment and meet any additional criteria⁴, if applicable, to progress to the next year of study. Any additional criteria should be explicitly described in the relevant programme and unit specification and communicated to the students in advance of the commencement of their study of the unit. By reaching a satisfactory standard, students thereby acquire the necessary credit points to progress, except as specified below.
- 27.2 If a student fails to achieve the minimum standard, but there is evidence that their performance at the time of the examination is likely to have been affected by extenuating circumstances, section 18 'Medical and other extenuating circumstances', applies.
- 27.3 The options available to the Faculty Board of Examiners for a student who, at the first attempt, fails to achieve the pass mark and/or meet any additional criteria (as prescribed in the programme specification) of any unit(s) and/or additional assessment(s) in an academic year will be to require the student to:
- re-sit the assessment(s) that they fail so as to enable the student to attain a satisfactory standard to progress; or
 - repeat the whole year of the programme; or
 - withdraw from the programme with an exit award, if appropriate.
- 27.4 The options available to the Faculty Board of Examiners for a student who, at the second attempt (i.e. at the re-sit), fails to achieve the pass mark in the assessments undertaken or meet any additional criteria, will be to require the student to:
- withdraw from the programme with an exit award, if appropriate, or
 - following the first year of study only, the Board may offer the student the opportunity to repeat the whole year of the programme and re-sit for a third and final attempt, subject to any supplementary conditions for progression as determined by the Faculty Board of Examiners.
- 27.5 If a student fails a unit or any additional assessment in the final year of study, a final re-assessment opportunity is permitted; subject to the specified threshold/criteria for permitting a re-assessment is achieved, so as to enable the student to enable the student to attain a satisfactory standard to complete the programme of study. A student who fails to achieve the specified threshold may be permitted to repeat the whole of the final year of study.
- 27.6 The opportunity to repeat any year of study is subject to the limit on the maximum duration of study on the programme, as determined by the University (see regulation 4.17 of *the General Regulations for Undergraduate Programmes*) and/or professional bodies.
- 27.7 A "re-sit" must normally be undertaken by the student at the next available opportunity and must be prior to the following year of study.

⁴ Additional criteria may include: adhering to particular professional standards, regularly attending any prescribed activity or to undertake or attend a prescribed assessment or reaching a satisfactory standard in any work which is deemed essential to understanding the academic discipline the student is studying.

27.8 For any unit or assessment which is passed at a re-sit, the recorded mark will be *capped at the minimum pass mark*, even if the student achieves a higher mark in the re-assessment. The marks recorded when repeating a whole year will also be capped at the minimum pass mark regardless of what marks are achieved, unless the student is undertaking the year again “*as for the first time*” due to validated extenuating circumstances.

28 The final programme mark and degree classification
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28.1 Bands of marks for use in final **undergraduate** degree classification:

All Faculties *

First Class Honours	70 and above
Second Class Honours, First Division	60-69
Second Class Honours, Second Division	50-59
Third Class Honours	40-49
Fail	39 and below

An Ordinary degree can be awarded if a student has successfully completed at least 300 credits with a minimum of 60 credits at level 6.

* The pass mark for the professional programmes MB,ChB, BDS, BVSc, is 50 out of 100. The bands above do not apply to the professional degree programmes MB,ChB, BDS, BVSc.

28.2 Bands of marks for use in **taught postgraduate** classification (see 28.24 - 26):

Award with Distinction	not less than 65 out of 100 for the taught component overall and not less than 70 out of 100 for the dissertation though faculties retain discretion to increase this threshold;
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or,

for existing Masters’ programmes that do not have a separate dissertation: not less than 65 out of 100 overall with a mark of not less than 70 in two thirds of the total credit points for the award, though faculties retain discretion to increase this threshold.

Award with Merit	not less than 60 out of 100 for the taught component overall and not less than 60 out of 100 for the dissertation though faculties retain discretion to increase this threshold;
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or,

for existing Masters’ programmes that do not have a separate dissertation: not less than 60 out of 100 overall with a mark of not less than 60 out of 100 in two thirds of the total credit points for the award, though faculties retain discretion to increase this threshold.

Pass	50 and over out of 100
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Fail	49 and below out of 100
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Calculating the final programme mark and degree classification for undergraduate modular programmes

*The common algorithmic rules apply to all **new** registrations from the 2010-11 academic year on an undergraduate programme⁵ (and therefore first applying to intercalating students in the 2012-13 academic year) so to calculate the final programme mark and/or degree classification. An example of the calculation to reach the final programme mark and degree classification in an undergraduate programme is provided in annex 23.*

Students who were first registered before 2010-2011 will continue to be governed by the regulations for degree classification that were in place in the academic year 2009-10.

This policy applies to all undergraduate students, including those who study on a part time basis. For this purpose, where reference is made to 'years of study' the rules in this policy must be applied on a pro rata basis and equivalent to the volume of credit that a full-time student would normally undertake in an academic year.

28.3 The various options for faculties to offer students who do not complete all the required assessment for honours classification in relation to Ordinance 18 are provided at annex 24.

Primary Rule for calculating the final programme mark

28.4 First year marks will not contribute to the calculation of the final programme mark and/or degree classification.

28.5 All units taken in the years of study that contribute to the final programme mark and/or degree classification will count towards the weighted average final mark. Where students are given exemption from units, due to accredited prior learning, see section 29.

28.6 The weightings apply to years of study, **not** to the level of the units taken by a student within the year.

28.7 The default position is that within each faculty a single weighting rule for the years of study will apply, unless a faculty is able to demonstrate, to the satisfaction of Education Committee, that more than one weighting rule is required because of the major differences between subjects within the faculty and/or professional body accreditation requirements. The agreed weightings for the programmes within each of the faculties are provided in annex 25.

28.8 Within each year of study the weighting given to the unit mark, in relation to the mean 'year mark', will correspond to the credit point value of the unit, e.g. the mark for a 20 credit point unit would be 1/6 of the whole year mark, if the student has to achieve 120 credit points during the year.

28.9 For the purposes of applying the primary and secondary rules, individual unit marks are recorded to one decimal place only and not rounded to the nearest integer. However, the overall final programme mark is rounded to the nearest integer (up if 0.5 and above or down if below). This must be done PRIOR to determining whether the final programme mark is within the borderline range.

28.10 The honours programme classification boundary ranges are based on marks out of 100 and are:

⁵ The new degree classification rules do not apply to the two programmes in the School of Applied Community and Health Studies (BSc Deaf Studies and BSc Audiology) which are being phased out.

First / 2.1	equal to or more than 68 but less than 70
2.1 / 2.2	equal to or more than 58 but less than 60
2.2 / Third	equal to or more than 48 but less than 50
Third / Fail	equal to or more than 38 but less than 40

If the final summative programme mark falls within the range of one of these classification boundaries, the secondary rule will apply.

Secondary Rule

- 28.11 If the final summative programme mark falls within the range of one of the classification boundaries, as set out in 28.10, the higher degree classification will only be awarded if 50% or more of the individual unit marks, weighted by credit point value and year of study, which contribute to the degree classification are achieved at the higher class, otherwise the lower class will be awarded.
- 28.12 It is the responsibility of the School Examination Board to consider and determine between classifications on the basis of the secondary rule.
- 28.13 No further rules will apply for the calculation of the degree classification **following** application of the single algorithm.
- 28.14 Rules which are inherent to the design of the programme, such as a requirement for the student to pass a project in order to graduate, must be approved by the University's Programme Approval Group and be described in the relevant programme specification, and be implemented **before** the algorithm is applied.

<h3>Calculating the final programme mark and the award of a degree with merit or distinction for the MBChB, BDS, and BVSc professional programmes</h3>
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These rules apply to all newly registered students on the professional programmes of MB,ChB, BDS and BVSc at the University of Bristol from the 2011-12 academic year and supersede all previous regulations and standing orders. Students who registered before 2011-2012 will continue to be governed by the regulations that were in place in the academic year 2010-11, for the duration of their programme of study, unless they re-sit a year (and thereby join a cohort governed by the new rules, in which case they too will be subject to the new rules) or a current cohort of students consents to the new rules being applied, so long as this would not disadvantage any student.

- 28.15 Individual unit marks are recorded to one decimal place only and not rounded to the nearest integer. The result of the calculation of both the overall average mark achieved for the year and the final programme mark will also be recorded to one decimal point.
- 28.16 If there is evidence that the performance of a student at the time of examination is likely to have been affected by extenuating circumstances, section 18 'Medical and other extenuating circumstances', applies.
- 28.17 Requirements which are inherent to the design of the programme, such as the requirement for the student to pass a particular assessment or component in order to graduate, must be described in the relevant programme specification, and be implemented before these rules are applied.
- 28.18 The marks gained in all units within the approved programme structure that are undertaken by the student will contribute to the final programme mark. Where students are given exemption from units/elements of the programme due to accredited prior learning, including from other higher education institutions, marks

previously gained for any such units will not contribute to the calculation of the final programme mark.

- 28.19 Unit marks will be weighted for any calculation of the year and the final programme mark, as described in the relevant programme specification / student handbook. Students must be informed of any weighting in advance of commencement of the year of study.
- 28.20 Assessments which only test competencies on a pass/fail basis will not contribute to the unit mark and therefore will also not contribute to the year mark or the final programme mark.
- 28.21 The award of a degree with merit and distinction will be determined by the final programme mark in relation to the overall performance in the cohort, as follows⁶:
- The top 10% of the student cohort on the programme will be awarded a degree with distinction;
 - The next 15% of the student cohort on the programme will be awarded a degree with merit;
 - All other students that have a final programme mark of 50 out of 100 or more will be awarded a professional degree. The rank of the remainder of students may be published, at the discretion of the relevant faculty Board of Examiners.
- 28.22 Where programmes decide to award distinctions or merits for individual units, the same method provided in 28.21 will apply.
- 28.23 No further rules will apply for the calculation of the final programme mark and the award of a degree with merit and distinction following application of these rules.

Calculating the final programme mark for taught postgraduate programmes

- 28.24 The final programme mark is calculated by averaging the weighted individual unit marks, which are recorded to one decimal place. The overall final programme mark should be rounded to the nearest integer (up if 0.5 and above or down if below).
- 28.25 The weighting of each unit mark, in calculating the 'final programme mark', will correspond to the credit point value of the unit. See annex 23 for an example of how to do this calculation.
- 28.26 The classification of the award in relation to the final programme mark is provided in section 28.2.

29 Applying accredited prior learning to the calculation of the final programme mark and/or the degree classification in modular undergraduate programmes

Accredited Prior (Certified) Learning – AP(C) L

- 29.1 With regard to applications for AP(C)L, schools should consider the learning which has been accredited at the other institution and decide, in the best interests of the student, how this may be taken into account. The school has discretion to decide if:
- (a) the subject content, and therefore knowledge gained, is sufficiently similar for a student to be exempt from unit(s), and (b) whether marks may be transferred (see

⁶ The professional programmes determine student performance primarily on the attainment of a threshold of competence. For this reason these degrees are not classified. However potential employers require the university to recognise excellence and the simplest, most transparent and justifiable approach is by ranking within a cohort of students. All three programmes have sufficient students each year to minimise the risk of students being disadvantaged by any year effect.

annex 18 for the University's Guidelines on the Accreditation of Prior Learning for all taught programmes).

- 29.2 Where a student is exempted from units due to recognition of prior credit from another institution, and these units contribute to the final programme mark and/or degree classification but the marks are not accepted, these unit(s) will not be considered in the algorithm for the purpose of calculating the final mark and the degree classification.
- 29.3 If a student is exempted from a year of study (due to accredited prior learning) that would otherwise contribute to the final programme mark and/or the degree classification, but marks have not been transferred, no weighting will be given to the "exempt" year when determining the final programme mark and/or the degree classification. The relevant weighting must be applied, on a *pro rata* basis, to the remaining years of study. For example, if a student is exempt from the second year of study:
- Bachelor's three year honours degree: 0:25:75, will become 0:0:100;
 - Integrated four year master's degree: 0:10:40:50, will become 0:0:45:55.
- 29.4 Where a student is exempted from units (due to accreditation of prior learning from another institution) that contribute to the final programme mark and/or degree classification and the marks are accepted by the University, the transferred marks will be 'converted' and incorporated into the algorithm for calculating the final programme mark and degree classification.

Accredited Prior Experiential Learning - APEL

- 29.5 Where a student is exempted from units due to the recognition of the non-certified acquisition of relevant skills and knowledge, gained through relevant experience and where these units contribute to degree classification, then these units will not be given any weight in the algorithm when calculating the final mark and the degree classification.

30 Suspensions or extensions of studies

- 30.1 The *Guidance on Establishing the Grounds for Granting a Suspension of Studies and Subsequent Return to Study for Undergraduate Students* and the *Guidance on Suspension or Extension of Study for Taught Postgraduate Programmes* is available at annex 21 and 22 respectively.
- 30.2 The Faculty Education Directors are authorised to approve suspensions of studies. All approved suspensions should be reported to the Faculty Board.
- 30.3 **Any suspension of study for a visa-holding student must be reported to the Faculty Office as soon as it is known, for report to the UK Border Agency.**
- 30.4 Suspension or extension requests are only granted if they are in line with the University's guidelines, are supported by documentary evidence and are submitted on the appropriate form. Medical evidence will be treated in confidence.
- 30.5 A suspension of study has implications for tuition fees liability. Advice on reimbursement of tuition fees should therefore be sought from the faculty office. An extension of study may extend fees liability.
- 30.6 Suspensions or extensions must be for a defined period. If a student is unable to return on the agreed date, he/she must seek further approval to extend his/her period of suspension/ extension.

- 30.7 A suspension of studies for an undergraduate student may only extend beyond 12 months in exceptional circumstances. A student for whom one year of suspension becomes insufficient should withdraw from his/her studies and seek to recommence the programme at a later date.
- 30.8 For a taught postgraduate student a suspension of studies may be granted, by the Graduate Education Director, for up to a maximum period of 12 months. In exceptional circumstances a suspension of up to 24 months in total may be granted by the Graduate Education Director. Taught postgraduate students suspending studies for more than 24 months, who wish to resume studies, will be subject to a re-application process. This process may take into account Accredited Prior Learning (APL) including accumulated credit points and academic performance.
- 30.9 For a taught postgraduate student one or more extensions of study totalling not more than 12 months may be authorised by the Graduate Education Director. Extensions of study for any period that takes the total period of extension over 12 months require the approval of the Pro Vice-Chancellor (Education and Students). In all cases the extension request should be sent to the Graduate Education Director for the Faculty in the first instance accompanied by a strong written case with evidence.
- 30.10 The University of Bristol is not responsible for students during their periods of suspension

31 Appeals against decisions of boards of examiners

- 31.1 All information concerning the University's regulations for appeals against the decisions of Boards of examiners is contained in annex 11, the *University's Examination Regulations*.
- 31.2 It is essential to address a student's representation against a decision of a board of examiners as early as possible, and initially within the respective school and faculty. Students must be made aware of section 11 of the *Examination Regulations* (annex 11) governing appeals, with particular attention drawn to the 15 working day deadline from the date of notification of the decision for submitting a formal appeal. Students should also be reminded that a degree cannot be conferred whilst an appeal is ongoing.
- 31.3 The student's eligibility to graduate at a degree congregation will depend on the degree being confirmed by a specific date, normally 2 weeks prior to the start of the degree congregation (the precise deadline date is set by the examinations and degree congregation offices annually). Appeals that have not been resolved by this date will result in the student being offered the opportunity to graduate at the next available ceremony.
- 31.4 Information on the University's student complaints procedure can be found at www.bristol.ac.uk/secretary/studentrulesregs/complaints.html.

32 Disclosure of marks and results

- 32.1 There is no general requirement to return examination scripts to candidates but schools should share examination results with students wherever this would make a useful contribution to formative feedback. Faculties should adopt a consistent policy on this matter. Staff should be aware that any comments made by examiners, in relation to a specific candidate, with respect to any assessment, including coursework, must be disclosed to the candidate, if s/he makes a formal request under the Data Protection Act 1998. However, this should not inhibit markers from making appropriate comments to indicate why, in their judgement, a script or piece of

work merits the mark awarded.

- 32.2 No marks that contribute to examination results should be disclosed to students until they have been agreed by the Faculty Board of Examiners unless they are clearly identified as being provisional.
- 32.3 A detailed breakdown of results should only be disclosed to the individual receiving the award. Faculties must have clear procedures for such disclosure of marks.
- 32.4 Degree results may be published on school notice boards or websites at the discretion of the relevant school(s). The anonymity of the student must be protected when publishing these results (e.g. by using the students' University of Bristol numbers not names).
- 32.5 Schools should arrange for designated staff to be available on the next working day/two days following the meeting of the Faculty Board of Examiners to advise students of the results agreed by the board of examiners for individual papers or units and, where appropriate, to advise whether the board of examiners took account of any extenuating circumstances. In disclosing marks to students, staff should take care not to enter into discussion about the apparent fairness or otherwise of the mark(s) agreed by the board of examiners. Designated staff should advise students of any recommendations already reported to or going forward to the progress committee or faculty board regarding any failure; investigate any extenuating circumstances raised by the student that could not reasonably have been made known at an earlier stage, and advise the student of his/her right to make representations. Faculty offices should arrange, in appropriate cases, for this advice to be communicated in writing to the student, stating clearly the date by which they should make representations either in writing or in at a personal interview with designated staff, or the undergraduate or graduate education director or the dean.
- 32.6 Students making representations to designated staff, the Education Director or the Dean regarding any disputed decision of a Board of Examiners should be informed of their right to make a formal appeal under section 11 of the Examination Regulations.
- 32.7 Faculties and schools must bear in mind the need to comply with the Data Protection Act when disclosing personal information. Guidance about compliance with the Data Protection Act can be obtained from the Secretary's Office.

33 Transcripts

- 33.1 The transcript is intended to provide useful information to potential employers or to other universities (in the case of credit transfer) and to facilitate better understanding of the student's level of attainment overall and in individual units.
- 33.2 For the purpose of transcripts and credit transfer, the University will make it clear how the student has performed in assessments relating both to the achievement of credit points and to overall performance.
- 33.3 The transcript in the approved format will show a single mark for each unit, which represents the mark agreed by the Board of Examiners. This might be a combined mark to take into account different elements of assessment such as written work, practicals, coursework etc.
- 33.4 Transcripts in the approved format will be provided automatically for students on completion of their studies. Transcripts are also available upon request from the relevant Faculty Office. Students may be provided with up to three free transcripts within a year of their graduation. Subsequently, a charge will be levied for the provision of transcripts.

34 Retention of Student Work

- 34.1 Schools should judge what summatively-assessed work needs to be retained so to ensure that such work is available in the case of appeal. For this reason, the work of a student would not normally be retained for longer than a year following graduation.
- 34.2 Schools should also take into account the requirements of professional, statutory and regulatory bodies, where relevant.

Roles and Responsibilities

35 Education Directors

35.1 It is the responsibility of the faculty Education Directors, supported by each Faculty Quality Assurance Team (FQAT), to work closely with schools to implement university and faculty policies and procedures with respect to these Regulations and Code.

36 Personal Tutors

36.1 The University sets out its minimum provision for personal tutors in the Regulations for Personal Tutors: www.bris.ac.uk/esu/studentlearning/pt/

36.2 Personal Tutors and students should be familiar with the University's Student Help resource (www.bristol.ac.uk/studenthelp/) which provides answers to frequently asked questions and links to University student support and advice services.

37 Programme Directors*⁷

37.1 Annex 10 sets out the University's guidelines for Programme Directors. Programme Directors must be familiar with these guidelines and all regulations that relate to their programme including this Code.

37.2 The Programme Director must ensure the programme for which he/she is responsible meets the diverse needs of different student groups.

37.3 The Programme Director is responsible for the quality assurance of the programme for which he/she is responsible, including Annual Programme Review arrangements and feedback on the programme.

38 Internal examiners

All internal and external examiners must ensure that they are fully informed about these Regulations and Code.

38.1 The roles of the internal examiner and school examinations officer(s) have been split for the purpose of these Regulations and Code although it is recognised that in some schools these roles may be held by the same person. The principal internal examiner and/or the examinations officer should be nominated by the head of school to take responsibility for liaising with the external examiner. It must be clear to all concerned who will undertake this contact role.

38.2 Internal examiners are normally the individuals responsible for assessment in the relevant unit. The curriculum vitae of all internal examiners who are not on academic pathways one and three, including anyone not holding academic status at the University, should be submitted annually by the school for approval by the relevant faculty board/s. Internal examiners are expected to attend the meeting(s) of the relevant board of examiners. Each faculty should have a policy on the quoracy of its boards of examiners.

38.3 One of the internal examiners (the 'principal' internal examiner) for each unit (who is likely to be the unit director/organiser) should take academic responsibility for the unit's summative assessment. This person should ensure that the following tasks are

⁷ In the Faculty of Arts, the Graduate Officer is the programme director for all Master's programmes within a School. Details of the job description are obtainable from the school office. In addition, there are MA co-ordinators in each School. In the School of Law, the Director of Graduate Studies undertakes most aspects of this role except admissions.

completed satisfactorily: the setting of papers, liaising with external examiners, preparing any relevant assessment and marking criteria, leading teams of markers (where appropriate), ensuring a proper process of internal verification and agreeing sets of marks. The principal internal examiner is responsible to the school board of examiners.

38.4 The principal internal examiner is responsible for establishing procedures at school level to enter and check the marks for each individual piece of assessed work which forms the basis for examiners' meetings.

38.5 He/she is also responsible for ensuring back-up systems are in place for electronic storage and transmission systems.

39 School examinations officer(s)

39.1 School examinations officer(s) will be appointed by the Head of School. Their role is to organise and co-ordinate the school's assessment processes, from the preparation of examination papers provided by internal examiners to the accurate recording of assessment marks and their presentation to the board of examiners.

39.2 School examinations officer(s) should be the principal line of communication with the Faculty and to the University Examinations Office (Academic Registry). Information on the roles and responsibility of the Academic Registry in the examinations process is available at annex 17.

40 External examiners

40.1 The purpose of the external examiner system is to ensure that:

- a) the academic standards of University awards and their component parts are set and maintained at the appropriate level, and that the standards of student performance are properly judged against this;
- b) the assessment process measures student achievement against the intended learning outcomes, and is rigorous, fairly operated, and in line with University policies and regulations;
- c) the assessment process is fair and is fairly operated in the marking, grading and classification of student performance, and that decisions are made in accordance with University regulations;
- d) the University is able to compare the standard of its awards with those in other higher education institutions.

40.2 The duties and responsibilities of individual external examiners will be based on their role to act as independent and impartial advisors providing informed comment on academic standards set (including those associated with professional, statutory and regulatory bodies (PSRBs) where appropriate) and student achievement in relation to those standards.

40.3 The University has its own internal quality assurance procedures for the processing and consideration of assessment marks, and attaches great importance to peer review from colleagues in other academic institutions, professional bodies, industry or commerce. When arriving at the degree classifications given to final year undergraduates and the final award for taught postgraduates, appropriate weight should be given to the view of the external examiner(s) as full and equal members of the Examination Board.

40.4 In addition to attendance at examination boards, external examiners also have the right to attend any other examiners' meetings relating to the programme with which

they are concerned and at which decisions on individual students are to be taken. In some circumstances, it may be necessary to consult the external examiners of units taken by students in subjects outside their main programme subject area.

- 40.5 The role of the external examiner is not confined to consideration of examination results and attendance at examination boards. External examiners are encouraged, to comment and advise on the content, balance and structure of programmes and units, the development and review of programmes and/or units, and on assessment processes.
- 40.6 External examiners have the right to see all examination scripts and any other work that contributes to the award result, though normally the external examiner would only receive a selection of scripts, as agreed in advance with the relevant school(s). The selection should normally include all examination scripts and other assessed work that contributes to the award results of candidates assessed internally as borderline first class, third class, or failures. Where internal double marking takes place, a third internal marker might be asked to adjudicate in circumstances where the first two internal examiners are unable to agree a mark. If this does not resolve the disagreement, the external examiner may be invited to provide a view.
- 40.7 Chairs of boards of examiners are responsible for conveying the contents of external examiners' reports to their schools and programme directors as part of the on-going process of assessment review. The matter should appear as an item on the agenda for a subsequent school or examiners meeting and a record of any agreed alterations in assessment practices must be kept. External examiners should be given formal written feedback on the discussion of their reports and consequent changes in assessment practices by the head of school or nominee. The school's responses should also be forwarded to the Education Support Unit.
- 40.8 Annex 15 - *Guidelines for External Examining of Taught Programmes* provides full details of the University's external examining processes.

41 Role of programme (or school) examination boards

- 41.1 This section should be viewed alongside *Ordinance 17, Assessment for Academic Awards*, which includes details of the constitution and requirements for Boards of Examiners.
- 41.2 An 'initial' examination board is one which is convened at the programme or school level. Such examination boards must consist of at least three people and are convened to approve each undergraduate and taught postgraduate academic award of the University. Membership of initial examination boards normally includes the internal and external examiners for each subject or group of subjects in the programme of study for the award. Such boards make recommendations to the Faculty Examination Board to the faculty in which the degree is awarded. External examiners are normally required to be present at the meetings of the board of examiners for all programmes which lead to a University award, and to which they have been appointed as external examiner.
- 41.3 The Faculties of Medicine and Dentistry and Medical and Veterinary Sciences may choose to convene separate 'unit' examination boards as well as programme boards to reflect the nature of their professional programmes. A unit examination board must also consist of at least three people.
- 41.4 Discussions held at the programme or school examination board are confidential. The procedure for disclosing marks and results to students is outlined in section 32.

- 41.5 A designated member of the board of examiners must take responsibility for overseeing the processing of marks at all stages of the assessment procedure.
- 41.6 The written records of all meetings of boards of examiners should be kept and communicated to the Faculty Examination Board. This should contain adequate details of the discussion of borderline cases and where individual medical or other extenuating circumstances are presented. A record should be kept of how and why decisions were taken (i.e. the reasons for each decision).
- 41.7 Schools should ensure they give as much notice as possible to all board members of the dates of examination board meetings and other occasions on which they may be required to be present so that the quoracy of the board of examiners is met.
- 41.8 Boards of examiners should determine the range of assessed material and, where appropriate, the evidence relating to the award of marks for that assessed work that will be subject to moderation.
- 41.9 In some circumstances, in addition to marks, student work may be made available at the meeting of boards of examiners (e.g. where low marks achieved in one part of a programme are being considered against additional work done by the student).
- 41.10 Boards of examiners should assure themselves that elements of formative work that is also used for summative purposes should be subject to moderation and should establish a mechanism to verify the authenticity of that work (i.e. that it is the student's own work and it is as it was originally submitted). See section 16 for details on internal verification / moderation.
- 41.11 Boards of examiners should assure themselves that the guidelines which determine the selection of scripts that the external examiner receives are adhered to.
- 41.12 It is the responsibility of the board of examiners to draw the Faculty Board's attention to issues it wishes to raise. It should also refer complex cases, including those of unusual profile students (e.g. where a student is awarded a zero mark as a result of plagiarism) to the Faculty Examination Board.
- 41.13 During the period when the new degree classification policy is being implemented, a Faculty Education Director, or nominee, may attend School Examination Boards in order to aid interpretation of the new policy for classification and provide insight on particularly complex cases.

42 Faculty examination boards

- 42.1 The role of the Faculty Examination Board includes: assuring fair and consistent treatment of candidates and their results across all schools in the faculty; monitoring assessment trends and any major deviations from norms faculty-wide; and receiving and assuring the appropriateness of subject specific marking criteria in the light of the agreed university wide generic marking criteria.
- 42.2 The decision to approve the award result and confer a student is only final when approved by the faculty examination board. Until this occurs student's results are deemed to be provisional and subject to confirmation.
- 42.3 The remit of the Faculty Examination Board is outlined in *Ordinance 17* as:

3 (b) ... *The faculty examination board shall be chaired by the dean or his or her nominee and its composition shall be determined by the faculty board. The faculty examination board shall not question the academic judgement of the initial examination board, but shall ensure that proper procedures have been carried out, and that the treatment of special cases is fair across the faculty, including consideration given for illness and personal problems affecting a student's performance, the award of aegrotat degrees and penalties imposed for plagiarism. Within this remit, the faculty examination board shall have the power to accept or amend recommendations made by the initial examination board.*

42.4 The responsibility of the Faculty Examination Board in alleged cases of cheating or plagiarism is outlined in the *Examination Regulations (4.4)*:

If the alleged offence of cheating or plagiarism is considered by the chair of the school board of examiners, in consultation with the undergraduate or graduate dean of the faculty, to be more serious than should be handled at school level, taking into account the criteria listed [in section 8], the chair of the school board of examiners will notify the student in writing that the case will be referred to the chair of the faculty board of examiners. The student will also be informed, at this stage, whether any other examination scripts or pieces of work are under consideration.

42.5 Discussions held at the Faculty Examination Board are confidential. The procedure for disclosing marks and results to students is outlined in section 32.

42.6 A record of each meeting of the Faculty Examination Board must be kept, including the reasons for decisions and how they are taken. This record must contain adequate details of the discussion of borderline cases and where individual medical, or other extenuating circumstances, are taken into account.

Approved by Senate, 7 May 2008

Amendments for 2009-10: approved by Senate, 15 June 2009 and under vacation powers, August 2009.

Amendments for 2010-11: approved by Senate, May and June 2010

Amendments for 2011-12: approved by Senate, December 2010, May and June 2011 and under vacation powers, August 2011.

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GLOSSARY and DEFINITION OF TERMS - STANDARD TERMINOLOGY

Source of specific terms: 'Higher education credit framework for England: guidance on academic credit arrangements in higher education in England', August 2008, Quality Assurance Agency, the University's Student Handbook and the University's 'Regulations and Code of Practice for the Assessment and Progression of Students on Taught Programmes'.

Academic session	The University's teaching year, made up of three terms, running from late September/early October to mid-June the following year. For most postgraduate Master's degree students, the period of study extends throughout the summer vacation.
Accreditation of prior learning (APL)	The identification, assessment and formal acknowledgement of prior learning and achievement. This may be either certificated learning (APCL) or prior experiential learning (APEL) where learning achieved outside education or training systems is assessed and recognised for academic purposes.
Anonymous marking	The identity of students is not revealed to markers and/or the Board of Examiners.
Assessment	A generic term for processes that measure students' learning, skills and understanding. Assessment can be <i>diagnostic, formative or summative</i> .
<i>Diagnostic assessment</i>	enables attributes or skills to be identified in the learner that suggest appropriate pathways of study, or learning difficulties that require support and resolution
<i>Formative assessment</i>	is designed to enable the learner to obtain feedback on his/her progress in meeting stated objectives (learning outcomes) and reviewing goals
<i>Summative assessment</i>	provides the means whereby a clear statement of achievement or failure can be made in respect of a student's performance in relation to stated objectives
	Further information can be found on pages 2 and 3 of the QAA Code of Practice for Assessment of students, May 2000
Assignment	A piece of coursework (e.g. project or essay) to be completed by a student.
Credit points	Credit points are awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.
Credit accumulation	The process of achieving credits over time in relation to a planned programme of study.
Credit transfer	A mechanism which allows credit awarded for a higher education (HE) awarding body to be recognised, quantified and included towards the credit requirements for a programmes delivered by another HE provider.
Credit value	The number of credits, at a particular level, assigned to a body of learning. The number of credits is based on the estimated notional learning hours (where one credit represents 10 notional hours of

learning).

Credit Accumulation and Transfer System (CATS)	A system which enables learners to accumulate credit and which facilitates the transfer of that credit within and between education providers.
Co-requisite	A requirement that certain units must be studied together, either at the same time or in sequence.
Debtor	A person owing money to the University e.g. tuition or accommodation fees.
Dissertation Supervisor	A member of the academic staff assigned to a taught postgraduate student undertaking a dissertation to provide academic guidance and personal support.
Double marking:	Student work is independently assessed by more than one marker. It is advisable for each marker to keep a record of all marks awarded and to make his/her own notes to indicate the rationale for awarding each mark. Schools where double marking is used are advised to devise brief notes to assist markers, incorporating the requirement for individual record-keeping as outlined above.
Element:	A self-contained body of teaching (e.g. lecture group, tutorials, laboratory studies), given to a common group of students. An element need not be capable of being separately assessed.
Learning outcomes	Statement of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.
Levels of study	There are five defined levels of study within undergraduate programmes. All programmes are awarded at one of these levels as defined in the University's credit framework. Minimum credit points required at each level are also defined in the framework. The levels are: <u>NQF</u> level 3 (generally called level 0) Level <u>4</u> (Certificate) Level <u>5</u> (Intermediate) Level <u>6</u> (Honours) Level <u>7</u> (Masters)
Mark:	A mark is the numerical value by which a Board of Examiners assesses the performance of a student. Such a mark is normally on a scale linked to the specified criteria. The Code in no way prescribes how the marks are determined: in each subject, examiners will adopt procedures appropriate to their discipline.
Marking criteria:	The learning outcome knowledge, understanding and skills requirements that are taken into account in awarding assessment marks.
Marking scheme:	A detailed structure for assigning marks where a specific number of marks is given to individual components of the answer.
Mitigating (or extenuating) circumstance:	Reasons put forward by a student, with supporting evidence, to the Board of Examiners in advance of the Board's meeting, to explain absence from or poor performance in assessment/s.

Model answer:	The examiner's perception of what an answer should be, made available to the external examiner.
Moderation:	<p>A quality assurance process whereby the marks are reviewed, to ensure that the individual marks awarded are appropriate in terms of consistency, fairness and rigour in the assessment. Methods of moderation include:</p> <ul style="list-style-type: none"> • Sampling, either by an external examiner or by an internal second marker; • Additional marking of borderlines, firsts and fails; • Additional marking where there is significant disparity between the different elements of assessment for an individual student, in a unit or across the programme; • Additional marking where there is significant disparity between the marks of different markers in a particular unit or programme. <p>The less prescriptive the assessed task (i.e. the lower the expectation of conformity to a model answer), the more necessary it is to ensure an effective moderation strategy.</p>
Negative Marking:	Sometimes used in multiple choice or extended matching index assessments, where marks are deducted from the overall score for a wrong answer. Negative marking is designed to discourage students from guessing when they do not know the answer to the question.
Norm-Referencing:	Norm-referenced assessment is the process of allocating students' marks according to a fixed distribution of bands of achievement which is determined by the performance of the cohort overall.
Notional hours of learning:	The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level.
Open unit:	A unit that is outside of the student's subject discipline which a student can take (i.e. not have any pre- or co-requisites), subject to space and timetabling constraints, normally at level 4.
Penalty:	Action taken when a student does not comply with University regulations, which has a consequence for the student.
Plagiarism :	The unacknowledged inclusion in a piece of work of material derived from the published or unpublished work of another, whether intentional or unintentional. This includes material obtained from the internet. Students submitting work for assessment must acknowledge all sources of information correctly and confirm that the work is his/her work alone. Proven cases of plagiarism attract a range of penalties which are detailed in the University Examination Regulations.
Pre-requisite:	A requirement which must be satisfied as a condition of entry to a programme or unit.
Programme	A formal structured course of study over one or more academic years during which a number of units in a subject discipline or group of disciplines are taken leading to an award. The structure of each taught programme is available in the Programme Catalogue: https://www.bris.ac.uk/esu/unitprogcat/AboutProgrammes.jsa
QAA:	Quality Assurance Agency

Re-sit:	A re-assessment that is taken because of failure to achieve the minimum standard at the first attempt. A “re-sit” need not be in the same form as the original assessment, as long as it: tests the same learning outcomes, does not compromise any competence standards; and applies to the entire cohort of students who are undertaking the re-assessment.
Qualification descriptors:	Generic statements of the outcomes of study for the main qualification at each level which exemplify the nature and characteristics of that qualification.
Results:	The term ‘results’ covers the range of formulations currently used in the University to reflect the outcome of examinations
Sampling:	see Moderation
Scaling:	The systematic adjustment of a set of marks (applied to the marks of the whole cohort), according to a scale, in order to ensure that they properly reflect the achievements of the students concerned as defined by the assessment criteria.
Second marking:	see Double marking
Supplementary assessment:	An assessment that is taken without penalty (i.e. “as if for the first time”) because of validated extenuating circumstances. A supplementary assessment must always be in the same form as the original intended assessment.
Teaching block:	Although, for attendance purposes, the year is broken up into three terms, teaching on taught programmes is delivered in two 12-week teaching blocks, followed by a 5-week assessment period.
Term:	A teaching period of about 10 weeks. The autumn term is followed by the Christmas vacation (approximately 4 weeks), the spring term is followed by the Easter vacation (approx. 4 weeks) and the summer term is followed by the summer vacation (approx. 14 weeks)
Unit:	A unit may be mandatory or optional and must be capable of being separately assessed. A unit may consist of one or more elements. <i>Mandatory unit</i> – A core unit on a programme which must be studied by a student. <i>Optional unit</i> – A unit chosen by a student from a specified list of units available on a particular programme.

Annex 2

Dates for Implementing New University Policy

1. For Calculating the Final Programme Mark and Degree Classification in Taught Undergraduate Programmes (section 28):

Academic Year	Year of Study				
	1	2	3	4	5
2010-11	NEW	OLD	OLD	OLD	OLD
2011-12	NEW	NEW	OLD	OLD	OLD
2012-13	NEW	NEW	NEW*	OLD	OLD
2013-14	NEW	NEW	NEW	NEW*	OLD
2014-15	NEW	NEW	NEW	NEW	NEW*

* The first year that students on a programme of this length of time will graduate under the new rules for calculating the final programme mark and degree classification for undergraduate programmes.

2. For Calculating the Final Programme Mark and the Award of a Merit or Distinction in Professional Programmes (BDS, BVSc, MBChB) (section 28):

Academic Year	Year of Study				
	1	2	3	4	5
2010-11	OLD	OLD	OLD	OLD	OLD
2011-12	NEW	OLD	OLD	OLD	OLD
2012-13	NEW	NEW	OLD	OLD	OLD
2013-14	NEW	NEW	NEW	OLD	OLD
2014-15	NEW	NEW	NEW	NEW	OLD
2015-16	NEW	NEW	NEW	NEW	NEW

3. For Determining the Progression and Completion of Students on Taught Modular Programmes (section 26):

Academic Year	Year of Study				
	1	2	3	4	5
2010-11	OLD	OLD	OLD	OLD	OLD
2011-12	NEW	OLD	OLD	OLD	OLD
2012-13	NEW	NEW	OLD	OLD	OLD
2013-14	NEW	NEW	NEW	OLD	OLD
2014-15	NEW	NEW	NEW	NEW	OLD
2015-16	NEW	NEW	NEW	NEW	NEW

4. Utilisation of the University generic marking criteria and scales (section 15):

Academic Year	Year of Study				
	1	2	3	4	5
2011-12	OLD	OLD	OLD	OLD	OLD
2012-13	NEW	NEW	NEW	NEW	NEW
2013-14	NEW	NEW	NEW	NEW	NEW
2014-15	NEW	NEW	NEW	NEW	NEW

Principles for Designing and Providing Distance Learning⁸ at the University of Bristol

Faculties and Schools must consider and fulfil the following principles in the design and delivery of programmes by distance learning, whether as part of a programme or the whole programme.

1. Market Research

Appropriate market research should be undertaken in order to ensure that a similar programme does not already exist elsewhere and to identify the student market. Potential distance learning students may be from different cultures and backgrounds with different qualifications and educational needs and these must be considered when the level, form and content of the curriculum is determined. Consultation with any relevant professional bodies would also be considered good practice.

2. Business Planning - Costing the programme.

Programmes containing distance learning should be fully costed at the design stage, to be sure that the programme is sustainable. It is important that the cost drivers are well understood and incorporated into any planning process, acknowledging that the costs of distance learning programme are inherently different to campus-based programmes. Distance learning can be an efficient use of resources; upfront investment to establish the materials / content and the underlying support structures can result in savings once the programme is established, although experiences in other institutions have shown that it should not be perceived as a significant source of income. Proposals for distance learning need to show how the initial investment will be recouped and how the ongoing maintenance will be covered in relation to planned student numbers (i.e. sustainability).

Plans should address:

- the start up costs required to develop the materials/resources (including academic time) for distance learning, and how these costs will be recouped, in relation to student numbers;
- the ongoing costs of the maintenance of distance learning material/resources;
- the ongoing administration costs of the programme in relation to the planned student numbers (acknowledging that a successful distance learning programme will normally incur significant additional administration compared to those taught exclusively on campus).
- It is also important to establish the tuition fee structure for distance learning programmes, and whether potential students are likely to be HEFCE, self or employer-funded.

Standards should be established by which the success/value of a distance learning programme is measured and monitored.

⁸ *Distance learning is defined as an educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through means which generally do not require the student to attend particular classes or events at particular times and particular locations.” (QAA Code of practice for the assurance of academic quality and standards in higher education, Section 2: Collaborative provision and flexible and distributed learning).*

It is recommended that all proposals for a new programme containing distance learning include a 'pilot' stage.

There will also be costs incurred in providing an appropriate level of academic and pastoral tutor support and this should be mentioned explicitly.

The ongoing delivery and support for a distance learning programme, once established, could be out-sourced, but external tutors still need to be paid, trained, recruited and managed. Alternatively, strategic international partners may be identified to support or even provide specific learning resources (e.g. laboratory space, regional support and examination venues). Although the delivery of the academic content and the support / administrative structures may be provided in partnership with other providers, the lack of exact complementarity of structures between institutions will inevitably result in additional complexities that do need to be resolved before embarking on the programme.

All these factors must be considered in the business plan for the programme.

3. Management Structure

A management structure for the programme should be clearly defined with responsibilities attributed appropriately. A programme board may be established for this purpose. It is essential that the management structure for distance learning programmes is well organised, integrated, and consistent, and all those contributing to it know their responsibilities. No aspect of delivering the programme should rely solely on one person. There are implications for the whole student cycle, not just the teaching with a distance learning programme. This puts a premium on the effective and efficient administration of the programme so a successful distance learning programme will necessitate extra administration, whether this is at School or Faculty level, or a combination both.

4. Student Support Structures

A specific structure should be established to administer and support 'distance learning' students, who will have different needs than those who are taught exclusively on campus. Students should be made fully aware of their programme of study, how it will be delivered/assessed and a clear schedule for the delivery/assessment. Similarly students should be made aware of the academic expectations on them, as set out in the programme specification. Students should be informed how they may access the support services, including the library, pastoral and academic support.

5. Partnerships

Any collaborative arrangements for distance learning should be negotiated, agreed and managed in accordance with the University's Regulations and Code of Practice for Educational Partnerships.

6. The Technology

It is the pedagogy, rather than the technology for delivering the content, that drives distance learning, but the technology must also map onto centrally-supported software, with an eye on scalability to accommodate increases in student numbers.

The technology for the delivery of distance learning, for receipt of work and conducting on-line assessment must also be robust, secure and reliable, and must be tested before use. Contingency plans must in place in the event of any failure of the technology. The technology employed in distance learning must be centrally supported and be accessible to all the proposed users.

7. Quality Assurance and Approval Processes

All new proposals for distance learning should be presented and considered in accordance with the agreed procedure for new programmes, including consultation with relevant support services such as the Library and the Student Systems Information Office. The proposal must be agreed by the School and Faculty before being presented to Programme Approval Group, Education Committee and then Senate for approval.

Distance learning programmes should conform to the University's internal quality assurance mechanisms and the University's regulations. A sub-set of regulations for such programmes may need to be developed where this is not possible.

8. Curriculum Design and Delivery

It is acknowledged that that the delivery of teaching via distance learning will vary by subject, depending on the form of teaching and content that is to be delivered. The following points should be followed wherever possible:

- a) programme teams should consider how the curriculum is delivered, whether in a blended format or entirely away from campus. Teams should consider whether students should be required to attend the University for an induction session and/or other taught components as a mandatory part of the programme,
- b) programme teams should consider how the learning outcomes from each unit, and those of the programme, should be assessed. Consideration should also be given to whether the forms of assessment can be conducted online (this will require that assurance can be provided that the assessment is completed by the student) or whether students will need to attend the University or another designated venue to take summative assessments;
- c) students should receive feedback on their formative assessment, in accordance with University policy, in good time to influence the next relevant activity or assessment, as set out in the Regulations and Code of Practice for the Assessment and Progression of Students on Taught Programmes,
- d) the programme specification should make clear to students the academic, pastoral and other support that is available to them in the School/Faculty, including outlining the appropriate forms and lines of communication and expected timeframe for responses. Students should also be informed of how they can access central services. Likewise staff need to be made fully aware of the time commitment that will be required of them (to be available to respond to student requests). Good student support structures will be vital; a student away from campus, must be able to interact with his or her peer group and communicate with the University (for academic, administrative and pastoral reasons) and know they will receive a response in a set time. Cultural expectations also need to be considered particularly for overseas students, e.g. the relationship between student and tutor will need clear exposition,
- e) programmes should provide opportunities for students on distance learning programmes to foster a community of learners and for inter-learner discussions,
- f) the experiences of students on a programme containing distance learning should be regularly monitored, evaluated and updated, where necessary, at the Annual Programme Review meeting. Students should have appropriate opportunities to provide formal feedback on their experiences of the teaching.

Annex 4

List of Undergraduate Programmes

The undergraduate programmes, currently approved by Senate, are as follows:

IN THE FACULTY OF ARTS

Preliminary Certificate in Arts

Pathway Certificate in Arts

Archaeology
Drama
English for Academic Purposes
English Literature
Foundation Studies
History of Art
Historical Studies
Modern Languages
Music

Bachelor of Arts, Diploma of Higher Education, Certificate of Higher Education

Ancient History
Ancient History and Archaeology
Archaeology and Anthropology
Archaeology of Roman Britain (Diploma only)
Archaeological Studies (BA / Diploma only)
Archaeology
Classics
Classical Studies
Creative Writing (Diploma only)
Creative Writing for Performance (Diploma only)
Czech and French
Czech and German
Czech and Italian
Czech and Portuguese
Czech and Russian
Czech and Spanish
Drama - Creative Writing for Performance (Diploma only)
Drama
Drama and English
Drama and French
Drama and German
Drama and Italian
Drama and Portuguese
Drama and Spanish
English
English Literature and Community Engagement
English and Classical Studies
English and Philosophy
French
French and German
French and Italian
French and Portuguese

French and Russian
French and Spanish
German
German and Italian
German and Portuguese
German and Russian
German and Spanish
Hispanic Studies
History
History of Art
History of Art and French
History of Art and German
History of Art and Italian
History of Art and Portuguese
History of Art and Russian
History of Art and Spanish
Introduction to Archaeology: Aims, Methods and Techniques (Certificate only)
Italian
Italian and Portuguese
Italian and Russian
Italian and Spanish
Medical Humanities (BA only)
Music
Music and French
Music and German
Music and Italian
Philosophy
Philosophy and French
Philosophy and German
Philosophy and Italian
Philosophy and Portuguese
Philosophy and Russian
Philosophy and Spanish
Philosophy and Theology
Politics and French
Politics and German
Politics and Italian
Politics and Portuguese
Politics and Russian
Politics and Spanish
Portuguese and Russian
Russian
Spanish
Spanish and Portuguese
Spanish and Russian
Theology (Trinity and Bristol Baptist colleges)
Theological Studies (Trinity and Bristol Baptist colleges).
Theological Studies (Wesley College)
Theology and Ministry (Wesley College)
Theology and Politics
Theology and Religious Studies
Theology and Sociology

IN THE FACULTY OF ENGINEERING

Pathway Certificate in Engineering

Master of Engineering, Bachelor of Engineering, Diploma of Higher Education, Certificate of Higher Education

Aeronautical Engineering
Avionic Systems (closed to new entrants)
Civil Engineering
Computer Science (MEng, Diploma and Certificate only)
Computer Science and Electronics
Electrical and Electronic Engineering
Electronic Engineering (BEng, Diploma and Certificate only) (closed to new entrants)
Engineering Design
Engineering Mathematics
Mathematics and Computer Science (MEng, Diploma and Certificate only)
Mechanical Engineering

Master of Engineering, Bachelor of Engineering

Aeronautical Engineering with Study Abroad
Aeronautical Engineering with Study in Continental Europe
Civil Engineering with Study Abroad
Civil Engineering with Study in Continental Europe
Computer Science and Electronics with Study Abroad
Computer Science with Study Abroad (MEng only)
Computer Science with Study in Continental Europe (MEng only)
Communications and Multimedia Engineering (MEng only) (closed to new entrants)
Electronic and Communications Engineering
Electrical and Electronic Engineering with Management (closed to new entrants)
Electrical and Electronic Engineering with Study Abroad
Electrical and Electronic Engineering with Study in Continental Europe
Engineering Design with Study in Industry
Engineering Mathematics with Study Abroad
Mechanical Engineering with Study Abroad
Mechanical Engineering with Study in Continental Europe

Bachelor of Science

Computer Science
Computer Science with Study Abroad
Computer Science with Study in Continental Europe
Mathematics and Computer Science (BSc and MSc)

IN THE FACULTY OF MEDICAL AND VETERINARY SCIENCES

Bachelor of Science, Diploma of Higher Education, Certificate of Higher Education

Anatomical Science (intercalating students only)
Anatomical Science with Veterinary Anatomy (intercalating students only)
Animal Behaviour and Welfare
Biochemistry
Biochemistry with Medical Biochemistry
Biochemistry with Molecular Biology and Biotechnology
Biochemistry with Study in Industry

Cancer Biology and Immunology
Cancer Biology and Immunology with Study in Industry
Cellular and Molecular Medicine
Cellular and Molecular Medicine with Study in Industry
Companion Animal Behaviour (Certificate only)
Human Musculoskeletal Science (intercalating students only)
Medical Microbiology
Medical Microbiology with Study in Industry
Microbiology
Microbiology with Study in Industry
Neuroscience
Pathology and Microbiology
Pathology and Microbiology with Study in Industry
Pharmacology
Physiological Science
Veterinary Cellular and Molecular Science
Veterinary Nursing and Bioveterinary Science
Veterinary Nursing and Practice Administration
Veterinary Pathogenesis
Virology and Immunology
Virology and Immunology with Study in Industry

Master in Science, Bachelor of Science

Anatomical Science with Study in Industry (intercalating students only)
Neuroscience with Study in Industry
Pharmacology with Study in Industry
Physiological Science with Study in Industry

IN THE FACULTY OF MEDICINE AND DENTISTRY

Bachelor of Science

Bioethics
International Health
Science of Dentistry
Science of Medicine

Diploma of Higher Education

Diploma in Dental Hygiene
Diploma in Dental Therapy

IN THE FACULTY OF SCIENCE

Preliminary Certificate in Science

Pathway Certificate in Science

Life and Earth Sciences

Master in Science, Bachelor of Science, Diploma of Higher Education, Certificate of Higher Education

Archaeological Science
Archaeological and Anthropological Sciences
Chemical Physics
Chemical Physics with Industrial Experience

Chemistry
Chemistry with Industrial Experience
Chemistry with Study Abroad
Chemistry with Study in Continental Europe
Environmental Geoscience
Environmental Geoscience with Study Abroad
Environmental Geoscience with Study in Continental Europe
Environmental Geoscience with Study in North America
Geology with Study in Continental Europe
Geology with Study in North America
Geography
Geology
Geology with Study Abroad
Mathematics
Mathematics and Philosophy
Mathematics and Physics (entry to MSci only)
Mathematics with Statistics
Mathematics with Study in Continental Europe
Palaeontology and Evolution
Physics
Physics and Philosophy
Physics with Astrophysics
Physics with Industrial Experience
Physics with Study in Continental Europe

Bachelor of Science, Diploma of Higher Education, Certificate of Higher Education

Biology
Biology and Mathematics (closed to new entrants)
Botany (closed to new entrants)
Chemistry and Law
Chemistry with a Preliminary Year of Study
Geography with Study in Continental Europe
Geology and Biology
Physics with a Preliminary Year of Study
Physics with Astrophysics with Industrial Experience
Psychology
Psychology and Philosophy
Psychology and Zoology (closed to new entrants)
Zoology

IN THE FACULTY OF SOCIAL SCIENCES AND LAW

Preliminary Certificate in Social Sciences

Foundation Degree

Counselling (closed to new entrants)

Bachelor of Science, Diploma of Higher Education, Certificate of Higher Education

Accounting and Finance
Accounting and Finance with Study in Continental Europe
Accounting and Management
Audiology (closed to new entrants)
Childhood Studies

Counselling Skills (Certificate only)
Deaf Studies (closed to new entrants)
Early Childhood Studies
Economics
Economics and Accounting
Economics and Econometrics
Economics and Finance
Economics and Management
Economics and Mathematics
Economics and Politics
Economics with Study in Continental Europe
Management
Philosophy and Economics
Philosophy and Politics
Politics
Politics and Sociology
Professional Practice with Children and Young People
Social Policy
Social Policy and Politics
Social Policy and Sociology
Social Work with Children and Young People (post qualifying award in specialist social work)
Sociology
Sociology and Philosophy
Sociology with Study Abroad

Bachelor of Laws, Diploma of Higher Education, Certificate of Higher Education

Law
Law and French
Law and German
Law with Chemistry (closed to new entrants)
Law with Study Abroad
Law with Study in Continental Europe

Regulations for Specific Undergraduate Programmes

The regulations in the Code have primacy over these regulations, should there be a conflict in policy, with regard to students newly registered on the following programmes from the 2011-12 academic year: MBChB, BDS, BVSc, Diploma in Dental Hygiene, Diploma in Dental Therapy, Foundation Degree in Counselling, Professional Graduate Certificate in Education.

REGULATIONS FOR THE CONJOINED DEGREES OF MB,ChB

1. The failure of any student to show satisfactory progress in a unit or element of the MB,ChB programme or to attend regularly any prescribed activity (including such lectures, discussion periods, tutorial and practical classes, clinical commitments, field work and vacation courses as may be required) or to undertake prescribed written or other work or to attend any examination or to reach a satisfactory standard in any terminal, sessional or degree examination, or any part or parts thereof, shall be reported to the Board of the Faculty which may, if it thinks fit, require the student concerned to repeat a unit or element or to resit an examination or to withdraw from the MB,ChB programme.

A candidate prevented by illness or other sufficient cause from attending or completing all or part of a degree examination may with the consent of the Board of the Faculty be admitted to an examination on a subsequent occasion. A medical certificate is needed if an examination is missed because of illness. For such a medical certificate to be valid, it must be issued prior to, or on the day of, the examination. It may be replaced by a written statement from the student if, under exceptional circumstances, it is impractical to see a doctor.

(It is not often possible for a doctor to give a meaningful opinion on whether a minor illness has upset revision or examination performance and certificates for such situations are rarely helpful.)

Honours, Distinctions and Merits

2. The degrees may be awarded with Honours to a student on the basis of overall performance in the MB,ChB programmes, including both core aspects and self selected components (SSCs). Eligible students will be notified normally before 1 March of their final year and be invited to submit a portfolio of their SSC projects. Students will be expected to pass all subjects at the first attempt (subject to concessions on the grounds of extenuating circumstances). The Board of the Faculty of Medicine and Dentistry has responsibility to review the criteria for honours and approve changes to this criteria.

Distinctions or Merits may be awarded in the following twelve assessments:

Human Basis of Medicine, Molecular and Cellular Basis of Medicine, Systems I, Systems II, Medicine and Surgery A, Medicine & Surgery B, Musculoskeletal Diseases and Emergency Medicine, Psychiatry & Ethics, Community Oriented Medical Practice A, Community Oriented Medical Practice B, Reproductive Health and Care of the Newborn, and Applied Clinical Sciences, Distinction being the higher award.

Admission to the MB,ChB Programmes

3. To be eligible for admission to the (standard) MB,ChB programme, candidates shall have passed the pre-medical examination or shall have such qualifications as the Board of Medicine and Dentistry shall from time to time determine. To be eligible for admission to the (fast-track) MB,ChB programme, candidates shall have obtained an

honours degree (class 2.1 or better) in one of the medical sciences (e.g. Physiology, Pharmacology, Pathology) or professional degrees allied to medicine (e.g. dentistry, pharmacy, physiotherapy). The standard curriculum of the MB,ChB programme shall extend over not less than five years from the commencement of professional study in the University or other institution approved for that purpose by the University. The graduate fast-track MB,ChB programme shall extend over not less than four years from the commencement of professional study in the University or other institution approved for that purpose by the University. Students must attend their courses in the correct order and in the years of the curriculum in which they are scheduled. The next year shall not normally be entered upon until that which precedes it has been successfully completed. Candidates who have failed examinations or assessments may be referred for a further period of study in the subject or subjects in which they have failed.

The Pre-Medical Programme

4. The pre-medical programme shall extend over at least one year. The subjects studied shall be Physics, Chemistry (Inorganic, Physical and Organic) and Anatomical Science. A student exempt from any of these subjects, on the basis of previous studies undertaken to a satisfactory standard, must take another approved unit(s) of equal credit point rating.

The Pre-Medical Examination

5. The pre-medical programme shall be completed by the passing, as a whole, of an examination in the three subjects (for students taking the premedical programme a pass will be considered to be a mark of 40 out of 100 or greater for each of the three subjects taken), which shall be held in May/June. A student whose performance in May/June is unsatisfactory in one or two subjects may be allowed to offer him/her self at the next examination, but not in subsequent examinations, for re-examination only in the subject(s) in which s/he has failed.
A candidate shall not proceed to the MB,ChB programme unless he or she has satisfied the examiners in all the subjects of the pre-medical programme within one year from the date of admission to the programme.

Curricula for the Conjoined Degrees of MB,ChB

6. The curricula will be divided into 5 years, (4 years for the graduate fast-track MB,ChB programme) each of which will comprise a number of units or elements as shall be determined from time to time by the Board of the Faculty of Medicine and Dentistry. Students will be admitted to units or elements only at the beginning of those units or elements. Students must attend the units or elements in the correct order and in the years of the curriculum in which they are scheduled. Students may not take courses elsewhere in place of units or elements provided unless approved by the University.

The Dean of the Faculty of Medicine and Dentistry shall maintain a register of students approved for admission to the clinical components of the standard and graduate fast-track MB,ChB programme. The Board of the Faculty shall have power, on the recommendation of the Dean or his/her nominated deputy, to remove from that register the name of any student recommended to it for withdrawal by the Fitness to Practise Committee. Students removed from the register shall be required to withdraw from the MB,ChB programme. Such a student shall have the right of appeal against exclusion in accordance with the procedure for appeals against decisions of the Faculty Boards.

The MB,ChB examinations

7. The examination in each year shall comprise a range of assessments, and shall cover those units or elements studied during the year. The Board of Examiners shall determine whether a candidate has satisfactorily completed a unit or element for the

purpose of proceeding to the next year of the curriculum. Candidates shall be required to pass in all subjects of an examination at the same time, except that a candidate who is taking the examination for the first time and who satisfies the examiners in one or more subjects may, at the discretion of the Board of the Faculty of Medicine and Dentistry, be permitted a further attempt, at the next examination only, in the subject(s) failed.

A student, on the standard MB,ChB programme, whose performance is unsatisfactory in Year 4 may, at the discretion of the Board of the Faculty, be allowed to progress to Year 5 of the programme on the understanding that the deficit must at the first opportunity be made good in order to meet the requirements of the degree prior to commencing the Senior Attachments.

A student, on the graduate fast-track MB,ChB programme, whose performance is unsatisfactory in year 3 may, at the discretion of the Board of the Faculty, be allowed to progress to year 4 of the programme on the understanding that the deficit must be made good at the first opportunity, in order to meet the requirements of the degree, prior to commencing the senior attachments.

Acceptance of studies pursued elsewhere

8. Studies equivalent to any of those of the curriculum which have been pursued in other universities or schools of medicine approved for the standard MB,ChB programme may be accepted in lieu of studies pursued in the University, and the period occupied by them or any part of it may be regarded as part of the period prescribed by Ordinance provided that not less than three years of study in the curriculum as a whole, including the final two years, have been pursued in the University.
9. For the purpose of these regulations 'the University' shall include those hospitals and general practices that the University may use regularly or occasionally.

Acceptance of other examinations

10. The award of an MB,ChB by the University of Bristol shall in all cases be contingent on the candidate passing the final year examination in Bristol. However, examinations held by other bodies which are declared by Senate to be equivalent to the pre-medical or the year 1 and year 3 of the standard MB,ChB programme examinations, as the case maybe, of the University or to any part thereof may be accepted *in lieu* of that examination or such part thereof.

The Degree of BSc

11. The unclassified degree of Bachelor of Science in the Science of Medicine may be awarded at the discretion of the Faculty Board. The BSc will only be obtainable by a student registered for the standard MB,ChB programme who has acquired sufficient credits and has passed the year 3 written examination, but who chooses to leave or is required to leave the programme after this point.

Certificate and Diploma of Higher Education

12. A candidate who has completed satisfactorily year 1 of the standard MB,ChB Degree, but who either does not proceed or does not complete year 2 satisfactorily, may be awarded the Certificate of Higher Education. Similarly, a candidate who has completed year 2 of the standard MB,ChB degree satisfactorily, but who either does not proceed or does not complete year 3 satisfactorily, may be awarded the Diploma of Higher Education.

REGULATIONS FOR THE DEGREE OF BDS

1. The failure of any student to show satisfactory progress in a unit of study or to attend regularly any prescribed unit (including such lectures, discussion periods, tutorial and practical classes, clinical commitments, field work and vacation courses as may be required) or to undertake prescribed written or other work or to attend any examination or to reach a satisfactory standard in any terminal, sessional or degree examination, or any part or parts thereof, shall be reported to the Board of the Faculty which may, if it thinks fit, require the student concerned to repeat a unit or to re-sit an examination or to withdraw from the programme or Faculty.

A candidate prevented by illness (the Board will normally require the submission by the candidate of relevant medical evidence in respect of such illness) or other sufficient cause from attending or completing all or part of a degree examination may with the consent of the Board of the Faculty be admitted to an examination on a subsequent occasion.

Honours and distinctions

2. The degree will be awarded with honours to candidates whose performance in the first year, second year and final examination, Sections I and II, is deemed of sufficient merit by the examiners. Such candidates must have passed all the subjects of the first and second year examinations with a mark greater than or equal to 60 out of 100 and final examinations with a mark greater than or equal to 65 out of 100 at the first attempt (subject to concessions on grounds of illness).

A candidate taking a degree examination for the first time and passing in all parts of the examination may, at the discretion of the examiners, be awarded merit or distinction in any or all of the subjects or parts of the examination, distinction being the higher award.

Curriculum: length and divisions

3. The curriculum for the degree of BDS shall be divided into 4 parts. After the passing of the pre-dental Examination in Physics, Chemistry and Biology, or its equivalent, the curriculum shall extend over not less than 5 years from the commencement of professional study in the University or other institution approved for that purpose by the University and registration as a dental student. Except as may be hereinafter provided, a further part shall not be entered upon until that which precedes it has been completed as aforesaid.

Students are admitted directly to the first year, with exemption from the pre-dental part and examination, if they have the following or equivalent qualifications:

GCSE: Minimum of five GCSEs at grade A/A* to include English Language, Mathematics, and Sciences (Double award science is acceptable),

A2-levels: 3 subjects, which must include Chemistry plus one other science. Biology is preferred and is essential if the third A-level is a non-science subject. If not offered at A2 level Biology must be offered at AS level,

Entry qualifications other than A levels may be considered but must include Chemistry and Biology at a higher level, as stated in the School Admissions Statement.

Pre-Dental part and examination

4. The pre-dental part shall extend over at least 1 year. Subjects shall include Physics, Chemistry (Inorganic, Physical and Organic) and Biology. (Students entering on this curriculum are strongly advised to have acquired some previous knowledge of Physics and Chemistry).

The examination of the pre-dental part shall be held in June and September and consist of the 3 subjects Physics, Chemistry (Inorganic, Physical and Organic) and Biology. All subjects shall be taken together except that a candidate who satisfies the examiners in 1 or 2 subjects may at the discretion of the Board of Dental Studies and provided that a minimum standard has been achieved in each subject of the examination be allowed to offer him/herself at the next examination, but not in subsequent examinations, for re-examination only in the subject(s) in which s/he has failed.

A candidate shall not proceed to the first year of the curriculum unless s/he has satisfied the examiners in all subjects of the pre-dental part. A candidate shall not, except with the special leave of the Board of Dental Studies, pass beyond the pre-dental part of the curriculum unless within 1 year from the date of first admission to the unit s/he shall have completed the pre-dental part by examination.

First year and examination

5. The first year shall comprise units and practical instruction in Anatomy, Physiology and Biochemistry.

The examinations of the first year shall be held in May/June and August/September of the first year of study. All subjects shall be taken together except that a candidate who satisfies the examiners in 1 or 2 subjects may at the discretion of the Board of Dental Studies and provided that a minimum standard has been achieved in each subject of the examination be allowed to offer himself or herself at the next examination, but not in subsequent examinations, for re-examination only in the subject(s) in which he or she has failed.

A candidate shall not, except with the special leave of the Board of Dental Studies, be permitted to continue with the curriculum for the degree of BDS unless, within 12 months of the date of admission to the first year, he or she shall have completed the first year examination.

Second year

6. The second year shall comprise units and practical instruction in Restorative Techniques, Oral Biology, Pharmacology, Microbiology, Pathology, Health & Society, Dental Materials Science and Clinical Dental Science.

Examinations shall be held in May/June and August/September of the Second Year. All subjects shall be taken together except that a candidate who satisfies the examiners in 1 or 2 subjects may at the discretion of the Board of Dental Studies and provided that a minimum standard has been achieved in each subject of the examination be allowed to attend at the next examination, but not at subsequent examinations, for re examination only in the subjects in which he or she has failed.

A candidate shall not, except with the special leave of the Board of Dental Studies, be permitted to continue with the curriculum for the degree of BDS unless, within 12 months of the date of admission to the Second Year, he or she shall have completed the second year examination and satisfied the examiners in Restorative Techniques.

Final part

7. The final part shall include:
 - a. Units of instruction in Human Disease (including Medicine, Surgery, Clinical Pathology, Clinical Microbiology)
 - b. Units of instruction in Clinical Dental Science, including laboratory and clinical practice at a recognised Dental Hospital and a period of residence as a dresser in an Accident and Emergency Department.

Final Examination

The Final Examination shall consist of:

- Section I (held in May/June; resit in August/September)
Human Disease
- Section II (held in June; resit in December)
Clinical Dental Science covering the subjects of the clinical curriculum. This examination may include written, clinical, oral and practical assessments.
- The Section II examination will consist of three parts:
Part I Restorative Dentistry (including Conservative Dentistry, Prosthetic Dentistry, Periodontology and Materials Science)
Part 2 Child Dental Health, including Orthodontics Paediatric Dentistry
Part 3 Oral Medicine/Pathology (including Radiology and Therapeutics)

Oral and Maxillofacial Surgery candidates must reach the pass standard in all parts of the examination. Candidates may be awarded Merit or Distinction in any of Parts 1, 2 or 3.

Before submitting to examination in Section I the candidate shall have completed all the requirements under (a) above. Before submitting to examination in Section II the candidate shall have completed all the requirements under (b) above. Section II shall not be taken until the candidate has satisfied the examiners in Section I.

Except for concessions on grounds of illness, a candidate shall be allowed no more than 2 attempts at each of the Final BDS Section I and Final BDS Section II examinations.

Acceptance of studies pursued elsewhere

8. Studies equivalent to any of those included in the curriculum which have been pursued in other Universities or schools of dental surgery approved for this purpose may be accepted *in lieu* of studies pursued in the University, and the period occupied by them or any part of it may be regarded as part of the period prescribed by ordinance, provided that no less than four years of study in the curriculum be pursued in the University, which term shall for this purpose include the NHS Strategic Health Authority region in which the University is located.

Acceptance of other examinations

9. Examinations held by other Universities or licensing bodies which have been declared by Senate to be equivalent to the pre-dental or first year examination, as the case may be, of the University may be accepted *in lieu* of that examination.
10. Candidates who already hold a registrable medical degree may be exempted from further study and examination in Physics, Chemistry, Biology, Anatomy, Biochemistry and Physiology.

LDSRCS examinations

Students will not normally be allowed to sit any part of the LDSRCS examinations before sitting Section II of the final BDS examination.

11. The unclassified degree of Bachelor of Science in the Science of Dentistry may be awarded at the discretion of the Faculty Board. The BSc will be obtainable by a student registered for the BDS programme who has completed 3 years of study and has passed the first year, second year and final BDS. Section I (Human Disease) examinations, but who chooses to leave or is required to leave the programme after this point.

Certificate and Diploma of Higher Education

12. A candidate who has completed satisfactorily year 1 of the degree, but who either does not proceed or does not complete satisfactorily year 2, may be awarded the Certificate of Higher Education. Similarly, a candidate who has completed year 2 satisfactorily, but who either does not proceed or does not complete year 3 satisfactorily, may be awarded the Diploma of Higher Education.

REGULATIONS FOR THE DEGREE OF BVSC

1. The consent of the Board of the Faculty of Medical and Veterinary Sciences shall be necessary for the admission of a student to any stage of the programme. Except by special leave of the Board a candidate shall not proceed to any part of the programme until he or she has satisfied the examiners in all the subjects of the preceding part of the programme.
2. All practical classes shall be compulsory. The failure of any student to show satisfactory progress in a unit of study or to attend regularly any prescribed unit (including such lectures, directed self-education (DSE), clinical commitments, field work and vacation units as may be required) or to undertake prescribed written or other work or to present himself or herself for any assessment or to reach a satisfactory standard in any assessment, shall be reported to the Programme Committee, which will make a recommendation to the Board of the Faculty, which may, if it thinks fit, require the student concerned to repeat a unit, to sit an examination or to withdraw from the programme. A candidate prevented by illness (the board will normally require a medical certificate in respect of such illness) or other sufficient cause from attending or completing an assessment or from completing a DSE assignment may with the consent of the Board of the Faculty be admitted to an examination on a subsequent occasion.
3. The entrance requirements for admission to the curriculum shall be developed by the Programme Committee and ratified by the Board of the Faculty.

The Pre-veterinary programme

4. The Pre-veterinary programme shall extend over at least one year. The subjects studied shall be Physics, Chemistry (Inorganic, Physical and Organic) and Anatomical Science. A student exempt from any of these subjects, on the basis of previous studies undertaken to a satisfactory standard, must take another approved unit(s) of equal credit point rating.

The Pre-veterinary examination

5. The Pre-veterinary programme shall be completed by the passing as a whole of an examination in the 3 subjects (for students taking the pre-veterinary programme a pass will be considered to be a mark of 40 out of 100 or greater for each of the 3 subjects taken), which shall be held in May/June. A student whose performance in May/June is unsatisfactory in 1 or 2 subjects may be allowed to offer him/herself at the next examination, but not in subsequent examinations, for re-examination only in the subject(s) in which he or she has failed.

A candidate shall not proceed to the BVSc programme unless he or she has satisfied the examiners in all the subjects of the Pre-veterinary programme within one year from the date of admission to the programme.

6. The assessment for subjects that contribute formally to the curriculum for the degree of BVSc may comprise several elements which may include a mid-session examination, directed self-education assessment and a final examination, together with practical or other assessments. Assessment in other subjects shall be as the Programme Committee shall from time to time decide. Students shall be informed at the start of any

academic year of the assessments they will be required to undertake in that year and the distribution of marks between the assessments. Students shall be required to pass the practical component of clinical studies units.

7. Candidates shall be required to pass in all subjects of an examination at the same time, except that a candidate who is taking the examination for the first time and who satisfies the examiners in one or more subjects may, at the discretion of the Board of the Faculty, and provided that a minimum standard has been achieved in each subject of the examination, be permitted a further attempt, at the next examination only, in the subject(s) failed.
8. The curriculum for the degree of BVSc involves a number of different units taught by different departments. The curriculum shall be divided into five parts, and shall extend over not less than five years from the commencement of study in the University or other institution approved for that purpose by the University.

8.1 First Part

During this part the candidate shall pursue units, including directed self education (DSE) and practical instruction where provided, in the following subjects:

Anatomy I
Physiology I
Biochemistry
Animal Management

8.2 Second Part

During this part the candidate shall pursue units, including DSE and practical instruction where provided, in the following subjects:

Anatomy II
Physiology II
Integrated DSE
Animal Health & Husbandry
Pharmacology & Therapeutics
Parasitology & Environmental Science

8.3 Third Part

During this part the candidate shall pursue units, including DSE and practical instruction where provided, in the following subjects:

Pharmacology and Therapeutics
Microbiology
Pathology
Clinical Veterinary Science I (Farm Animal Science including Reproduction)
Basic Clinical Science
Veterinary Public Health
Clinical Veterinary Science II (Companion Animal Science)

8.4 Fourth Part

During this part the candidate shall pursue units, including DSE and practical instruction where provided, in the following subjects:

Pathology
Veterinary Public Health
Clinical Veterinary Science I (Farm Animal Science including Reproduction)
Clinical Veterinary Science II (Companion Animal Science)

8.5 Final Part

During this part the candidate shall pursue units, including DSE and practical instruction where provided, in the following subjects:

Veterinary Public Health
Clinical Veterinary Science I (Farm Animal Science including Reproduction)
Clinical Veterinary Science II (Companion Animal Science).

Extramural rotation

9. Before entering the third part of the programme a candidate must produce satisfactory evidence that he or she has received extramural instruction in accordance with arrangements approved by the programme's Committee for Extramural Studies for a total period of not less than 12 weeks. Before presenting him/herself for the final examination a candidate must produce satisfactory evidence that he or she has, subsequent to passing the second examination, received extramural instruction in accordance with arrangements approved by the programme's Committee for Extramural Studies, for a further total period of not less than 26 weeks. A candidate shall be required to keep records of procedures seen during this period.

Merit and Distinction

10. A candidate taking a degree examination for the first time and passing in all subjects of the examination may, at the discretion of the examiners, be awarded merit or distinction in any or all of the subjects of the examination, distinction being the higher award.

Degree with Distinction

11. A student shall be awarded the degree of BVSc with distinction if s/he gains a high average mark in examinations contributing to the BVSc degree programme and gains a minimum mark above the pass mark in these examinations (subject to concessions on grounds of illness) and has been awarded at least one distinction in individual subject examinations at any stage of the course.

Degree of BSc

12. The unclassified degree of Bachelor of Science may be awarded at the discretion of the Faculty Board. The BSc will be obtainable by a student registered for the BVSc programme who has passed the third BVSc examinations but who chooses to leave or is required to leave or who is unable to complete the programme after this point.

Certificate and Diploma of Higher Education

13. A candidate who has completed satisfactorily Year 1 of the degree, but who either does not proceed or does not complete satisfactorily Year 2, may be awarded the Certificate of Higher Education. Similarly, a candidate who has completed satisfactorily Year 2, but who either does not proceed or does not complete satisfactorily Year 3, may be awarded the Diploma of Higher Education.

REGULATIONS FOR THE DIPLOMA IN DENTAL HYGIENE AND DENTAL THERAPY

The Diploma in Dental Hygiene and Dental Therapy ('the Diploma') will be subject to the General Regulations for Undergraduate Programmes except in the case of the specific regulations below.

1. To be eligible for admission to the programme of study candidates must have obtained entrance qualifications acceptable to the General Dental Council, in addition to those approved by Senate.
2. To be eligible for the award of the Diploma students must successfully gain 250 credits, with at least 150 at level I (Intermediate).

3. The Diploma may be awarded with Distinction to candidates of special merit. These candidates must obtain a minimum of 75 out of 100 at the end of their first year examination and the Final Diploma in Dental Hygiene and Dental Therapy. Candidates who fail to satisfy the examiners in any module at the first attempt shall not be eligible for the award of a mark of distinction.
4. Candidates who leave the programme before the sitting of the Final Diploma and have gained 120 credit points will be awarded a Certificate in Higher Education in Dentistry.
5. The normal length of the programme will be 27 months of full-time study or equivalent. The maximum length of enrolment for the award is 48 months.
6. Candidates who fail to satisfy the examiners in a unit assessment shall be permitted to re-present the failed work or to present themselves for re-examination on one further occasion only at a time specified by the examiners.
7. Candidates may not proceed to the second year of study carrying a fail mark in any unit. Candidates must pass specified units before proceeding to other specified units; as specified in the programme specification.
8. The Examination Regulations shall form part of these regulations.

REGULATIONS FOR THE DIPLOMA IN DENTAL THERAPY

1. The programme shall extend over not less than 1 year of full-time study under the direction of the School of Professionals Complementary to Dentistry.
2. Candidates for the Diploma must at the time of entry upon the course have satisfied the Programme Director as to their suitability for the programme of study.
3. The failure of any student to attend regularly at classes and to submit prescribed work may lead to the student being required to withdraw from the programme. A student whose work during the first year fails to reach satisfactory standard may be refused admission to the second year of the programme.
4. The Diploma shall be awarded to candidates who satisfy the examiners in written examinations and in assessment of work produced throughout the period of the programme.
5. The Examination Regulations shall form part of these regulations.

REGULATIONS FOR THE FOUNDATION DEGREE IN COUNSELLING

The Foundation Degree in Counselling ('the Foundation Degree') in the Faculty of Social Sciences and Law will be subject to the General Regulations for Undergraduate Programmes except in the case of the specific regulations below.

1. The normal length of study for the programme will be 3 years of part-time study, equating to 2 years of full-time study. The maximum length of enrolment for the award is 6 years of part-time study, equating to 4 years of full-time study.
2. The programme consists of two stages, levels 4 (stage 1) and 5 (stage 2), each of which contains 120 credits. A stage is equivalent to 1 year of study for a full-time student.
3. The award of 120 credit points at level 4 (stage 1) is a pre-requisite of entry to level 5 (stage 2) and of the award of the Certificate.
4. To be eligible for the award of the Certificate of Higher Education in Counselling Skills students must successfully complete 120 credits at Level 4 or above.

5. To be eligible for the award of the Foundation Degree students must successfully complete 240 credit points of which at least 120 credit points must be at level 5. Students must pass all units at both levels 4 and 5. In cases of failure in any unit at either level, students may be permitted the opportunity of reassessment at the discretion of the Faculty Examination Board on the recommendation of the Programme Examination Board, in accordance with the Faculty's undergraduate standing orders.
6. The Foundation Degree may be awarded with Distinction to students who to have achieved 240 credit points of which at least 120 credit points are at Level 5 and the mean grade for the level 5 units is greater than 70 out of 100. Students who fail to satisfy the requirements of any unit at the first attempt shall not be eligible for the award of a mark of distinction.

PROFESSIONAL GRADUATE CERTIFICATE IN EDUCATION

1. General

- 1.1 Successful completion of the programme will lead to recommendation to the General Teaching Council for England for Qualified Teacher Status, based on successful completion of both the programme and other requirements as set by the Training and Development Agency for Schools.
- 1.2 The Professional Graduate Certificate in Education may be awarded in subjects approved from time to time by Senate. The subjects available at present are:
 - Art and Design
 - Citizenship
 - English
 - Geography
 - History
 - Mathematics
 - Modern Foreign Languages (one, or a combination, of French, German, Spanish, Italian)
 - Music
 - Religious Education
 - Science (one of Biology, Chemistry, Physics with Integrated Science)

2 Conditions for admission

- 2.1 A candidate for the Professional Certificate in Education shall hold a qualification deemed by the Training and Development Agency for Schools (or any future successor to this agency) to entitle a qualified teacher to be classified as a graduate for salary purposes, or shall have qualifications or experience deemed equivalent to the above. In addition a candidate shall, at the time of admission to the programme, normally hold a GCSE at Grade C or above, or its equivalent, in both English and Mathematics. Admission is subject to the approval of the board of the Faculty of Social Sciences and Law.

3. Application

- 3.1 Application for admission is made through the GTTR (Graduate Teacher Training Registry) at any time during the period October to August preceding commencement of study. Recruitment will close when each subject is deemed full by the relevant subject tutor(s).

4. Progression and examination

- 4.1 The examination for the Certificate will be based on a continuous assessment of work throughout the whole period of training. The assessment will take into account written work, tests and examinations, as well as the quality of the candidate's teaching. A candidate may fail to be awarded the Certificate either through failure in one or more areas of the programme or through aggregate failure resulting from low assessments in general.
- 4.2 In cases of failure in a unit, any piece of assessed work may be resubmitted once only, normally subject to a 2 year time limit. Students may also undertake a repeat school placement once only, normally subject to a 2 year time limit.
- 4.3 A candidate who is absent from any part of the course for 10 days or more will be referred to the Board of Examiners and may be required to complete additional time or other requirements.
- 4.4 A candidate who, without good cause, fails to take up a school placement offered to him or her or who withdraws from a school placement may be deemed by the Board of Examiners to have withdrawn from the entire programme.
- 4.5 A candidate who is required to withdraw from a school placement by the Head teacher of the school or college concerned may be deemed to have failed practical teaching by the Board of Examiners.
- 4.6 If the University is unable to secure a repeat school placement for a candidate after approaching three schools, the candidate may be required to withdraw from the entire programme by the Board of Examiners.
- 4.7 A candidate whose continuance on the programme causes serious concerns may be referred under the Procedure for Termination of a Student's Programme of Study for the Professional Graduate Certificate in Education.
- 4.8 The Examination Regulations shall form part of these regulations.

GRADUATE DIPLOMA

Candidates for the Graduate Diploma shall be holders of a degree (or other appropriate qualification) of any university (or other comparable institution) approved by the Board of the Faculty of Social Sciences and Law. The qualification for the award of the Graduate Diploma shall be the pursuance of a curriculum consisting of 120 credit points at level 6, during not less than 1 year of full time study or 2 years of part-time study.

Regulations for the Graduate Diploma

1. A candidate for the Graduate Diploma must at the time of entry have satisfied the Head of School as to his or her suitability to undertake the programme.
2. The curriculum shall consist of lectures, seminars, tutorials and directed study, normally extending over a minimum of 1.5 academic years of part-time study.
3. The Graduate Diploma shall be awarded to a candidate who satisfies the examiners on an assessment of prescribed work undertaken in connection with the programme of study.
4. The Graduate Diploma may be awarded with distinction.
5. The University's Examination Regulations shall form part of these regulations.
6. The Graduate Diploma may be awarded in subjects approved from time to time by Senate. The subjects available at present are:

Economics

Social Work with Children and Young People (post qualifying award in specialist social work)

Professional Practice with Children and Young People.

List of Taught Postgraduate Programmes

The taught postgraduate programmes at level 7, currently approved by Senate are as follows:

IN THE FACULTY OF ARTS

Master of Arts, Postgraduate Diploma, Postgraduate Certificate in

Applied Theology (Trinity College) (closed to new entrants)

Archaeology

Archaeology for Screen Media

Biblical Studies (Trinity and Bristol Baptist colleges)

Buddhist Studies

Christian Theology

Cinema Studies (closed to new entrants)

Classical Reception

Classics and Ancient History

Composition of Music for Film and Television

Contemporary History (now closed to new entrants)

Documentary Practice

English Literature

European Literatures

Film and Television Production

Film and Television Studies

Garden History

Historical Archaeology of the Modern World (1500 - 2000AD)

History

History of Art: Histories and Interpretations of Art

Landscape Archaeology

Latin American History

Logic and Philosophy of Mathematics

Maritime Archaeology and History

Medieval and Early Modern History (closed to new entrants)

Medieval Studies

Mission Studies (Trinity and Bristol Baptist colleges)

Modern Languages

Music

Performance Research

Philosophy

Philosophy and History of Science

Philosophy and Law

Philosophy of Biological and Cognitive Sciences

Reception and Critical Theory (closed to new entrants)

Reception of the Bible: Theology / Tradition / Culture

Religion

Russian History

Russian Studies (closed to new entrants)

Social Anthropology

Theological Studies (Trinity and Bristol Baptist colleges)

Theology (Diploma/Certificate only) (Trinity and Bristol Baptist colleges) (closed to new entrants)

Theology and Ministry (Wesley College) (closed to new entrants)

Translation
20th Century Conflict Archaeology

IN THE FACULTY OF ENGINEERING

Master of Science, Postgraduate Diploma, Postgraduate Certificate

Advanced Computing (Creative Technology)
Advanced Computing - Internet Technologies with Security
Advanced Computing (Machine Learning, Data Mining and High Performance Computing)
Advanced Engineering Robotics (joint award with the University of the West of England)
Advanced Mechanical Engineering
Advanced Microelectronic Systems Engineering
Aerospace Design, Manufacture and Management (closed to new entrants)
Computer Science
Communication Networks and Signal Processing
Communication Systems and Signal Processing (closed to new entrants)
Communications
Engineering Management (closed to new entrants)
Engineering Management Research (MSc/Diploma only) (closed to new entrants)
Image and Video Communications and Signal Processing
Integrated Aerospace Systems Design
Optical Communications and Signal Processing
Water and Environmental Management
Wireless Communications and Signal Processing

Master of Research, Postgraduate Diploma, Postgraduate Certificate

Advanced Composites
Complexity Sciences
Systems

IN THE FACULTY OF MEDICAL AND VETERINARY SCIENCES

Master of Science, Postgraduate Diploma, Postgraduate Certificate

Biomedical Sciences Research
Meat Science and Technology
Transfusion and Transplantation Sciences

Master of Research, Postgraduate Certificate

Systems Neuroscience

IN THE FACULTY OF MEDICINE AND DENTISTRY

Master of Science, Postgraduate Diploma, Postgraduate Certificate

Dental Implantology
Health Care Ethics and Law
Lingual Orthodontics (Diploma only)
Medicine and Dentistry (Diploma/Certificate only)
Molecular Neuroscience
Orthodontics
Palliative Medicine
Paediatric Dentistry
Postgraduate Dental Studies
Reproduction and Development

Stem Cells and Regeneration
Teaching and Learning for Health Professionals

IN THE FACULTY OF SCIENCE

Master of Science, Postgraduate Diploma, Postgraduate Certificate

Applied Neuropsychology (Diploma/Certificate only)
Clinical Neuropsychology (Diploma/Certificate only)
Ecology and the Management of the Natural Environment
Mathematical Sciences
Nanoscience and Functional Nanomaterials
Neuropsychology
Palaeobiology
Physics

Master of Research, Postgraduate Diploma, Postgraduate Certificate

Chemical Synthesis
Climate and Earth System Science
Functional Nanomaterials
Science of Natural Hazards
Statistics
Vision Sciences

IN THE FACULTY OF SOCIAL SCIENCES AND LAW

Master of Science, Postgraduate Diploma, Postgraduate Certificate

Accounting, Finance and Management
Advanced Clinical Audiology (closed to new entrants)
Contemporary Identities
Counselling (closed to new entrants)
Deafhood Studies
Development and Security
Disability Studies: Inclusive Theory and Research
East Asian Development and the Global Economy
East Asian Studies
Economics
Economics, Accounting and Finance
Economics and Econometrics
Economics and Finance
Economics & Public Policy
Economics, Finance and Management
Education, Technology and Society
Educational Research
Environmental Policy and Management
Ethnicity and Multiculturalism
European Governance
Family Therapy and Systemic Practice
Finance and Investment
Gender and International Relations
Human Geography: Society and Space
International Development
International Relations
International Security

Management
Management Learning and Change
Nutrition, Physical Activity and Public Health
Policy Research
Policy Studies
Politics (diploma/certificate only)
Post-Qualifying Studies in Social Work (Diploma/Certificate only)
Public Policy
Quantitative Development Economics
Rehabilitative Audiology (closed to new entrants)
Research and Professional Studies
Research Methods
Science and Education
Sign Linguistics
Social and Cultural Theory
Social Science Research Methods
Social Sciences (Diploma/Certificate only)
Social Welfare Studies
Social Work (diploma only – see separate regulation for MSc)
Social Work Research
Sociology
Socio-Legal Studies
Strategic Management
Systems Learning and Leadership
Teaching English to Speakers of Other Languages
Using Creative Writing for Therapeutic Purposes

Master of Arts, Postgraduate Diploma, Postgraduate Certificate

Law
Legal Subjects (Certificate Only)

Master of Laws, Postgraduate Diploma, Postgraduate Certificate

Commercial Law
European Legal Studies
General Legal Studies
Human Rights Law
International Law
Labour Law and Corporate Governance
Law and Globalisation
Public Law
Maritime Law

Master of Social Work, Postgraduate Diploma,

Master of Education, Postgraduate Diploma, Postgraduate Certificate

Counselling in Education
Education
Education Management
Educational Leadership, Policy and Development
Higher Education
Mathematics Education
Psychology of Education
Research Methods
Special and Inclusive Education

Postgraduate Certificate in Education

Citizenship
English
Geography
History
Mathematics
Modern Foreign Languages (one or a combination of French, German, Spanish, or Italian)
Music
Religious Education
Science (one of Biology or Chemistry or Physics with Integrated Sciences)

Master of Research and Professional Studies, Postgraduate Diploma, Postgraduate Certificate

Educational Psychology

Master of Research, Postgraduate Diploma, Postgraduate Certificate

Environment, Energy and Resilience
Global Political Economy: Transformations and Policy Analysis
Health and Wellbeing
Security, Conflict and Justice

Regulations for Specific Taught Postgraduate Programmes

The regulations in the Code have primacy over these regulations should there be a conflict in policy, with regard to students newly registered on the following programmes from the 2011-12 academic year: MClintDent, Certificate in Education, Postgraduate Certificate in Education, MSc in Social Work.

The Degree of Master of Clinical Dentistry

Candidature for the degree of Master of Clinical Dentistry shall be open to any dental graduate of a university in the United Kingdom, or any other university approved by Senate for this purpose, who has passed such further examination as Senate may prescribe. In exceptional circumstances and subject to such conditions as Senate may prescribe, candidature for the degree of Master of Clinical Dentistry shall be open to other persons possessing qualifications approved by Senate for the purpose.

The qualification for award of the degree shall be the pursuance of a curriculum of advanced study and higher clinical training approved by Senate for the purpose, together with a satisfactory performance in examinations based upon the prescribed curriculum. The curriculum shall extend over not less than 24 consecutive months of full-time study or a minimum of 48 months of part-time study.

Degree of MClintDent

Application

1. Applications for admission to a curriculum of advanced study and higher clinical training may be made to the Registrar at any time. Admission to the programme shall be in October, normally on a biennial basis. The application of admission must be approved by the board of the Faculty of Medicine and Dentistry.

Curriculum

2. The curriculum shall normally consist of both advanced study and higher clinical training.
3. The degree of MClintDent may be awarded in subjects approved from time to time by Senate. The programmes available at present are in: Paediatric Dentistry.
4. The programme in this discipline shall consist of group tutorial, project work and student presentations together with clinical practice both in patient treatment and new-patient clinics extending over 24 months. In the case of candidates by part-time study the curriculum shall be divided appropriately between the 3 or 4 years of study.
5. A candidate will be required to complete all of the constituent components as set out in the programme specification/programme handbook and approved by the board of the Faculty of Medicine and Dentistry.

Examination

6. The degree of MClintDent shall be awarded to a candidate who satisfies the examiners:
 - (a) in written examinations based upon the prescribed curriculum;
 - (b) by performance in tutorial, continuous assessment of written course work, by the preparation of a literature review, log diaries, treated cases, clinical examination and by preparation and submission of a case report for publication;
 - (c) by formal, verbal presentation, written (open book) assessment, and observation of clinical performance;

- (d) by the presentation of a dissertation of approximately 15,000 words in English. The dissertation must contain a comprehensive literature review and shall normally describe a research project carried out by the candidate.
7. An unsuccessful candidate may re-sit the written examination and the assessment of clinical work at the discretion of the School authorities and subject to formal registration for extra time with appropriate additional fees.
 8. A candidate who has failed to satisfy the examiners may be recommended for the award of diploma or certificate in Palliative Medicine either (a) if he or she has reached the standard for the degree of Master in the examinations only or (b) if he or she has reached a minimum of 120 credit points at Masters' level for the award of a diploma and a minimum of 60 credit points at Masters level for the award of a certificate.
 9. The degree of MClintDent may be awarded with distinction.

Certificate in Education

The qualification for the Certificate shall be the pursuance of a curriculum in the Graduate School of Education or in one of the Colleges associated with the Graduate School of Education and the passing of such examinations as may be prescribed by regulation.

Regulations for the Certificate in Education

1. A candidate for the Certificate in Education shall hold a qualification deemed by the Department for Education to entitle a qualified teacher to be classified as a graduate for salary purposes, and have completed an approved course of study in the Graduate School of Education of the University of Bristol, or in one of the associated institutions; or shall have been admitted as a non-graduate to such a course, on the grounds of special qualifications or experience. In addition a candidate shall, at the time of admission to the course, normally hold a GCSE at Grade C or above, or its equivalent, in both English and Mathematics.
2. Courses of study for the certificate must have been previously approved by the Faculty of Social Sciences and Law. They should include study of the theory and practice of education, and of such other subjects as may be prescribed.
3. The examination for the certificate will be based on a continuous assessment of work throughout the whole period of training. The assessment will take into account written work, tests and examinations, as well as the quality of the candidate's teaching. A candidate may fail to be awarded the Certificate either through failure in one or more areas of the course or through aggregate failure resulting from low assessments in general.
4. A candidate for the Certificate in Education shall be presented to the board of examiners by the Graduate School of Education of the University of Bristol or by the associated institution in which the candidate has pursued a course of study. A recommendation for the award of the certificate shall not be made unless the candidate satisfies the examiners in all of the required elements of assessment for the certificate.
5. The board of examiners may award a certificate endorsed for distinction in a prescribed area where this is provided for in the approved course of study.
6. In the case of a candidate who fails to satisfy the examiners for the certificate, it shall be the responsibility of the board of examiners to determine the parts of the course in which the candidate would need to be re-examined and the earliest date for presentation.

7. A candidate who fails to satisfy the examiners for the certificate may apply for re-examination through the Graduate School of Education of the University or through the associated institution which the candidate has attended. Such application shall be made not later than 1st September of the academic year in which re-examination is requested. Re-examination can only take place within a period of 3 years from the first examination, except that the Faculty of Social Sciences and Law may in exceptional circumstances permit a candidate to be presented thereafter. A candidate will not, except in special circumstances, be considered for re-examination on more than one occasion.
8. A candidate who has failed in the practice of education and who wishes to be re-examined will be required to complete a period of supervised teaching as determined by the examiners in a school or college approved for the purpose and will normally return to the training institution for this period.
9. A candidate who fails to take up a training place offered to him or her or who without good cause withdraws from a training place or who is required to withdraw by the head teacher of the school or college concerned may be deemed by the board of the faculty to have withdrawn from the entire course of study for the certificate.
10. A candidate who is absent for a significant amount of time from the course and whose absences are unexplained after an official warning may be deemed by the board of the faculty of Social Sciences and Law to have withdrawn from the entire course of study for the certificate.
11. A candidate whose continuance on the course causes serious concerns may be referred under the Procedure for Termination (Termination of a Student's Programme of Study for the Certificate in Education) of a student's programme of study for the Certificate.
12. The examination regulations shall form part of these regulations.

Postgraduate Certificate in Education

1. General

- 1.1 Except where the provisions of these Regulations are different, the General Regulations for Taught Postgraduate programmes will apply.
- 1.2 Successful completion of the programme will lead to recommendation to the General Teaching Council for England for Qualified Teacher Status, based on successful completion of both the programme and other requirements as set by the Training and Development Agency for Schools.

2 Conditions for Admission

- 2.1 A candidate for the Postgraduate Certificate in Education shall hold a qualification deemed by the Training and Development Agency for Schools (or any future successor to this agency) to entitle a qualified teacher to be classified as a graduate for salary purposes, or shall have qualifications or experience deemed equivalent to the above. In addition a candidate shall, at the time of admission to the programme, normally hold a GCSE at Grade C or above, or its equivalent, in both English and Mathematics.

3. Application

- 3.1 Application for admission is made through the GTTR (Graduate Teacher Training Registry) at any time during the period October to August preceding commencement of study. Recruitment will close when each subject is deemed full by the relevant subject tutor(s).

4. Progression and Examination

- 4.1 In cases of failure in a unit, any piece of assessed work may be resubmitted once only, normally subject to a 2 year time limit. Students may also undertake a repeat school placement once only, normally subject to a 2 year time limit.
- 4.2 Depending on performance, in practical teaching and formative assignments, a student may be required by the board of examiners to transfer to the Professional Graduate Certificate in Education.
- 4.3 A candidate who is absent from any part of the course for 10 days or more will be referred to the board of examiners and may be required to complete additional time or other requirements.
- 4.4 A candidate who, without good cause, fails to take up a school placement offered to him or her or who withdraws from a school placement may be deemed by the board of examiners to have withdrawn from the entire programme.
- 4.5 A candidate who is required to withdraw from a school placement by the Head teacher of the school or college concerned may be deemed to have failed practical teaching by the board of examiners.
- 4.6 If the University is unable to secure a repeat school placement for a candidate after approaching 3 schools, the candidate may be required to withdraw from the entire programme by the board of examiners.
- 4.7 A candidate whose continuance on the programme causes serious concerns may be referred under the Procedure for Termination of a Student's Programme of Study for the Postgraduate Certificate in Education.

The Degree of Master of Science in Social Work

The following regulations apply to MSW students registered before October 2009.

Admission

1. Application for admission to a curriculum of advanced study for the degree of MSc in Social Work shall be made to the Registrar not later than 1st August preceding the commencement of the programme in October. The application for admission must be approved by the board of the Faculty of Social Sciences and Law.

Curriculum

2. The curriculum for the degree shall extend over a period of not less than two years and shall consist of lectures, seminars, placements, fieldwork and training periods as specified by the school. The curriculum aims to develop candidates' practical, theoretical and applied social work skills and knowledge in line with professional requirements.

Conditions for admission

3. The qualification for admission to the curriculum shall normally be the possession of an Honours degree of a university in the United Kingdom or, subject to Senate's approval, of any other university. In exceptional cases and subject to such conditions as Senate may require, candidature shall be open to persons possessing other qualifications approved by Senate.

Candidates shall normally have work experience which is relevant to the programme of study.

Examination

4. The degree of Master of Science in Social Work shall be awarded to a candidate who satisfies the examiners in the following areas:
 - (a) satisfactory completion of prescribed work for the taught curriculum
 - (b) satisfactory completion of social work practice placement
 - (c) satisfactory completion of the dissertation. A candidate may be examined orally on the subject of the dissertation. The Registrar shall give at least ten days' notice to any candidate who may be required to attend an oral examination
 - (d) obtains a total of 180 credits at M level for the degree of Master of Science including 120 credits for the taught component and 60 credits for the dissertation.
5. Two copies of the dissertation must be submitted by 30th September in the second year of study. By special permission of the board of the Faculty of Social Sciences and Law the submission of the dissertation may be deferred to a later date no later than six months following the submission date.
6. A satisfactory performance in the examinations at the end of the first year shall be required before a candidate may proceed into the second year of the programme.
7. A candidate who has met the requirements of regulation 4(a) and (c) but who has failed to satisfy the examiners in 4(b) may be required to undertake a further period of practical work and if this is satisfactory to the examiners shall, subject to the other requirements of regulation 4, be eligible for the award of the degree. Only one such additional practical work placement will be permitted.
8. A candidate who has met the requirements of regulation 4(a) and (b) but whose dissertation is not considered satisfactory by the examiners may be permitted to resubmit the dissertation in a revised form. The revised dissertation shall be submitted within 12 months of notification of the examiners' decision.

Award of Postgraduate Diploma and Postgraduate Certificate

9. A candidate who has failed to satisfy the examiners or who is permitted to transfer programme may be recommended for the award of the Postgraduate Diploma or Postgraduate Certificate in their named programme subject to the following conditions:
 - (a) In the case of the Postgraduate Diploma, candidates must obtain 120 credits in total for the award and have successfully completed the relevant placement component.
 - (b) In the case of the Postgraduate Certificate, candidates must obtain 60 credits in total for the award and have successfully completed the relevant placement component.
10. Students who satisfy the academic requirements and achieve either 60, 120, or 180 credit points, but who fail the practice component or are otherwise deemed unsuitable for professional social work, should be eligible respectively for the award of either Postgraduate Certificate, Postgraduate Diploma or Master of Science in Applied Social Studies.

Procedure for termination

11. A candidate whose continuance on the programme causes serious concerns in terms of academic or placement work may be required under the Procedure for Termination to withdraw from the programme.

Dissertation

12. A candidate shall not be permitted to submit as his or her dissertation work which has been submitted for a degree or diploma to this or any other University or examining body, but a candidate shall not be precluded from incorporating any part of such work in the dissertation provided that in his or her application the candidate states the desire to

do so and in the dissertation itself clearly indicates the part of the work which has been so incorporated.

13. Each copy of a dissertation shall be accompanied by a memorandum signed by the candidate stating how far the work on which the dissertation is based was the candidate's independent work, or how far it was conducted in collaboration with or with the assistance of others.
14. Dissertations shall be typewritten and securely bound. Each copy shall include an abstract of the dissertation in not more than 300 words. A further copy of the abstract shall be submitted separately. The University reserves the right to retain the top copy of each dissertation successfully presented for the degree and to deposit it in the University library, where it shall normally become available for consultation within not more than 3 months of the date of publication of the pass list.
15. Dissertations must comply with the general regulations governing the submission of dissertations for higher degrees.
16. Certificates produced for the award of MSc in Social Work, Postgraduate Diploma and Postgraduate Certificate respectively will specify the individual programme title studied.

The Degree of Master of Science in Social Work

These regulations apply to students entering the programme from the academic session 2009/10 onwards.

Admission

1. Application for admission to a curriculum of advanced study for the degree of MSc in Social Work shall be made to the Registrar not later than 1st August preceding the commencement of the programme in October. The application for admission must be approved by the board of the Faculty of Social Sciences and Law.

Curriculum

2. The curriculum for the degree shall extend over a period of not less than two years and shall consist of lectures, seminars, placements, fieldwork and training periods as specified by the school. The curriculum aims to develop candidates' practical, theoretical and applied social work skills and knowledge in line with professional requirements.

Conditions for admission

3. The qualification for admission to the curriculum shall normally be the possession of an Honours degree of a university in the United Kingdom or, subject to Senate's approval, of any other university. In exceptional cases and subject to such conditions as Senate may require, candidature shall be open to persons possessing other qualifications approved by Senate. Candidates shall normally have work experience which is relevant to the programme of study.

Progression and Examination

4. Students will normally be required to have gained 120 credit points in order to progress from year 2 to year 2.
5. The degree of Master of Science in Social Work shall be awarded to a candidate who satisfies the examiners in the following areas:
 - (a) satisfactory completion of prescribed work for the taught curriculum;
 - (b) satisfactory completion of social work practice placements;

- (c) satisfactory completion of the dissertation. A candidate may be examined orally on the subject of the dissertation. The Registrar shall give at least 10 days' notice to any candidate who may be required to attend an oral examination; and
 - (d) obtains a total of 300 credits at level 7 for the degree of Master of Science including 240 credits for the taught /practice learning component and 60 credits for the dissertation.
6. Two copies of the dissertation must be submitted by 30th September in the second year of study. By special permission of the board of the Faculty of Social Sciences and Law the submission of the dissertation may be deferred to a date no later than six months following the submission date.
 7. A candidate who has met the requirements of regulation 5(a) and (b) but whose dissertation is not considered satisfactory by the examiners may be permitted to resubmit the dissertation in a revised form. The revised dissertation shall be submitted within six months of notification of the examiners' decision.

Award of Postgraduate Diploma

8. A candidate who has failed to satisfy the examiners in the dissertation or who exceptionally chooses not to proceed to the dissertation may be recommended for the award of the Postgraduate Diploma in Social Work subject to the following conditions:

In the case of the Postgraduate Diploma in Social Work, candidates must obtain 240 credits in total through successful completion of all the taught and practice learning components of the programme.

Award of qualification in Social Welfare Studies

9. Students who satisfy the academic requirements and achieve either 60, 120, or 180 credit points, but who fail the practice learning components or are otherwise deemed unsuitable for professional social work, should be eligible respectively for the award of either Postgraduate Certificate, Postgraduate Diploma or Master of Science in Social Welfare Studies.

Procedure for termination

10. A candidate whose continuance on the programme causes serious concerns in terms of academic or placement work may be required under the Procedure for Termination to withdraw from the programme.

Dissertation

11. A candidate shall not be permitted to submit as his or her dissertation work which has been submitted for a degree or diploma to this or any other University or examining body, but a candidate shall not be precluded from incorporating any part of such work in the dissertation provided that in his or her application the candidate states the desire to do so and in the dissertation itself clearly indicates the part of the work which has been so incorporated.
12. Each copy of a dissertation shall be accompanied by a memorandum signed by the candidate stating how far the work on which the dissertation is based was the candidate's independent work, or how far it was conducted in collaboration with or with the assistance of others.
13. Dissertations shall be typewritten and securely bound. Each copy shall include an abstract of the dissertation in not more than 300 words. A further copy of the abstract shall be submitted separately. The University reserves the right to retain the top copy of each dissertation successfully presented for the degree and to deposit it in the

University library, where it shall normally become available for consultation within not more than 3 months of the date of publication of the pass list.

14. Dissertations must comply with the general regulations governing the submission of dissertations for higher degrees.

Award Certificates

15. Certificates produced for the award of Postgraduate Diploma/Master of Science in Social Work or Postgraduate Certificate/Postgraduate Diploma/Master of Science in Social Welfare Studies respectively will specify the individual programme title studied.

Annex 8

Forms of Summative and Formative Assessment

Type of assessment	Comment
Unseen, written, examinations (including multiple choice and matching index question papers)	Widely used method of synoptic assessment and most suitable for summative assessment of students' abilities. Take place in a controlled environment, commonly at the end of a teaching block or programme. Can test a range of attributes, including knowledge and depth of understanding, analytical abilities, written communication skills and ability to synthesise information. Offers minimal opportunity for plagiarism.
'Open book' examinations	Involve giving students access to various reference sources during the examination, e.g. textbooks, tables, or other materials that would normally be available in a work situation. Normally taken in a controlled environment and.
Assessed coursework, including essays, assignments, creative writing and other tasks	May be used to assess depth of knowledge and the ability to work independently. Intended to be completed independently by the student, in his / her own time. Students have access to a range of learning opportunities and resources when undertaking coursework and are normally given deadlines within which to complete it, with penalties set for late submission. Often used in parallel with other forms of assessment
Progress tests	Used both formatively and diagnostically to evaluate students' progress in a specific topic or range of topics and to help them improve their performance. They are normally fairly short, uncomplicated tests and may be given at relatively regular intervals, particularly in science / engineering subjects, to check that the building blocks of learning are being achieved before moving on to the next part of the programme.
Supervised practicals, including laboratories, field work and assessment of clinical skills	These are used in disciplines where practical skills are fundamental to success in the programme. They are normally used for unit level assessment. If student does not achieve a high enough level of competence in the practical elements of a programme, s/he may not be entitled to sit end of teaching block or final examinations and may fail the programme. In the case of medical, dental and veterinary programmes (and in some others), failure in practical assessments normally means that the student will fail the programme. Personal development planning (PDP) tools are very relevant to practical work, as are notebooks, as they enable students to record their findings accurately and in a timely manner, whether in a controlled environment (e.g. the laboratory), or in the field. They also encourage students to reflect on their learning and progress. If practical notebooks or portfolios are to be assessed, either formatively or summatively it is essential that students are made aware of this at the outset

<p>Oral examinations, including <i>viva voce</i>, individual and group presentations and seminars</p>	<p>Section 10 of this Code summarises the circumstances in which it is appropriate to conduct '<i>viva voce</i>' examinations. Oral assessment includes students presenting their work, as individuals or in groups, informally or in a seminar. If group assessment is used, examiners may wish to ensure that each student's individual contribution to the work is also capable of being separately assessed. Oral presentations are often used formatively, including providing constructive feedback to students on their performance, to give them practice in developing good communication skills that may be assessed summatively later. Criteria for the assessment of oral presentations should not be limited to testing the content of the presentation but also assess the student's ability to communicate, both generally and about the topic (to specialists and non-specialists). If assessing the conduct of a seminar, examiners are also likely to be testing the student's ability to facilitate the group and outcomes.</p>
<p>Performances and compositions (normally appropriate to performing arts such as drama and music)</p>	<p>Criteria for the assessment of artistic performance are likely to cover a range of skills and abilities the student is expected to possess. The student may need particular resources to be available, such as a musical instrument or 'props' for a dramatic performance, and including different forms of technology, and the student and examiners therefore need to prepare appropriately for this and assure themselves of the reliability and availability of the resources.</p>
<p>Peer and self assessment</p>	<p>The value of peer and self assessment is apparent across a range of subjects. Both can help students to have a deeper understanding of the topic being assessed and to improve their own work through assessing the work of others. It is essential that both self and peer assessed marking is moderated by a member of academic staff or tutor with assessment skills and experience. It is also essential that students engaging in either form of assessment are aware of the criteria to be used for assessing their own or peers' work. In subjects where model answers or marking schemes are available, students should have access to these at the appropriate stage in the assessment process. Some schools using peer and self assessment set criteria for the assessment task with students, to achieve a mutual understanding of what the intended learning outcomes are.</p>

<p>Individual research assignments, including research dissertations, design projects and library projects</p>	<p>Honours degrees normally contain some kind of research project or dissertation in the final year. The form of this will vary, depending on the subject. In some subjects the research project is conducted throughout the final year of the programme, in parallel with the taught components of that year. In taught postgraduate programmes, it is expected that at least one third of the programme comprises the research project, resulting in a dissertation (or equivalent). Assessment of the research project normally reflects the characteristics of such an activity, including the expectation that the student will have worked independently, with little supervision, to achieve the outcomes determined with their supervisor at the start of the project. Research projects require substantive knowledge and understanding of the subject and of the limits of existing knowledge and at levels 6 and 7, the students' ability to manage their own learning and to make use of appropriate primary sources, as well as being able to conduct critical evaluation and make judgements. Library projects normally involve the student in researching and analysing the available literature on a topic, including identifying possible gaps in knowledge.</p>
<p>e-assessment, including use of question banks, multiple choice or matching index questions</p>	<p>e-assessment, is used across a range of subjects, particularly in engineering, science, medical sciences and languages. It has many strengths, including: the potential to enable students to self assess (privately, and on multiple occasions), identify where their knowledge is strong or weak and so seek help where necessary to improve their knowledge / performance; the facility for students to be assessed in different geographical locations using technology flexibly; the ability for staff to provide students with rapid feedback on their work. It lends itself to both formative and summative assessment and can be used to test basic knowledge, or more complex and sophisticated concepts, depending on the level the student has reached, the subject and the intended learning outcomes. Some forms of e-assessment can be used to test depth of knowledge and the ability to synthesise information, including the ability to reach a clinical diagnosis and suggest how a condition might be treated. Section 9 of this Code provides practical guidance on the conduct of e-assessment.</p>
<p>Poster presentations</p>	<p>Posters are used, often in scientific subjects, to give students an opportunity to 'showcase' the outcomes of a project. They enable students to demonstrate their detailed knowledge of a topic and also their ability to communicate complex knowledge to those without a detailed understanding of the area.</p>
<p>Book / journal article reviews</p>	<p>Book / journal article reviews are often used as a form of coursework and are an opportunity to test a student's analytical skills, writing ability and the extent to which s/he has 'read around' a subject. Asking a group of students to review a book in advance of a tutorial or seminar can be a useful means of formatively assessing a range of skills, including the ability to discuss and present a case.</p>

Approaches to Delivering Formative Feedback

This annex provides further advice and details good practice on delivering formative feedback.

Feedback can be provided through a variety of different mechanisms, and need not necessarily be linked to formal assessment activities. What is essential is that students receive some form of feedback on key aspects of their performance in every unit, rather than every piece of assessment being expected to have associated feedback.

1. Coursework

1.1 Group feedback, following an assessed exercise, highlighting common misconceptions, errors and technical deficiencies and offering advice on how these may be remedied (including links to relevant resources and/or training opportunities) can be delivered electronically, through *Blackboard*, or incorporated into a class session. A portion of class time may be set aside for questions on assessment. Depending on the nature of the assessed activity, it can be very effective to base discussion on actual examples of student work (see 1.5).

1.2 Individual students should have the opportunity to seek clarification and further advice on the feedback they have received; as well as making use of a lecturer's regular tutorial slots, this may be organised through small group sessions, drop-in sessions or by e-mail,. Where the queries are not too specific to the work of an individual student, they may be posted on the unit's discussion board in *Blackboard*, so that other students can also benefit from the response and the lecturer does not have to repeat the same advice many times.

1.3 Structured pro-formas/templates for markers' comments help ensure that feedback is clear, readily comprehensible and consistent and they have the additional advantage that copies of the forms can be lodged in student files to aid the writing of references. The forms should be structured around unit learning outcomes and/or marking criteria, rather than simply offering free text comments, but it is important to provide qualitative feedback rather than simply grading different aspects of the student's performance. It is good practice to focus on the positive features of work and on suggestions for improvement, rather than solely on problems and deficiencies. The use of coloured paper will also aid in signalling to the students that this is feedback.

1.4 Computer Science have developed a tool which enables markers to generate feedback for individual students automatically by ticking boxes on a fully customisable electronic pro-forma; the text thus generated can be changed at any time and other comments added, and can then be sent by e-mail or posted on the web. For further information see www.cs.bris.ac.uk/tick.

1.5 It can be useful to make examples of student work, properly anonymised, available to students; either examples of good performance, giving students an idea of what they should aim for, or a mixture of all standards of work. In the latter case, students might be asked to assess the work themselves using the school's standard marking criteria, or the school might provide a commentary on specific points so that students know what to look for. This may be particularly effective with first-year students, who need to familiarise themselves with what is expected, or when a new form of assessment is introduced for the first time.

The work could be made available in a school 'library' (although this may risk the examples being plagiarised; so it is vital to ensure that a copy is always kept in the school of any work that is lent to students and that work is submitted to *Turnitin* to identify any plagiarism); it might also be posted on the web, or used as the focus of a class session.

Students should give their permission for their work to be used in this way, and this may be managed through a school statement that it is the default expectation when work is submitted, rather than requiring express permission on each occasion.

2. Examinations

2.1 Where the material covered in a unit is an essential foundation for work in subsequent years, schools should provide feedback on performance in unseen examinations: normally giving general feedback on each separate exam to the cohort and/or feedback to individual students about their overall performance. Providing individual feedback on each separate exam is resource-intensive and has only limited benefit in improving student learning/future performance, it is normally only appropriate if students would otherwise receive little or no feedback on their individual performance in the course of the unit.

2.2 Unit directors should collate information on student performance on exams for the unit, so that they may provide general feedback and advice; this is especially important where a paper is marked by a large number of people. As with coursework, group feedback, highlighting common misconceptions, errors and technical deficiencies and offering advice on how these may be remedied (including links to relevant resources and/or training opportunities), can be delivered electronically, through *Blackboard*, or incorporated into a class session. This will be particularly effective when students have the opportunity to ask questions and discuss the feedback. Model answers and examples of actual student work can be useful for some subjects.

2.3 When electronic assessment is used it is possible to generate feedback automatically. Depending on the choice of assessment package and the nature of the exercise, the feedback may be limited to which answers were wrong, rather than detailing why they were wrong.

2.4 The purpose of markers' comments on scripts is to communicate with other markers and with external examiners. While a student has the right, on submitting a formal request via the Secretary's Office, to see these comments, they are not intended to provide feedback and are not usually suitable for this purpose. However, schools may adopt a policy that markers should always include a summary on the final sheet of the exam script which could, following de-anonymisation, be distributed to the student's personal tutor, so that they can be taken into account in reviewing the student's performance.

2.5 Schools should develop a mechanism whereby students in particular need of support receive more detailed feedback on their exam performance and suggestions for improvement, delivered through personal tutors.

2.6 For oral and practical exams, it is generally impractical to provide detailed feedback on every aspect of a student's performance. It can be most effective to provide students with feedback on two things they did well and two areas for improvement, balancing positive and negative comments and focusing feedback on future performance.

3. Presentations, Poster Sessions, Practical Sessions etc.

3.1 Pro formas can be helpful by indicating to students both what they've done well and where they need to improve, as well as in aiding consistency in the marking process.

3.2 Examples of posters can be made available to students; although technically difficult to make examples of presentations available, students can be encouraged to reflect on the marking criteria for such exercises when attending lectures.

3.3 Peer assessment can be very effective, either in conjunction with assessment by the lecturer or, for formative purposes, as the sole form of feedback. In larger cohorts, where there is insufficient time for every student to make a presentation in class, students may be organised into groups with a designated speaker, chair, audience and rapporteur (who sums up the session, including comments on effective presentation practice, to the rest of

the group and to the lecturer) and asked to make their own arrangements. This encourages all students, not just those making presentations, to focus on what makes for an effective performance.

3.4 In practical sessions, feedback during or immediately afterwards is generally most effective. When time allows, immediately after a practical assessment students should be talked through the test, and given the opportunity to review the best approaches and common errors.

4. Placements

4.1 Most feedback on a placement will be informal and oral, delivered during or immediately after a specific task. However, it is important to supplement this with more formal reviews of progress, at the mid-point and at the end of the placement. All relevant people should have the opportunity to contribute to the review of the student's performance and a written record should be kept; this may be a detailed pro forma, or a more basic summary (e.g. two things the student did well and two areas for improvement) e.g. the system for monitoring and assessing industrial placements on the Engineering Design programme, www.edes.bris.ac.uk/placements_handbook.htm.

4.2 The review should include an opportunity for the student to record their reflections on their performance by using some form of electronic PDP resource. General advice on PDP can be found at www.bristol.ac.uk/esu/studentlearning/pdp/, and an example at www.bris.ac.uk/italian/undergrad/3rdyear/pdp.html.

5. Designing Assessment to Support Effective Feedback

5.1 Students can be given the opportunity to test their understanding of material covered in class by taking on line e-assessments which provide immediate feedback on their performance. These can be designed to be taken as often as desired and to give feedback on incorrect responses, for particular key skills or sets of knowledge. This form of assessment driven feedback provides students with a valuable learning resource. However, care must be taken in both question design and the feedback given, to promote student engagement and learning. The E-Learning Advisers Network webpage offers support and case studies on the use of e-Learning tools: www.bristol.ac.uk/elan. For an example of how e-assessment can be used, see www.epi.bris.ac.uk/undergrad/web/session6_2006/session6_2006.htm

5.2 Within a unit, structured assessment tasks, in which the student begins with relatively straightforward tasks and moves on to more complicated ones (e.g. paper review, evidence analysis, research report), benefitting from feedback on the earlier work, are effective in developing particular skills and understanding. A 'portfolio' approach to assessment, in which the early pieces of work count but can be improved in the light of feedback, can also be effective.

5.3 In some subjects, essays are used to assess simultaneously a range of learning outcomes from basic knowledge and understanding to higher-level analytical skills. It can be both more effective in terms of delivering feedback and more efficient in terms of marking effort to set up separate tasks to assess different outcomes.

6. Supporting Students' Overall Development

6.1 To encourage students to reflect on and respond to feedback, and in particular to identify areas which need further work, feedback needs to be incorporated into the personal tutor system and regular 'progress review' meetings. Those responsible for students' academic progress should be given copies of any comments made on their students' exam scripts and receive copies of feedback pro-formas, thereby enabling them to help their students to reflect on their performance across different units.

6.2 Personal Development Planning should encourage students to reflect on their performance, by providing a form for reflection on feedback received and/or for reviewing marks and comments. Students should be explicitly encouraged to focus on how to develop their performance in future, rather than simply on their marks. For example see www.bris.ac.uk/arts/skills/review.doc.

6.3 The assessment for a unit might incorporate a reflective journal or some other activity involving the student reflecting on their own performance, including but not restricted to their performance in assessment, and how it might be developed.

6.4 Schools should facilitate the establishment of student study groups, encouraging students to share experiences and comment on one another's work, and/or mentoring schemes in which final year students help first-years acclimatise to the expectations of degree-level study. This is likely to require the provision of resources, above all suitable space, rather than simply encouragement.

Further Resources:

If you have any feedback-related queries, or if you have developed new approaches to delivering feedback from which others may benefit, please do contact the Education Support Unit. See also:

www.heacademy.ac.uk/senlef.htm

www.heacademy.ac.uk/resources.asp?section=generic&process=filter_fields&type=all&id=1,25&history

www.exchange.ac.uk/issue4_contents.asp

www.enhancementthemes.ac.uk/events/presentations/20040604.asp

September 2009, with minor updates July 2011

Appendix: Examples of Feedback Pro-Formas



**UNIVERSITY OF BRISTOL
GRADUATE SCHOOL OF EDUCATION
POST GRADUATE CERTIFICATE IN EDUCATION**

**EDUCATION ASSIGNMENT 2 SPRING TERM
ORAL PRESENTATION PEER ASSESSMENT FORM**

Student making presentation:

Topic:

Student making peer assessment:

How well did the student communicate the content of the presentation?

Was the presentation made accessible and relevant to the audience?

How thoroughly had the student investigated the topic?

Was an appropriate range of educational issues addressed?

Was there good evidence of what the student had learned?

How do you think the presentation could have been improved?

Student assessor: Please give Student and University copies of this form to the PT

ESSAY EVALUATION FORM

NAME:

DEGREE:

UNIT:

SUBMISSION DATE:
(not deadline date)

TITLE:

NUMBER OF WORDS:

TO BE SIGNED BY THE STUDENT

I DECLARE THAT THIS ESSAY IS ENTIRELY MY OWN WORK AND THAT IT DOES NOT CONTAIN ANY PLAGIARISED MATERIAL

SIGNED: DATE:
.....

Information

sound, relevant

GOOD

POOR

sketchy, irrelevant,
inaccurate

Structure & Argument

coherent, logical, sophisticated,
original, probing

GOOD

POOR

muddled, repetitive,
mechanical, over-dependent
on secondary material

Use of Evidence

argument well illustrated

GOOD

POOR

poorly illustrated

Quality of Writing

lucid, elegant, punctuated
correctly, no errors of spelling
or syntax

GOOD

POOR

clumsy, multiple
spelling errors,
poorly punctuated
and expressed

Academic Conventions

citations consistently
referenced and included in
bibliography, titles of works
underlined etc.

GOOD

POOR

bibliography not in
alphabetical order,
works mentioned not
underlined,
referenced inadequately

Best Features of Essay:

Features which would improve your mark:

Mark:

Marker's Initials:

Guidelines for Programme Directors

These Guidelines outline the principal responsibilities of programme directors in respect of the programme(s) for which they are responsible. Programme directors manage the day-to-day running of the programmes and are responsible to the Head of School for the safeguarding of academic standards, the quality of education and educational support and the review and development of all programmes for which they are director. Programme directors have responsibility for monitoring adequate delivery of programmes as indicated below.

Where the programme director deems the delivery of the programme to be less than satisfactory it is his/her responsibility to bring this to the attention of the appropriate Head or Heads of School. While these guidelines should be viewed as best practice, it is understood that the organisation of particular activities such as admissions or examinations is often devolved to other designated members of staff, or to committees in the school. In the case of the Faculties of Medicine and Dentistry, and Medical and Veterinary Sciences, the programme director may be chair of the appropriate Education Committee. This is a practical solution to managing a programme delivered by several schools.

In a number of faculties, these guidelines are supplemented by additional faculty guidelines for programme directors.

1. Recruitment and admission of students

In consultation with other staff, as appropriate, programme directors will have responsibility for monitoring:

- 1.1 validation of prospectus entry(ies) and the content of any recruitment publicity material
- 1.2 annual student intake targets
- 1.3 selection of applicants

2. Overall organisation of curriculum

In relation to each programme for which s/he is responsible, the programme director will chair a suitably constituted curriculum committee, membership of which will include representatives of all schools involved in the delivery of the programme. The committee may be responsible for the curriculum of more than one programme. This committee will monitor all matters relating to the curriculum, including:

- 2.1 overall organisation and coherence of the programme,
- 2.2 production and updating of the relevant programme specification/s
- 2.3 content and delivery of individual units
- 2.4 monitoring of progress and attendance of all students on the programme
- 2.5 review and revision of any written materials handed out to students relating to the programme, such as programme handbooks [or the relevant section(s) of school handbook(s)]
- 2.6 student placements, including academic validity and health and safety issues. (See Code of Practice on Student Work Placements www.bris.ac.uk/safe/Safety/placement/placement.htm)

3. Delivery of the programme(s)

Programme directors are accountable for the day-to-day running of their programme(s). This includes monitoring:

- 3.1 the availability of staff and teaching accommodation
- 3.2 the provision of tuition cover if a member of staff becomes ill, or goes on study leave or other absence
- 3.3 agreeing the timetable and requirements for delivery of the programme and the avoidance of clashes.

4. Feedback to and from students

Programme directors are responsible for liaising with staff and students regarding feedback on the programme, including unit /programme questionnaires and other mechanisms and liaising with students and personal tutors in the event of problems or grievances. Each programme director is responsible for:

- 4.1 analysis of student feedback on the programme
- 4.2 the processing of such feedback, for example, through a staff/student liaison committee
- 4.3 follow-up action as required, using appropriate mechanism(s)
- 4.4 monitoring the assessment and return of coursework to students within the timescale set by the school(s) concerned and the Regulations and Code, or by the programme curriculum committee
- 4.5 monitoring the provision of personal tutors for the students on the programme
- 4.6 the inclusion of such feedback and actions taken into the Annual Programme Review process.

5. Assessment

Programme directors are responsible for overseeing the assessment processes for the programme, working with the School Examinations Officer, who is likely to have clear delegated responsibility in this area. In particular, programme directors are responsible for:

- 5.1 advising Heads of School in the nomination of external examiner(s)
- 5.2 monitoring the preparation of examination papers and ensuring that the external examiner(s) has/have been asked to comment on them
- 5.3 monitoring the appropriateness of marking arrangements, including checking that procedures for assessing students are fair and well-publicised and conform to the regulations and code
- 5.4 convening examiners' meetings. A separate meeting may be necessary for each joint honours programme
- 5.5 preparation of pass lists
- 5.6 ensuring adherence to the University's Regulations and Code of Practice for taught programmes for the ultimate disclosure of examination results agreed by Board of Examiners

6. General Notes

- 6.1 It is normally appropriate to appoint only one programme director for each programme, although an individual may have responsibility for a number of programmes.
- 6.2 In the case of joint degrees, rotation of the post of programme director between the two schools responsible for the programme is advisable.
- 6.3 The programme director should ensure that the relevant school (s) and services take account of and try to meet the special needs of individual students in collaboration with the relevant Faculty disability officer and staff members of student support services, as appropriate.
- 6.4 It will normally be the responsibility of the programme director to ensure the preparation of documentation for Annual Programme Review (www.bris.ac.uk/esu/facultyadvice/progreview/) and periodic reviews (www.bris.ac.uk/esu/facultyadvice/deptreviews/).

Revised and approved by Education Committee 18 February 2000

Revised and approved by Education Committee 5 December 2003

Minor amendments approved by Chair's powers July 2011

University Examination Regulations

1. Nominees

Unless the context indicates otherwise, under these regulations a University officer or the chair of a board of examiners may act through his or her properly appointed nominee.

2. Conduct of formal examinations

2.1 Attendance

Failure to attend an examination without reasonable cause may result in the award of no marks for that examination. It is the responsibility of the student to be aware of the details of the examination timetable. If a student fails to attend as the result of illness, he or she should obtain a medical certificate from a qualified medical practitioner as soon as reasonably practicable, and submit it forthwith to the chair of the board of examiners and copied to the appropriate faculty office.

2.2 Entering the examination room

Candidates may not normally enter the examination room to sit a written examination after it has been in progress for more than thirty minutes. Late candidates will be referred to their home school for advice.

2.3 Leaving the examination room

No candidate may leave the examination room within thirty minutes of the beginning of the examination, save in exceptional circumstances, and with the permission of the invigilator. In order to avoid disturbing other candidates, candidates may not leave the examination room during the last fifteen minutes of the examination, save in exceptional circumstances, and with the permission of the invigilator. If a student leaves an examination because of illness, he or she should obtain a medical certificate from a qualified medical practitioner as soon as reasonably practicable, and submit it forthwith to the chair of the board of examiners and copied to the appropriate faculty office.

2.4 Supervised absence

No candidate may leave and return to the examination room during an examination unless supervised by an invigilator while absent.

2.5 Communication during the examination

Unless an invigilator has given permission otherwise, during the course of the examination a candidate may communicate with no other person but the invigilator.

2.6 Permitted items and texts

A candidate may take to his or her desk only those items and texts that are permitted for the examination he or she is sitting. It is the responsibility of the student's faculty or school to provide guidance to students about items, for example calculators, they may take into examinations and the responsibility of the student to establish which items and texts are permitted. Such guidance should be provided in a format and location easily accessible to the student, including in student handbooks or on school websites and should indicate to students the circumstances in which it is likely they will be granted permission and the types of materials they may be allowed to use. All bags, mobile phones, personal organisers and similar electronic devices must not be taken to the examination desk, but must be deposited elsewhere, as instructed by the invigilator.

If the usual practice of the faculty or school is to allow students who do not have English as a first language to use a dictionary during written examinations, then the school should

ensure that an “Authorisation for the use of dictionaries in examinations” form is completed and signed by the Head of School or nominee for each student. Where a student is studying across schools then the form should be signed by the Head of School for each of their units. This form should be returned to the student and it **MUST** be displayed on the examination desk when a dictionary is being used. Failure to display the authorisation will result in the confiscation of the material. All dictionaries used in examinations will be checked for annotations and markings and any dictionary deemed to contravene regulations will be removed from the student.

2.7 Distracting behaviour

Candidates may not behave in any way which is distracting to other candidates. A candidate who ignores a request from an invigilator not to behave disruptively may be required to leave the examination room. The candidate’s examination scripts will be submitted to the board of examiners as they were at the time when the candidate was required to leave. The invigilator will annotate the scripts with the time at which the candidate left, and submit a report to the chair of the board of examiners.

2.8 Examination scripts

It is the responsibility of the candidate to ensure that all his or her scripts are appropriately marked with an identifying name and number. No candidate may remove an examination script from the examination room. No candidate may remove any other examination materials without permission.

A school may invite a candidate to transcribe or dictate an illegible script. Any transcription or dictation must be verbatim, and the student should be asked to sign the transcript to confirm that it is a true copy of the original script. The transcription or dictation will be treated as part of the formal examination process. Schools may also invite the student to undertake an oral examination.

2.9 Cheating

Cheating in an examination will be dealt with as a disciplinary offence under these regulations. In particular, it is a disciplinary offence for a candidate to:

- a) have unauthorised items or texts at his or her desk in the examination room during the examination
- b) make use of unauthorised items or texts during the examination
- c) copy from the script of another candidate during the examination
- d) dishonestly receive help from another person during the examination
- e) dishonestly give help to another person during the examination
- f) act dishonestly in any way, whether before, during or after the examination, so as to obtain an unfair advantage in the examination
- g) act dishonestly in any way, whether before, during or after the examination, so as to assist another candidate to obtain an unfair advantage in the examination.

2.10 Suspicion of cheating during the examination

Should a candidate be suspected of cheating during the examination, the invigilator will confiscate any unauthorised material, indicate on the candidate’s script that it has been confiscated due to suspected cheating, and remove the script. The candidate will then be given further examination books and permitted to complete the examination. The invigilator will seek an explanation from the candidate at the end of the examination, and submit an incident report to the University Examinations Officer who will notify the chair of the school board of examiners from the student’s home school.

3. Other assessed work

3.1 Work must be that of the student.

Any thesis, dissertation, essay, or other course work must be the student's own work and must not contain plagiarised material. Any instance of plagiarism in such coursework will be treated as an offence under these regulations.

3.2 Plagiarism

Plagiarism is the unacknowledged inclusion in a student's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. "Work" includes internet sources as well as printed material. Examples include:

- a) Quoting another's work "word for word" without placing the phrase(s), sentence(s) or paragraph(s) in quotation marks and providing a reference for the source.
- b) Using statistics, tables, figures, formulae, data, diagrams, questionnaires, images, musical notation, computer code, etc., created by others without acknowledging and referencing the original source. This list is not intended to be exhaustive.
- c) Summarising, or paraphrasing the work or ideas of another without acknowledging and referencing the original source. "Paraphrasing" means re-stating another author's ideas, meaning or information in a student's own words.
- d) Copying the work of another student, with or without that student's agreement.
- e) Collaborating with another student, even where the initial collaboration is legitimate, e.g., joint project work, and then presenting the resulting work as one's own. If students are unclear about the extent of collaboration which is permitted in joint work they should consult the relevant tutor.
- f) Submitting, in whole or in part, work which has previously been submitted at the University of Bristol or elsewhere, without fully referencing the earlier work. This includes unacknowledged re-use of the student's own submitted work.
- g) Buying or commissioning an essay or other piece of work and presenting it as a student's own.

3.3 Avoidance of plagiarism

Schools will, where necessary, provide further discipline-specific definitions of plagiarism and guidance on how to avoid it, including advice on proper referencing practice. However, it remains the responsibility of the individual student to familiarise him- or herself with these guidelines and to avoid plagiarism.

3.4 Cases of bad academic practice

In some cases a marker may be unsure whether irregularities in a piece of work constitute minor plagiarism or simply poor academic practice. In this case he or she should consult the chair of the school board of examiners for the student's programme of study. The chair will decide whether the case can be handled solely through school tutorial/student guidance processes or whether the procedure outlined in sections 3.5 and 4 should be followed. If the former, a file note should be kept in the school of the advice given to the student for future reference.

3.5 Suspicion of plagiarism

Should a candidate be suspected of plagiarism, the principal marker of the work will notify the chair of the school board of examiners for the student's programme of study, providing a brief written report outlining the allegation and copies of both the assessed work in

question and the sources that are believed to have been plagiarised, annotated as necessary.

4. Procedure for cases of cheating and plagiarism in undergraduate and taught postgraduate programmes of study (including any taught component of a professional or other doctoral degree)

4.1 Responsibility for handling allegations of cheating and plagiarism

Initial responsibility for handling plagiarism and examination cheating allegations in undergraduate and taught postgraduate programmes of study rests with the chair of the school board of examiners from the student's home school.

4.2 Initial assessment of cases of cheating and plagiarism

The chair of the school board of examiners will decide, in consultation with the undergraduate or graduate dean of the faculty, and using the criteria listed in section 8, whether the case appears minor and can be handled at school level or more significant, requiring involvement from the faculty. The chair, in consultation with the undergraduate or graduate dean, will also decide whether or not to investigate examination scripts or pieces of work previously submitted by the student.

4.3 Minor cases – student interview

If the alleged offence of cheating or plagiarism is considered to be minor, the chair of the school board of examiners will notify the student in writing and interview him/her with the school examinations officer or other appropriate member of the school. The student will be informed in the letter of the pieces of work under consideration. The student may be accompanied at the interview by an adviser, friend or other representative. Notes will be taken of the interview and subsequently agreed with all parties. Where the allegation relates to an assessment from outside the student's home school, the chair of the home school board of examiners will involve a relevant member of staff from the other school in the interview and in making the penalty recommendation or may delegate responsibility for the interview to the chair of the school board of examiners responsible for the unit. In the latter case, the interview panel will include a member of staff from the student's home school.

4.3.1 Disposal by the School Board of Examiners

The decision as to penalty will normally be made by the school board of examiners. Following the interview, the chair of the school board of examiners will make a written recommendation as to the penalty, from those listed in section 4.3.2, to the full board. This recommendation will set out the misconduct admitted, a brief summary of the evidence received, the penalty recommended, and the factors taken into account in recommending the penalty. A copy of the recommendation will be sent to the student. It will be permissible to reach agreement as to penalty with the full board of examiners by correspondence if it is some time until its next meeting. If there is disagreement as to the penalty a full meeting will be required.

If the interview panel considers that the matter should be dealt with under **Student Disciplinary Regulations**, it may, in place of a report to the Board of Examiners, make a recommendation to the Vice-Chancellor to this effect. Examination offences which disclose gross dishonesty, such as substantial and premeditated attempt to gain unfair advantage, or cases in which the candidate and the interview panel are not able to agree an account of the incident, are appropriately dealt with under student disciplinary regulations. See section 7.

4.3.2 Powers of the School Board of Examiners in minor cases

On receipt of the recommendation of the chair of the school board of examiners, the board of examiners may:

- a) Impose no penalty beyond recording the case on the student's school file for future reference;
- b) Disregard the original mark for the examination or piece of assessed work and require submission of an equivalent piece of work. The full mark range may be used for the new piece of work;
- c) Disregard the original mark for the examination or piece of assessed work and require submission of an equivalent piece of work. The mark for the new piece of work will be capped at the minimum pass mark;
- d) Award the student lower marks than those which he or she would otherwise have been awarded, or award no marks, for the examination or assessed work in which the student committed the offence without the opportunity to submit another piece of work. This will be the maximum penalty for cases of minor cheating or plagiarism. The school examination board will take explicit account of the impact of this penalty on the student's credit points and, where applicable, degree classification and whether this impact is proportionate to the offence.

The penalty will depend on the seriousness of the offence, using the criteria listed in section 8. It will normally be assumed that mitigating circumstances will have been raised by the student in advance of the examination or submission. However, any exceptional mitigating circumstances will be taken into account when determining the penalty.

If, exceptionally, the school board of examiners feels that there are circumstances about the case that were not apparent at the time of the initial assessment by the chair of the board, and which might affect the route for consideration of the case, they may seek advice from the faculty board of examiners as to the appropriate course of action.

The student will have the usual right of appeal against a decision of the board of examiners.

4.3.3 Recording the penalty

Brief details of the allegation and penalty will be recorded in the minutes of the school board of examiners, with a copy kept on the student's school file. Cases and penalties will be reported to the faculty board of examiners annually. Copies of the resulting minutes of the faculty board of examiners will be sent to the Academic Registrar who will keep a central record of plagiarism and examination cheating cases and report them annually to Education Committee. Cases of minor plagiarism need not be mentioned in student references.

4.4 Serious cases

If the alleged offence of cheating or plagiarism is considered by the chair of the school board of examiners, in consultation with the undergraduate or graduate dean of the faculty, to be more serious than should be handled at school level, taking into account the criteria listed in section 8, the chair of the school board of examiners will notify the student in writing that the case will be referred to the chair of the faculty board of examiners. The student will also be informed, at this stage, whether any other examination scripts or pieces of work are under consideration.

4.4.1 Student interview

The chair of the faculty board of examiners will interview the student with the chair of the student's home school examination board and with another suitable person (e.g. another member of the faculty board of examiners) from outside the student's home school. It may

be appropriate also to involve a representative from the school responsible for the unit in which the irregularity has occurred, if this is not the home school. The student may be accompanied at the interview by an adviser, friend or other representative. The faculty manager or head of academic administration will attend to provide advice on regulations. Notes will be taken of the interview, which will subsequently be agreed with all parties. Where the chair of the faculty board of examiners is from the student's home school an alternative member of the board shall be nominated to chair.

4.4.2 Recommendation to the School Board of Examiners

The decision as to penalty will normally be recommended by the faculty interview panel, initially, to the school board of examiners. This recommendation, taken from those listed in 4.4.3, will set out the misconduct admitted, a brief summary of the evidence received, the penalty recommended, and the factors taken into account in recommending the penalty. A copy of the recommendation will be sent to the student by the chair or secretary of the school board of examiners together with an explanation of the next steps in the process and the likely timescales. It will be permissible for the school board of examiners to consider this recommendation by correspondence if it is some time until its next meeting.

If the interview panel considers that the matter should be dealt with under student disciplinary regulations, it may, in place of a recommendation to the Board of Examiners, make a recommendation to the Vice-Chancellor to this effect. Examination offences which disclose gross dishonesty, such as substantial and premeditated attempt to gain unfair advantage, or cases in which the candidate and the interview panel are not able to agree an account of the incident, are appropriately dealt with under student disciplinary regulations. See section 7.

4.4.3 Powers of the Faculty Board of Examiners

On receipt of the recommendation of the interview panel, the school board of examiners may advise the faculty board of examiners to:

- a. Impose no penalty beyond recording the case on the student's school file for future reference;
- b. Disregard the original mark for the examination or piece of assessed work and require submission of an equivalent piece of work. The full mark range may be used for the new piece of work;
- c. Disregard the original mark for the examination or piece of assessed work and require submission of an equivalent piece of work. The mark for the new piece of work will be capped at the minimum pass mark;
- d. Award the student lower marks than those which he or she would otherwise have been awarded, or award no marks, for the examination or assessed work in which the student committed the offence without the opportunity to submit another piece of work.
- e. Award the student lower marks than those which he or she would otherwise have been awarded, or award no marks, for the unit of which the examination or piece of assessed work was part;
- f. Award the student lower marks than those which he or she would otherwise have been awarded, or award no marks, for the year of study;
- g. Award the student a lower class of degree or other academic award than that which he or she would otherwise have been awarded;
- h. Award a lower qualification than that for which the student was registered;
- i. Exclude the student from the award of a degree or other academic award, which may be either permanent or for a stated period, and may be absolute or subject to

compliance with stipulated requirements; the award of a lower qualification may or may not be offered.

If the advice from the school examination board to the faculty examination board is not in line with that originally made by the faculty interview panel, the school examination board must explain the reasons for the change in their report to the faculty examination and must also notify the student of their decision.

The penalty will depend on the seriousness of the offence, using the criteria listed in section 8. It will normally be assumed that mitigating circumstances will have been raised by the student in advance of the examination or submission. However, any exceptional mitigating circumstances will be taken into account when determining the penalty.

The school and faculty examination board will take explicit consideration of the impact of the penalty on the student's credit points and, where applicable, degree classification and whether this impact is proportionate to the offence.

The student will have the usual right of appeal against a decision of the Board of Examiners.

4.4.4 Recording the penalty

Brief details of the allegation and penalty will be recorded in the minutes of the school and faculty board of examiners, with a copy kept on the student's school file. Copies of the resulting minutes of the faculty board of examiners will be sent to the Academic Registrar who will keep a central record of plagiarism and examination cheating cases and report them annually to Education Committee. Cases of cheating or serious plagiarism should normally be mentioned in student references.

5. Procedures for cases of plagiarism in a thesis submitted for a research degree

5.1 Responsibility for handling allegations of plagiarism in a thesis submitted for a research degree.

If plagiarism is suspected in a submitted thesis, the supervisor or examiner will notify the head of school, providing a brief written report outlining the allegation and copies of both the relevant sections of the thesis and the sources that are believed to have been plagiarised, annotated as necessary. The head of school will notify the student in writing that the case will be referred to the graduate dean.

5.2 Student Interview

The graduate education director will interview the student with the head of school or his or her nominee. The student may be accompanied at the interview by an adviser, friend or other representative. The faculty manager or faculty education manager will attend to provide advice on regulations. Notes will be taken of the interview, which will subsequently be agreed with all parties. Where the graduate education director is from the student's home school, a graduate education director from another faculty may be nominated to chair the interview. In particularly serious cases it may be appropriate to involve a second graduate education director and the internal and/or external examiner in the interview.

If the interview panel is satisfied that there is no evidence of dishonesty, i.e. that there was no deliberate attempt by the student to obtain an unfair advantage in the thesis, the decision as to penalty will be made by the Research Degrees Examination Board. Following the interview, the panel will make a written recommendation as to penalty to the Research Degrees Examination Board. This recommendation will set out the misconduct admitted, a brief summary of the evidence received, the penalty recommended, and the factors taken into account in recommending the penalty. A copy of the recommendation will be sent to the student. The final decision will be reached at a full meeting of the Research Degrees Examination Board.

If the interview panel feels there is evidence of deliberate dishonesty, the matter should be dealt with under student disciplinary regulations, see section 7.

5.3 Powers of the Research Degrees Examination Board

On receipt of the recommendation of the interview panel, the Research Degree Examination Board may:

- a) Impose no penalty beyond recording the case on the student's school file for future reference;
- b) Require resubmission of all or part of the thesis;
- c) Exclude the student from the award of the degree, which may be either permanent or for a stated period, and may be absolute or subject to compliance with stipulated requirements;
- d) Award a lower qualification than that for which the student was registered where regulations permit this.

The penalty will depend on the seriousness of the offence, using the criteria listed in section 8. It will normally be assumed that mitigating circumstances will have been raised by the student in advance of the submission. However, any exceptional mitigating circumstances will be taken into account when determining the penalty.

6.3 Recording the penalty

Details of the allegation and penalty will be recorded in the Research Degrees Examination Board minutes, with a copy on the student's school file, which will be sent to the Academic Registrar who will keep a central record of such plagiarism cases and report them to Education Committee annually. Cases of plagiarism in a thesis submitted for a research degree should normally be mentioned in student references.

6. Students taking University of Bristol assessment, but not in attendance at the University

6.1 All the above regulations will apply to students not in attendance at the University, including distance learning students, students on a year abroad, or international students who have temporarily returned home. In these circumstances it may be appropriate to replace the interview with written correspondence or a conference call with the student.

7. Disposal under Student Disciplinary Regulations

7.1 If the interview panel considers that the matter should be dealt with under student disciplinary regulations, it may, in place of a report to the Board of Examiners, make a recommendation to the Vice-Chancellor, through the University Secretary, to this effect. Examination offences which disclose gross dishonesty, such as substantial and premeditated attempt to gain unfair advantage, or cases in which the candidate and the interview panel are not able to agree an account of the incident, are appropriately dealt with under the Student Disciplinary Regulations.

7.2 Where an offence of plagiarism or other examination offence has been referred under these Regulations to be dealt with under the Student Disciplinary Regulations, the Board of Examiners may not impose any penalty under these Regulations in place of, or in addition to, the penalty or penalties that the Board is directed to implement under the Disciplinary Regulations in respect of that offence.

8. Factors to be taken into account when deciding whether to use the procedures for minor or serious cases for undergraduate and taught postgraduate students

- a) the student's year of study. First year cases are more likely to be considered minor. Finalist and taught master's student cases will normally be considered serious;
- b) whether this is a first or subsequent offence;
- c) the extent and significance of the plagiarism in the piece of work. Plagiarism accounting for less than 30% of the piece of work and where there is evidence of independent argument and thought might reasonably be classed as minor;
- d) whether the assessment contributes significantly to the student's progress or degree classification;
- e) examination cheating should normally be handled under the "serious" procedures.

9. Guidance on the Procedures

Guidance and advice on the implementation of the cheating and plagiarism regulations will be available from the Academic Registrar.

10. Information for Boards of Examiners

10.1 Procedure for consideration of Extenuating Circumstances

Boards of examiners shall establish a committee (which will meet before the Board of Examiners meets) to consider any relevant matters, for example personal matters such as illness or bereavement, that may have affected a student's performance in assessment (see section 18 and annex 13 of **the Regulations and Code of Practice for Taught Programmes**).

10.2 Evidence

If a student wishes a board of examiners to take any such matters into account, s/he must complete and submit the relevant form **before** the meeting of the board at which the student's examination performance is to be considered (for details of the procedure and a link to the form, see section 18 and annex 13 of the **Regulations and Code of Practice for Taught Programmes**). A written record must be kept of such matters. Any such matters which could have been raised before the meeting of the board, but, without good reason, were not raised, will not be considered in the event of an appeal.

The committee may require a student to submit such other evidence as it deems necessary to substantiate any matter raised by the student.

11 Appeal against a decision of a Board of Examiners

11.1 Right to appeal

A student enrolled on a taught (undergraduate or postgraduate) programme may appeal against an appealable decision made by one of the following (referred to in these Regulations as a "board of examiners"):

- a) A faculty board of examiners
- b) A faculty progress committee
- c) A school board of examiners in relation to a case of minor plagiarism.

A postgraduate research student may appeal against an appealable decision made by the following (also referred to as a "board of examiners"):

- a) The University Research Degrees Examination Board
- b) The Dean of the relevant faculty, on the recommendation of a registration review panel.

An **appealable decision** is a decision in respect of:

- a) An examination or other form of assessment
- b) A student's progress, including a decision in respect of a suspension or a requirement to withdraw from the University, or in the case of a research postgraduate student, a decision by a Dean relating to termination or change of registration
- c) A penalty imposed for a cheating or plagiarism offence dealt with under these Regulations.

11.2 Permissible grounds of appeal

Appeals may only be made on the basis of one or more of the following permissible grounds:

- 1) There has been a material irregularity in the decision making process sufficient to require that the decision can be reconsidered. For example:
 - a) the assessment and subsequent decision making process were not conducted in accordance with the relevant regulations;
 - b) an adverse decision has been taken because of an administrative error;
 - c) the student has not been given the opportunity to draw relevant matters to the attention of the board of examiners; and/or
 - d) appropriate account was not taken of illness or other extenuating circumstances known to the board of examiners.
- 2) A student's performance in assessment has been affected by illness or other factors which the student was unable, for good reason, to divulge before the meeting of the board of examiners (see section 11 of these Regulations).
- 3) A penalty for cheating or plagiarism, imposed under the examination regulations by the school or faculty is wrong or disproportionate. For the avoidance of doubt, there is no right of appeal under these Regulations in respect of a penalty or penalties imposed under the Student Disciplinary Regulations and implemented by the board of examiners on the direction of the Vice-Chancellor or a Disciplinary Committee.

11.3 Grounds of appeal that are not permissible

- 1) Disagreement with the academic judgment of the board of examiners will not constitute a ground for appeal.
- 2) No appeal will be considered if it raises for the first time issues concerning the supervision or teaching of a student. Such matters will only be considered if they have been raised by the student promptly, at the time they first arose and pursued under the Student Complaints Procedure.

11.4 The Appeal Process

The appeal process has two stages:

- (i) The Local Stage
- (ii) The University Stage.

Those hearing the appeal at either stage will not attempt to re-examine the student, nor to appraise professional academic judgments, but will consider whether the decision made was fair, and whether all relevant factors were taken into account.

The University Stage of the process may only be invoked if the student has pursued the appeal through the Local Stage and remains dissatisfied with the outcome.

11.5 The Appeal Form

In order to start the appeal process, the student must complete the Appeal Form and submit it to the **Faculty Education Manager** within **15** working days of the notification of the appealable decision to the student. An extension of this time limit will be allowed, by the University Secretary, only in exceptional circumstances.

The Appeal Form must set out:

- a) the reason(s) for the student's dissatisfaction with the appealable decision;
- b) the student's grounds for appeal; and
- c) the outcome sought by the student.

All the evidence on which the student seeks to rely **must** be submitted with the Appeal Form unless there are good reasons why this is not possible.

The student is encouraged to seek assistance from the Students' Union Advisory Service ubu-justask@bristol.ac.uk when preparing the Appeal Form.

11.6 The Local Stage

On receipt of the completed Appeal Form and any accompanying evidence, the **Faculty Undergraduate or Graduate Education Director** (as appropriate) will review the appeal on behalf of the Dean of the Faculty (who may also act in person if he or she considers it appropriate) with a view to considering whether the appeal can be resolved at the Local Stage.

In the case of an appeal by a postgraduate research student against a decision of the Research Degrees Examination Board, the Faculty Education Manager will forward the Appeal Form and any accompanying evidence to the **Pro Vice Chancellor (Education & Students)** who will review the appeal at the Local Stage.

The person reviewing the appeal may invite another academic not involved in the appealable decision or in previous informal discussions to assist with his or her deliberations. Students may request the opportunity to attend the review at which their appeal is considered. The student may bring an adviser, friend or representative to the review and the Faculty Education Manager (or in the case of an appeal against a decision of the Research Degrees Examinations Board another appropriate person) will provide administrative support.

If the person reviewing the appeal considers that the appeal can be resolved at the Local Stage, he or she may take action to resolve the appeal, including but not limited to any or all of the following:

- a) refer the student's extenuating circumstances to be reconsidered by a committee under section 10 of these Regulations, if the person reviewing the appeal considers that insufficient weight was given to the student's circumstances by the committee;
- b) allow the student to submit late evidence of extenuating circumstances, if the person reviewing the appeal considers that the student had good reason for his or her failure to submit the evidence at the appropriate time;
- c) refer the appealable decision for reconsideration by the board of examiners, with or without a recommendation as to the outcome of such reconsideration.

If the person reviewing the appeal does not consider that the appeal can be resolved at the Local Stage the student may request that the appeal be progressed to the University Stage under section 11.7.

The Local Stage will normally be dealt with and the student informed, in writing, of the outcome of the review and the reasons for the decisions made, within 25 working days of

the Appeal Form being submitted to the Faculty Education Manager (or, in the case of an Appeal Form which has been submitted out of time, within 25 working days from the date of notification, to the Faculty Education Manager, of the University Secretary's decision to allow an extension of time for submission of the appeal).

11.7 Progression to the University Stage

If the student remains dissatisfied with the outcome of the Local Stage, or has not received the Local Stage decision by the prescribed time limit set out in section 11.6 above, he or she may request that the appeal is progressed to the University Stage. The student should make the request in writing to the Student Complaints Officer student-complaints@bristol.ac.uk within five working days of the Local Stage decision or, if earlier, the expiry of the prescribed time limit. Upon receipt of the written request to progress to the University Stage, the Student Complaints Officer will obtain the Appeal Form and supporting evidence from the Faculty Education Manager, together with all of the evidence considered at the Local Stage and a copy of any decision letter sent to the student.

Upon receipt of the Appeal Form and other documentation from the Local Stage, the Student Complaints Officer shall refer the student's appeal to a Review Panel for consideration.

11.8 Appeal Review Panel

The Review Panel shall normally consist of three members of the academic staff who have had no prior involvement with the appealable decision or the Local Stage.

The proceedings of the Review Panel will not involve a hearing. The Review Panel will consider the Appeal Form and other evidence and may:

- a) refer the matter back to the faculty (or in the case of research students to the Research Degrees Examination Board) for reconsideration with, or without, a recommendation for resolution. If following reconsideration the original decision is not altered, the student may request that the matter be further reviewed by the Review Panel. If the original decision is altered, the student will have a fresh right of appeal in respect of the new decision;
- b) dismiss the appeal, giving reasons, and issue a **Completion of Procedures** letter; or
- c) recommend that a committee be appointed by Council to hear the appeal.

11.9 Council Committee

If the Review Panel recommends that a committee be appointed to hear the appeal, Council will appoint a committee which shall normally consist of three members, including at least one academic member of Council or member of Senate, and which may include among its members University staff who are not members of Council. At the request of the student, Council may appoint a student sabbatical officer as an additional member. In the event of the Committee being divided in its view, the chair will have the casting vote. The Committee will normally be chaired by a lay member of Council. Wherever possible the Committee should include at least one member of the same gender as the student.

11.10 Clerk

The University Secretary will appoint a clerk to the Appeal Review Panel and to the Council Committee. The role of the clerk is to assist the Panel or Committee by collating the evidence, preparing the documentation, making arrangements for the hearing, taking a note of the proceedings and advising the Panel or Committee on the relevant regulations and procedures. The clerk may, on behalf of the Panel or Committee, ask for written witness statements or documents such as medical certificates to be produced. The student, the school and the faculty will be entitled to see all statements and documents seen by the Panel or Committee.

11.11 Nature of hearing

The Committee will decide its own procedure. The student may present his or her appeal in person or in writing as he or she chooses. Witnesses may be asked to give evidence.

11.12 Representation

The student may be accompanied at the appeal hearing by an adviser, friend or representative for support or representation. The Students' Union employs student advisers who may be asked to act in this capacity. In the event that the student fails to attend, without good reason, the hearing may be held in the student's absence. If the student has a good reason for not attending, the hearing will be rescheduled.

11.13 Time limits

The University will normally comply with the following time limits:

- a) The Local Stage will be completed within **25** working days of receipt of the student's Appeal Form. Where the Local Stage has involved a meeting with the student, the Local Stage decision will be issued to the student within **five** working days of the meeting (these five days being included within the 25 day limit);
- b) The Appeal Review Panel will meet within **20** working days of the student's request for progression to the University Stage;
- c) The Council Committee hearing will be arranged as soon as is practicable after the Review Panel's recommendation that a Committee be appointed. The Committee's report will normally be issued within **10** working days of the hearing.

If the University is unable to meet these time limits it will inform the student of the reasons for the delay.

11.14 Nominees

Unless the context indicates otherwise, under these Regulations an Officer of the University or other designated member of staff may act through his or her properly appointed nominee.

11.15 Report to Senate and Council

The Council Committee will report to Council, setting out, in summary, the grounds of the appeal, the evidence received, the Committee's findings and any recommendations or instructions to be made by Council to the board of examiners. A copy of the report will be sent to the student and to the Faculty (via the Faculty Education Manager) or to the Chair of the Research Degrees Examination Board, as appropriate. The Student Complaints Officer will present an annual report on appeals under these regulations to both Senate and Council and will inform the Pro-Vice Chancellor (Education & Students) of any general recommendations made by Council Committees during the year.

11.16 Powers of Council

On receipt of the report of the Committee, Council may refer the matter back to the faculty (or the Research Degrees Examination Board, as appropriate) with a recommendation or instruction to the relevant board to amend its original decision.

11.17 Right to have degree conferred

A student may not have a degree or other academic qualification conferred until all his or her outstanding examination or assessment appeals have been resolved. If the degree or other qualification has already been conferred, either in person or in absentia, no appeal will be considered.

11.18 Office of the Independent Adjudicator for Higher Education (OIA)

The OIA provides an independent scheme for the review of student complaints. The OIA will only consider cases when the University's internal procedures have been exhausted. It will not intervene in matters which turn purely on academic judgment.

At the end of the appeal process the student will be issued with a Completion of Procedures letter which will confirm the outcome of the appeal.

Following receipt of the Completion of Procedures letter the student is entitled to make an application to the OIA (www.oiahe.org.uk).

Revised version approved by Senate and Council July 2011.

Annex 12

Guidance on Disability Equality and Assessment

1. Legal Context:

This annex contains guidance on the application of the principles of the Equality Act 2010 to the assessment of disabled students. The Act requires consideration of reasonable adjustments that might be made to support disabled students.

A disabled person is someone who has a physical or mental health impairment, which has an effect on his or her ability to carry out normal day-to-day activities. That effect must be substantial; adverse; and long-term (has, or is likely to, last for at least a year or more). This encompasses individuals with a wide range of impairments, including physical or sensory impairments (e.g. certified blind or partially sighted by a consultant ophthalmologist.); chronic diseases (e.g. epilepsy, arthritis, HIV, multiple sclerosis, cancer); mental ill health or specific learning difficulties such as dyslexia.

The duty to make adjustments arises where a provision, criterion or practice, any physical feature of the education provision, or the absence of an auxiliary aid or service puts disabled students at a substantial disadvantage compared with students who are not disabled.

This duty to make reasonable adjustments is an **anticipatory** duty owed to disabled students in general; it does not only arise when an individual disabled student discloses a disability to the University.

Giving careful consideration to the purpose, design and mode of delivery of an assessment event, so that it is accessible to as many students as possible will reduce the need to make numerous reasonable adjustments for individual disabled students and should ensure compliance with the anticipatory duty. Nevertheless there may still be circumstances where reasonable adjustments will be required for individual students. Each disabled student will have different needs and reasonable adjustments must be determined and applied on an individual basis. It cannot be assumed that one type of adjustment will support each student with a similar disability; what works for one may not work for another.

The Act does not specify that any particular factors should be taken into account. What is a reasonable step for a particular education provider to have to take depends on all the circumstances of the case. The following are some of the factors which might be taken into account when considering what is reasonable:

- whether taking any particular steps would be effective in overcoming the substantial disadvantage that disabled people face in accessing the services in question,
- the type of education or other benefit, facility or service being provided,
- the effect of the disability on the individual,
- the financial and other costs of making the adjustment,
- the availability of grants, loans and other assistance to disabled students,
- the extent to which aids and services will otherwise be provided to disabled people or students,
- the resources of the education provider and the availability of financial or other assistance,
- health and safety requirements and
- the interests of other students and people who may be admitted as students.

Those charged with the design and delivery of assessment events should develop a policy as to how they would assess disabled students. This should be sufficiently flexible to be able to respond to any request for a reasonable adjustment at any stage of the academic year.

Where the duty to make reasonable adjustments arises, an education provider cannot justify a failure to make a reasonable adjustment. However, the Act does place specific restrictions on the duty in relation to higher education institutions. A higher education institution will not be required to make any reasonable adjustments to the application of a competence standard (see Section 2).

2. Competence Standards and Reasonable Adjustments

The reasonable adjustment requirements of disabled students are wide-ranging and include changes to provisions, criteria or practices, the provision of auxiliary aids and services and making adjustments to physical features. A provision, criterion or practice does **not** include the application of a competence standard. Therefore, the duty to make reasonable adjustments does **not** include a duty to make reasonable adjustments to the application of a competence standard. Understanding the concept of competence standards, the teaching and testing of such standards has important implications for curriculum design, delivery and assessment as well as for admissions procedures in those programmes where they are relevant.

A competence standard is defined as:

‘an academic, medical or other standard applied by or on behalf of a responsible body for the purpose of determining whether or not a person has a particular level of competence or ability’.

These standards may be prescribed by an external professional body (e.g. medicine and veterinary science) and may be linked to fitness to practice. There is no duty to make reasonable adjustments in respect to the application of a competence standard (or a learning outcome), although such a duty is likely to apply with respect to the processes by which the competence is assessed. It is, therefore, extremely important to identify at the outset whether a learning outcome or requirement is a justifiable competence standard. The following are examples which are unlikely to amount to competence standards in most cases:

- being able to cope with the demands of a programme
- having good health and/or fitness (if this is unnecessary for the programme)
- attendance requirements
- speaking or writing clearly

Should something be considered a competence standard within a programme, the Programme Director should evaluate the specific purpose of the competence standard and ascertain whether it is legitimate. The adverse impact that applying the standard has, or could have, on disabled students must also be examined. Providers should determine whether or not a standard is justifiable and therefore lawful by considering all alternative, less discriminatory or non-discriminatory standards.

When the purpose of an assessment is to determine a student’s competence in a particular area, the assessment event must be rigorous so that all students are tested against a benchmark. But, similarly, if they are to fulfil their purpose, assessments should also be flexible regarding the mode of measurement of attainment so that each student has an equal opportunity to demonstrate their competence. This means that one should be precise about what is being assessed so that the necessary reasonable adjustments can

be made without compromising the competence standards and in some instances it may require changes to a current assessment practices.

Discrimination as the result of the application of a competence standard is justified, but only if it can show that the standard is (or would be) applied equally to people without a particular disability and that its application is a proportionate means of achieving a legitimate aim. The intended learning outcomes for a unit or programme must be made clear so that students know whether they are meeting the professional requirements of the qualification. The following case studies illustrate these points:

A disabled student with a mental health problem is informed that an oral examination for her German course has been arranged for 8:30 am. The timing of the examination would cause substantial disadvantage because a side effect of her treatment is several hours of extreme drowsiness and impaired concentration following medication. The timing of the exam is not linked to any competence standard so her request to take the examination later in the day is likely to be a reasonable adjustment.

University Y runs an MBA where one of the criteria for successfully completing the programme is 'speaking clearly in a business environment'. A disabled student with speech impairment does not achieve the qualification because of this criterion. Applying this standard may be unlawful because this is not a vocational programme and so 'speaking clearly' would not be a major learning outcome nor a major part of the programme.

An applicant for a veterinary degree has a disability impacting on her ability to cope with the practical elements of the programme, and asks if somebody could undertake the practical aspects of the programme under her direction. The ability to be able to perform a complete clinical examination is a fundamental learning outcome. It is also a competence standard set by the external professional body, the Royal College of Veterinary Surgeons. In this case, the requirement to make reasonable adjustments would not apply as this is a justifiable competence standard.

A disabled student requests twice as much time for a test of shorthand because his disability makes it impossible for him to write quickly. There is no requirement to make this adjustment because speed is an essential element of the shorthand qualification – i.e., it is likely to be a competence standard, and thus the duty to make reasonable adjustments does not apply.

3. Further Guidance for Academic Staff

In order to assess a student with disability fairly, reasonable adjustments should be made to assessment practice. Decisions about what (and how) these adjustments might be should be made in conference with the student concerned. However, it is recognised that in some programmes (e.g. professional) some assessments cannot be adjusted as they test mandatory learning outcomes.

Students should be made aware that in order to determine what reasonable adjustments should be made on the basis of disability, in some cases they may need to provide an appropriate recommendation relating to the impact of the disability, from an external independent professional. This would not apply to cases where there was already evidence on file relating to the student's individual circumstances.

In order to determine what reasonable adjustments should be made on the basis of disability, satisfactory evidence has to be provided sufficiently in advance of the date of the assessment to allow enough time for the practical organisation of the required reasonable adjustments. Therefore, the independent, professional assessment impact of the student's disability must be undertaken at the earliest possible opportunity. The co-ordination of such assessments should be led by the University's *Access Unit for Deaf and Disabled Students* (the 'Access Unit').

Staff should refer to the University Guidance on *Alternative Examination Arrangements* at <http://www.bristol.ac.uk/exams/forms-notes/notes/> for more information on evidence that may be required.

4. Contacts and Sources of Support

The Organisational Development Manager (Diversity) Tracy Brunnock 0117 33 17029 provides advice on the implications of the Equality Act on assessment practices.

equality-diversity@bristol.ac.uk

www.bris.ac.uk/equalityanddiversity.

Access Unit for Deaf and Disabled Students

The Access Unit provides general information and advice to staff on disability issues, including mental health and works with schools to develop Personalised Support Plans for disabled students. It provides a range of support services for individual disabled students and "listening ear" service for students with mental health difficulties.

Disability Services Manager: Lin Reynolds 0117 33 10457 Lin.Reynolds@bristol.ac.uk
www.bristol.ac.uk/accessunit/

Guidance for Faculties on Classifying Extenuating Circumstances

1. There are, in general, two types of Extenuating Circumstance:

1.1. Known Circumstances,

where the student enrolls with a particular ongoing circumstance which the University accepts and accommodates (e.g. visual impairment, dyslexia). In these cases, the University accommodates the student by establishing and implementing the Learning Support Plan (e.g. extra time in examinations) in order to help them with their studies until they complete their programme. These circumstances should not be considered by the Special Circumstances Committee, unless the extenuating circumstance has had a further adverse effect that would require consideration by the Board of Examiners, since a reasonable adjustment to the assessment has already been made.

1.2. Developing Circumstances,

where the student develops either a **chronic** circumstance (chronic disease) or has an **acute** impairment (e.g. fractures an arm at the start of the exam period). These circumstances should be considered by the Special Circumstances Committee.

1.2.1. Chronic cases are likely to lead to suspension of studies and perhaps retaking of a year of study. It is difficult to be prescriptive and cover the myriad of possibilities, but developing chronic cases may be at such a level of severity that this form of extenuating circumstance leads to continued disruption on the programme.

Those other cases may lead to a level of adjustment being required, for example, extending deadlines, extra time in examinations. Consideration of students who develop mental health issues must be made with reference to the University's Policy on Student Mental Health and that "reasonable adjustments" will be made "to enable individual students to participate and engage in all aspects of university life".

1.2.2. Acute cases, may be able to be accommodated within the assessment process, for example, allowing the student more time to complete coursework and examinations. Retaking of the unit as a first attempt may also be considered appropriate. In exceptional acute circumstances, a higher mark may be awarded on the basis of performance in other contexts.

2. Boards should operate with three bands of classification of ECs along the lines of mild, moderate and severe. These are gradations along the same continuum in terms of impact on the student.

2.1. Mild ECs might include common illnesses such as upper respiratory tract infections and digestive upsets. These are perceived as having had a minimal effect on the assessment process. However, their timing may mean that the same common illness would shift from Mild to Moderate. These would normally result in no change being made.

2.2. Moderate ECs might include include medical problems relating to the student or the serious illness or death of individuals with whom the student has a close relationship. These are perceived as having had a moderate effect on the assessment process. These acknowledge that the student was affected by the ECs and that appropriate action is taken.

2.3. Severe ECs would include more extreme versions of the moderate ECs, and accordingly, these are perceived as having a severe effect of the assessment process. These acknowledge that the student was affected by the ECs and that appropriate action is taken.

Examples of either moderate or severe circumstances are by their very nature hard to provide since they are often complex; each case needs to be judged on its own merit. The following examples are therefore given purely to provide a framework. Where there is uncertainty professional advice, such as that provided by the University's Student Health Service, Counselling Service and the Access Unit for Deaf and Disabled Students, must be sought prior to making a judgement as to the severity.

<i>Sectioned under the mental health act</i>	<i>severe</i>	<i>acute/chronic</i>
<i>Death of close relative or friend during the assessment period</i>	<i>severe</i>	<i>acute</i>
<i>Death of close relative or friend prior to the assessment period</i>	<i>moderate</i>	<i>chronic</i>
<i>Ongoing mental health issues which are not being controlled with professional support and which have markedly affected learning</i>	<i>severe</i>	<i>chronic</i>
<i>Ongoing mental health issues which are being controlled with professional support and where appropriate support for learning is in place</i>	<i>moderate/mild</i>	<i>chronic</i>
<i>Severe physical trauma or emotional distress during the assessment period e.g. road traffic accident, violent crime, domestic violence.</i>	<i>severe</i>	<i>acute/chronic</i>
<i>Severe physical trauma or emotional distress prior to the assessment period e.g. road traffic accident, violent crime, domestic violence.</i>	<i>moderate</i>	<i>chronic</i>
<i>Medical condition which may have affected learning e.g. glandular fever</i>	<i>moderate/mild</i>	<i>chronic</i>

Guidance for Students on Absence Due to Illness

This guide is for students indicating what to do if absence through illness occurs. Students should ensure that they also meet any school or programme requirements concerning notification of absence.

1. General absence due to illness

	Duration	Form of Notice
1.1	Up to and including 5 term-time days (excluding Saturdays and Sundays)	Student Self-Certification form only
1.2	More than 5 term-time days (excluding Saturdays and Sundays)	Student Self-Certification form AND the University's Medical Certificate Form*

2. Inability to submit a coursework assignment by the agreed deadline

The student should normally notify the school of the need for an extension due to illness **before** the assignment deadline.

	Duration	Form of Notice
2.1	Up to and including 5 term-time days illness during the assessment period (excluding Saturdays and Sundays)	Student Self-Certification form only
2.2	More than 5 term-time days illness during the assessment period (excluding Saturdays and Sundays)	Student Self-Certification form AND the University's Medical Certificate Form*

Please note that deadlines are set well in advance and already allow for the possibility of illness. Students who are ill for a period of time during the assessment period, whether close to the deadline or not, should submit work on time unless an extension has been agreed by the School. Normally schools will not accept late submission without penalty where no extension has been granted.

3. Absence during the examination period

Students should consider carefully the implications of attending a summative examination if they feel that their illness will significantly affect their performance. They are recommended to seek the advice of their faculty or school.

Students who are ill but still decide to attend any summative exam must complete the **University Extenuating Circumstances** form (available at: www.bris.ac.uk/academicregistry/office/policies/) and present it to a School or Faculty representative in order for the potential impact of the illness on the performance of the student to be determined by the relevant Board of Examiners. **If the student considers that the medical extenuating circumstance has significantly affected their performance in the summative exam then certification from an appropriately qualified medical practitioner should be included with the form.**

If a student is absent from any summative exam due to illness then the following will apply:

	Occurrence of illness	Form of Notice	Instruction
3.1	Within the 24 hours prior to the examination	Student Self-Certification form AND the University's Medical Certificate Form*	Students must attend an appointment with the Doctor PRIOR to the summative examination and inform the school of their non-attendance.
3.2	During the examination	Student Self-Certification form AND the University's Medical Certificate Form*	Students who are ill during an examination should report it to the invigilator and then make an appointment to see a Doctor.

In all cases of absence due to illness, the forms should be submitted by the student to the student's school within TWO working days of the end of the period of absence.

***The student should complete the Self-Certification form and then present it and the University's Medical Certificate form to their doctor and ask him/her to complete. Students must attend an appointment with a Doctor whilst they are ill as retrospective diagnoses are not able to be made.**

Information on reasons for absence from examinations, the potential impact of illness on examination performance, and non-submission of coursework assignments may be considered by the relevant Board of Examiners.

This information will be held by the University and processed by staff in schools and Faculty Offices in order to keep a record of student absences through illness. Schools will monitor the frequency of self-certified absences and will inform students of their procedures to follow up multiple instances. A Head of School may request that the student provides a doctor's medical certificate in multiple and sustained instances of self-certified illness. Information will be recorded and processed in accordance with the Data Protection Act.

The Faculty will decide if it is necessary to notify a student's absence to their LEA or sponsor.

The self-certification form and the University's medical certificate form is available from: <http://www.bris.ac.uk/esu/assessment/annex/studentillnessforms.pdf>

*Approved by Education Committee, September 2009
Amendments approved by Education Committee, January 2011*

Guidelines for External Examining of taught programmes at the University of Bristol

These guidelines summarise the practice of the University of Bristol for the employment of external examiners for both undergraduate programmes and postgraduate taught masters' programmes.

The purposes of the external examiner system are to help ensure that:

- the academic standards of University awards and their component parts are set and maintained at the appropriate level, and that the standards of student performance are properly judged against this;
- the assessment process measures student achievement against the intended learning outcomes, and is rigorous, fairly operated, and in line with University policies and regulations;
- that the assessment process is fair and is fairly operated in the marking, grading and classification of student performance, and that decisions are made in accordance with University regulations.
- the University is able to compare the standard of awards with those in other higher education institutions.

The duties and responsibilities of individual external examiners will be based on their role to act as independent and impartial advisors providing informed comment on academic standards set (including those associated with Professional and Statutory Bodies where appropriate) and student achievement in response to those standards.

The University has its own internal quality assurance procedures for the processing and consideration of assessment marks, and attaches great importance to peer review from colleagues in other academic institutions, professional bodies, industry and commerce. When arriving at the degree classifications given to final year undergraduates and the final award for taught postgraduates, appropriate weight should be given to the view of the external examiners as full and equal members of University Examination Boards.

The role of the external examiner is not confined to consideration of examination results and attendance at examination boards. External examiners may, and are encouraged, to comment and advise on the content, balance and structure of programmes and units, the development and review of programmes and/or units, and on assessment processes. These guidelines contain information on the following aspects of external examiner services:

1. Appointment
2. Data Protection and disclosure of the report
3. Role of the External Examiner in assessing student work
4. Boards of Examiners
5. Reporting
6. Discontinuation of appointment
7. Fees
8. Expenses
9. University procedure for the receipt of External Examiner reports

Exceptional Circumstances

Where it is not possible to follow the guidelines, the written permission of the Pro-Vice-Chancellor must be obtained.

Note: Use of the word school in this document can also relate to schools or centres.

1. Appointment

1.1 Senate regulates University examinations and recommends external examiners for appointment by Council. In practice Senate delegates responsibility for approving appointments of external examiners to the appropriate Faculty Board. It is normally the responsibility of Heads of Schools to monitor all appointments and to ensure adherence to the appointment procedures for external examiners. Heads of School, or their nominees, after consultation with colleagues, will use their academic judgement in undertaking this responsibility.

1.2 For consideration by Faculty Board, the Head of School must complete an External Examiner Nomination Form, available from the Education Support Unit website, section E of the Form gives guidance on the factors to consider when making the nomination. The Form should be signed by the Head of School and the nominated examiner and then forwarded to the Faculty Office for consideration by Faculty Board. When the Faculty Board has approved the appointment the Faculty Dean or his/her nominee must countersign the Nomination Form and forward to the Education Support Unit for appointment. The Education Support Unit will establish and hold a curriculum vitae archive.

1.3 The Head of School should ensure that a sufficient number of external examiners are appointed to ensure adequate expertise is available to cover all the major areas of the programme(s) being examined including the requirements of professional, statutory and regulatory bodies. In some subjects, for example where there are multiple external examiners who moderate different parts of the programme, it may be advisable to appoint a senior external examiner whose role is to assure the quality of the assessment and academic standards across the whole programme.

1.4 The Head of School should ensure an appropriate match between the numbers of external examiners and the quantity of material being examined.

1.5 At least one external examiner is appointed for each subject or group of subjects, forming part of a degree programme leading to an award of the University.

1.6 An external examiner will normally be an academic from another UK HEI, however there are cases where someone from a professional, statutory or regulatory body or from industry is more appropriate. In these cases the school will need to provide additional appropriate support to enable these examiners to carry out the role.

1.7 It is important for schools to ensure they do not put in place reciprocal arrangements for external examiners. Former members of staff and students should not be invited to become external examiners before a lapse of at least three years or in the case of former members of staff, sufficient time for students taught by that member to have passed through the system, whichever is the longer.

1.8 The Education Support Unit will establish and maintain an electronic list of the University's external examiners, by degree programme.

1.9 The Education Support Unit will ensure the lists are up to date through regular contact with faculties and schools.

1.10 When an external examiner is appointed, the Education Support Unit will send him/her:

- a letter of appointment, together with a fee/expenses claim form
- a copy of the external examiners' report form (this will also be available on the ESU website to enable electronic completion - with postal submission for signature)
- the name of a contact person, nominated by the Head of School (normally the person in charge of the examinations process)

- a copy of these Guidelines
- information about the *University's Regulations and Code of Practice for Taught Programmes*
- information about where to find University strategies, policies and procedures

1.11 and the relevant academic school will send him/her, as and when appropriate;

- details of the programme(s) and units on which the students are being assessed (including content, structure learning outcomes & assessment methods, for instance through the student handbook);
- all draft examinations papers and the proposed marking scheme(s), including if appropriate, model answers and marking criteria;
- the relevant faculty and/or school assessment guidelines (such as the Giles Guidelines in the Faculty of Social Sciences);
- a copy of the report made by the previous external examiner at the conclusion of his/her term of office.

1.12 Each Head of School will receive, from the Education Support Unit, an annual reminder that the most recent version of the Guidelines is available via the Web. Heads of School have responsibility for ensuring that all the school's internal examiners including the chair and secretary of each exam board, have access to a copy of these Guidelines.

1.13 The normal period of appointment of external examiners for undergraduate and postgraduate taught programmes is three years. Exceptionally, this may be extended to four years with the permission of the Dean of the relevant Faculty. An external examiner will not normally be re-appointed within the three years following completion of their three, (or four year) contract.

2. Data Protection and disclosure of the report

2.1 All personal data supplied by the external examiner for the purpose of their appointment and subsequently their engagement as an external examiner will be held securely and for no longer than necessary.

2.2 The University will use this data for communication about and payment of fees and expenses and for any other necessary communications. This data may be shared, if necessary, with other schools of the University. The University will not disclose external examiners' contact details or any other personal details to third parties (i.e. outside the University) without the consent of external examiners.

2.3 External examiners should ensure that reports do not name or otherwise identify individual students on the programme or unit.

2.4 The University will regard this report as confidential but it will be made available to various internal committees and groups and appropriate statutory and professional bodies. Copies of this report will also be made available to students on request to the Education Support Unit and to members of the public under the Freedom of Information (FOI) Act.

2.5 If the University receives a request to release an external examiner's report under the FOI Act we will endeavour to let the external examiner know that we have received such a request. Please note that the name of the external examiner (and the names of any staff or students identified) will (in most circumstances) be removed if the report is publicly released. By signing the External Examiner Acceptance Form you are giving your consent to such disclosure as the University considers appropriate.

3. Role of the External Examiner in assessing student work

3.1 External examiners should be asked to comment on and suggest appropriate amendments for all examination papers contributing to the final degree result. It is also good practice to consult the external examiner on other forms of assessment contributing to final degree results while in draft form e.g. coursework essay titles or project outlines. Schools should ensure that external examiners are made aware of the outcomes of their comments and advice.

3.2 The external examiner may comment and advise on matters of curriculum content, balance and structure, in so far as these are revealed by the assessment process.

3.3 The external examiner has the right to see all degree examination scripts and any other work that contributes to the degree result.

3.4 The external examiner should act as a moderator of the decisions of internal examiners. Boards of Examiners should determine the range of assessed material and, where appropriate, the evidence relating to the award of marks for that assessed work that will be subject to moderation. In those cases where it is agreed with the external examiner that only a selection of scripts is to be seen by him or her, the principles for such selection should be agreed in advance. Where practical, in addition to marks, student work should be available to the meeting of Boards of Examiners.

3.5 Boards of Examiners should establish guidelines concerning the range of scripts that External Examiners should sample as part of the moderation process and which scripts should be brought specifically to the attention of the External Examiners. The external examiner should normally be asked to review the following:

- Fail marks
- First class marks and/or Masters distinctions
- Third class marks
- A sample of work from both lower and upper second class divisions
- Borderline marks and whether boundaries between classifications are set appropriately

It is good practice to involve the external examiner in decisions that will result in the student being required to leave the University.

The external examiner should negotiate with the school on the amount of student work they will receive.

3.6 The external examiner may be asked to adjudicate where there are disagreements between the internal examiners, although internal examiners should try to agree marks where possible and only send irreconcilable conflicts to the external examiner.

3.7 Exceptionally the external examiner may act as the second marker, where there is insufficient internal expertise for full internal moderation and where this has been agreed with the external examiner.

3.8 External examiners can find guidelines for conducting oral assessments in the University's Assessment Guidelines. The guidelines specify that two examiners should be present during oral examinations, the external examiner could be one of these.

3.9 Examination papers, scripts and any other relevant assessment material contributing to the degree classification or overall result, should normally be kept until at least one year after the relevant students have graduated from the University. This may not always be possible in respect of coursework returned to students.

Improper Practice

3.10 If an internal or external examiner considers that a candidate has engaged in an improper assessment practice or other academic misconduct, the examiner should, as soon as possible, report the circumstances to the Chair of the appropriate Board of Examiners, who should follow the appropriate rules and regulations pertaining at that time.

4. Boards of Examiners

4.1 An initial examination board comprising at least three persons shall be convened to approve every undergraduate and taught postgraduate academic award of the University. For undergraduate and taught postgraduate awards, the initial examination board shall comprise the internal and external examiners for each subject or group of subjects included in the programme of study for the award. This examination board shall make recommendations to the faculty examination board of the faculty in which the degree is awarded. An external examiner will normally be required to be present at the meetings of the Boards of Examiners for the programme to which he or she has been appointed as external examiner, for each academic year after level one *. External examiners also have the right to attend any other examiners' meetings relating to the programme with which they are concerned and at which decisions on individual students are to be taken. In some circumstances, it may be necessary to consult other external examiners on units taken by students in subjects outside their programme subject area.

* In the Faculties of Medicine and Dentistry & Medical and Veterinary Sciences this principle can be applied flexibly to accommodate external examiners' clinical commitments.

4.2 In arriving at the degree classifications given to final year students, considerable weight should be given to the view of the external examiner or examiners. In the event of a vote the opinion of the external examiner, as a member of the examination board is weighted the same as any internal examiner.

4.3 Minutes should be taken of all meetings of Boards of Examiners.

4.4 Schools should ensure they give as much notice as possible to external examiners of the dates of Board of Examiners and other occasions on which they may be required to be present so that the quoracy of the board meeting is met. In the event that an external examiner cannot attend the school should be informed as soon as possible in order to agree an alternative process, e.g.

- a) Telephone conference; the external examiner receives relevant paperwork.
- b) An alternative and appropriate external examiner attends instead.

Should neither be possible, the school should consult the Pro Vice-Chancellor (Education) about what action is appropriate.

4.5 Schools should ensure that external examiners sign the completed final year student degree classification list, the template of this document is provided by the Examinations Office.

4.6 The University Ordinance 17, Assessment for Academic Awards includes details of the constitution and requirements for Boards of Examiners.

5. Reporting

5.1 The report should be completed in English on the *External Examiners' Report Form*. A hard copy is supplied with the appointment letter. *The completed external examiner report must not name or otherwise identify students on the programme or unit.* An electronic version of the report form can be found at www.bris.ac.uk/esu/assessment/exexs. Electronic submission of reports is welcomed and encouraged but reports should also *always be submitted in paper format* to ensure that a signature is attached. To submit the electronic copy please email exex-admin@bristol.ac.uk

5.2 External examiners' reports should be addressed to the Vice-Chancellor and sent to the Education Support Unit within three months of the last visit or contact with the school

for the year of the report. The Education Support Unit will log receipt of all reports and disseminate them to Schools.

5.3 When the external examiner is submitting a report for the final year of his/her period of appointment it is the opportunity for the examiner to write an overview of his/her experience at the University of Bristol. It should, therefore, include comment of the University's academic standards in the relevant subject and in particular any significant changes in standards over the three or four year period.

5.4 Should external examiners encounter particular problems during their term of office which they are unable to resolve with the appropriate academic staff and believe should be drawn to the attention of the Vice-Chancellor, they may submit a special report to him at any time.

5.5 The Education Support Unit should receive the external examiner's report either within three months of the last visit or contact with the school for the year of the report, or for taught postgraduate programmes within three months of the relevant examination board. If a report is not received within this period than the Education Support Unit will write to the external examiner requesting receipt of the report in order to enable fee payment to be made.

5.6 If the Education Support Unit has not received a report within a month of the reminder letter, they will inform the Director of the Education Support Unit who will write to the external examiner requesting receipt of the report in order to complete the University's quality assurance processes. This letter will be copied to the FQAT Chair.

5.7 If the Education Support Unit has not received a report within a month of the second reminder letter they will inform the Pro-Vice-Chancellor for Education who will write to the external examiner requesting receipt of the report.

5.8 If an external examiner has not returned a report from within 5 months of the last visit or contact with the school for the year of the report, his/her appointment will be terminated.

6. Discontinuation of appointment

6.1 Under certain circumstances, the appointment of an external examiner may be discontinued by the University or the individual examiner before the completion of his/her period of appointment.

6.2 Where an external examiner resigns prior to the expiry of the appointed term the appropriate school is responsible for obtaining written confirmation of the resignation, advising the Education Support Unit and nominating a replacement.

6.3 In the event of unsatisfactory performance, the University reserves the right to terminate employment at any time during the period of appointment. The decision to discontinue shall be based on a statement detailing the proposed grounds for discontinuation and submitted to the Pro-Vice-Chancellor (Education) for final decision. The Education Support Unit will inform the external examiner in writing of the decision and it will be reported to the school and the relevant Faculty Board.

7. Fees

7.1 The relevant school will determine the fee payable to each external examiner on the basis of a formula agreed by the University Planning and Resources Committee (UPARC) and reviewed every three years. This information is available on the Education Support Unit website.

7.2 The Education Support Unit will receive all reports in the first instance. Examiners will be paid when the Education Support Unit has logged receipt of their report. The level of

fee paid to an external examiner should be taken into account if a school is considering whether to ask him/her to take on additional tasks.

7.3 External examiners will be provided with a claim form to be completed and returned to the Education Support Unit, this claim form may also include expense details. For UK nationals the University is required to deduct income tax at the standard rate. Payments made to external examiners are exempt from National Insurance deductions.

8. Expenses

8.1 Payment of examiners' expenses is the responsibility of the school, or may be the responsibility of the respective Education Committees in the Schools of Medicine, Dentistry and Clinical Veterinary Sciences. In the case of jointly appointed external examiners the participating schools should share these costs on a basis to be agreed between them.

8.2 The guidance of the Head(s) of School should be sought on claiming for travelling expenses, especially where the costs of travel are likely to exceed the equivalent of second class rail fare or where travel by air is involved. The University's Regulations for Travelling and Subsistence Expense Claims is available from both the Finance Office and Education Support Unit websites.

8.3 External examiners will be provided with a claim form. The details of the claim for travel, accommodation and meals should be completed and the form returned to the school or Education Support Unit. Reimbursement will be made only on the basis of actual expenditure incurred and therefore receipts must be included with the claim, all claims must be made on the appropriate form(s) and show the account number(s) to be debited. Those schools which share these expenses should ensure that all signatures and account numbers are included.

9. University procedure for the receipt of External Examiners' reports

9.1 The Education Support Unit (ESU) will be responsible for forwarding reports to:

- Head(s) of School, for action, and
- in the Faculty of Medicine, Dentistry and the School of Clinical Veterinary Sciences, the chair of the relevant programme committee for action and distribution to all unit organisers
- the chair of the relevant Faculty Quality Assurance Team for information
- the Programme Director(s) for information

9.2 The reports received by the Head of School will be accompanied by a pro-forma which, following discussion within the school, the Head of School or nominee will complete noting any issues, the actions required and any actions taken. The School Response to External Examiner/s Form should then be returned to the External Examiner and copied to the ESU.

9.3 When an External Examiner has made suggestions that require a response, schools should correspond with the External Examiner to check that s/he is satisfied with that response.

9.4 The reports and relevant correspondence with External Examiners will be logged by the ESU. External examiner reports and school responses should be appended to Annual Programme Review reports prepared by schools and sent to their FQAT Chair. The Education Support Unit will provide FQATs with a list of expected and received reports for each year.

9.5 If the ESU does not receive the School Response Form as part of the Annual Programme Review papers it notifies the relevant FQAT Chair(s) so that the matter will enter the normal annual FQAT procedures with reporting lines to the Dean of Faculty.

9.6 The ESU will prepare an annual report highlighting themes arising from the University's external examiner reports. This report will be received and discussed at a Plenary Meeting of the FQAT Chairs and subsequently by the Education Committee chaired by the Pro-Vice-Chancellor for Education, who will address any university wide issues.

9.7 The report is regarded as confidential but will be made available to various internal committees and groups and appropriate statutory and professional bodies. Copies of the report will also be made available to students on request to the Education Support Unit and to members of the public under the Freedom of Information Act. The name of the external examiner (and the names of any staff or students identified) will (in most circumstances) be redacted if the report is released publicly.

Education Support Unit

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Approved by Education Committee and Senate, November 1998

Revised and approved by Education Committee, November 2002

Revised and approved by Senate, December 2003

Minor amendments approved by Education Committee, March 2004, February 2005

Minor amendments and Annex D approved by Education Committee, May 2005

Revised and approved by Chair of Education Committee, July 2005 and October 2007

Descriptor for a Higher Education Qualification at Level 7

'The Framework for Higher Education Qualifications in England, Wales and Northern Ireland', August 2008 (Quality Assurance Agency) has the following qualification descriptor for Master's degrees which sets out:

- the intended outcomes of study, the achievement of which are assessed;
- a statement on the wider abilities that the typical student could be expected to have developed.

'The descriptor provided for this level of the framework is for any master's degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas.

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

Much of the study undertaken for master's degrees will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

Master's degrees are awarded after completion of taught courses, programmes of research or a mixture of both. Longer, research-based programmes may lead to the degree of MPhil. The learning outcomes of most master's degree courses are achieved on the basis of study equivalent to at least one full-time calendar year and are taken by graduates with a bachelor's degree with honours (or equivalent achievement).

Master's degrees are often distinguished from other qualifications at this level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Master's degrees - in comparison to postgraduate certificates and postgraduate diplomas - typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.

Some master's degrees, for example in science, engineering and mathematics, comprise an integrated programme of study spanning several levels where the outcomes are normally achieved through study equivalent to four full-time academic years. While the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level 7 in full, such qualifications are often termed 'integrated master's' as an acknowledgement of the additional period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level 6).

First degrees in medicine, dentistry and veterinary science comprise an integrated programme of study and professional practice spanning several levels. While the final outcomes of the qualifications themselves typically meet the expectations of the descriptor for a higher education qualification at level 7, these qualifications may often retain, for historical reasons, titles of Bachelor of Medicine, and Bachelor of Surgery, Bachelor of Dental Surgery, Bachelor of Veterinary Medicine or Bachelor of Veterinary Science, and are abbreviated to MBChB or BM BS, BDS, BVetMed and BVSc respectively.'

Source: Quality Assurance Agency, August 2008.

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>

Responsibilities of the Academic Registry in the Examination Process

The Academic Registry is responsible for many of the processes associated with written examinations held in the official University examination periods. In practice these duties are delegated to staff in the Examinations Office. They include:

- **Timetables:** The preparation of examination timetables for written papers held in the main University examination periods.
- **Examination papers:** Printing and secure storage of examination question papers received from schools for the official University examination periods.
- **Appointment of invigilators:** Receipt of nominations for academic invigilation of centrally managed examinations and administration of the rota for academic invigilators. Appointment of PhD students as invigilators for centrally managed examinations. Training is offered for all invigilators and delivered by Examinations Office staff.
- **Provision of and servicing of centrally managed examination halls:** The Examinations Office will book rooms for centrally managed examinations and supply of answer books and other stationery on request.
- **Notification of venue:** The Examinations Office will notify students of their examination room for centrally managed examinations.
- **Attendance at start and end of examination sessions:** The Examinations Office will appoint a member of staff to attend at the beginning and end of each examination session to distribute papers and stationery, and to ensure sufficient invigilators are present. They will also ensure that invigilators make the appropriate announcements with regard to completion of the front cover of examination script booklets and the times during which students may leave the examination hall. At the end of the examination, Examinations Office staff will attend to ensure that scripts are collected and counted and sent to the school by the approved processes.
- **Production of examination paperwork for centrally managed examinations:** The Examinations Office will produce an attendance list with both name and student number for each examination together with a seating plan, and lists showing the candidate numbers of each student. Absentees will be noted on both the attendance list, which will be returned to the school examination organiser with the scripts.
- **Certificates:** The Examinations Office is responsible for producing all certificates following successful completion of a programme.
- **Verification of awards and replacement certificates:** The Examinations Office will provide verification of awards and will also provide replacement certificates in exceptional cases, where the original has been lost.
- **Past examination papers:** The Examinations Office provides examinations papers to the University library to enable copies to be made available to students.
- **Locally managed examinations:** For those degree examinations organised entirely at school level. In such cases, school examination organisers are responsible for ensuring anonymity for each examination and for notifying students of their examination timetable, examination venue and of reminding them of the procedures for anonymous marking.

22 May 2009

Guidance for Faculties on Implementing the Supplementary Year

1. Introduction

- 1.1 On 22 February 2010 Senate determined that the “Exams Only” process (whereby students who had failed an exam and subsequent re-sit were permitted to be registered for the following academic year so as to be allowed one final re-sit attempt) would be discontinued and replaced with the introduction of a “Supplementary Year” to better support students taking a second and final re-sit.
- 1.2 This guidance has been drafted to assist faculties with the implementation of the supplementary year and in communicating information to students.
- 1.3 Permitting a student to undertake the Supplementary Year is one option available to the relevant Faculty Board of Examiners and is not a right of the student.

2. Registering Students on the Supplementary Year

- 2.1 If a student fails an exam and the subsequent re-sit, or, as a result of recognised extenuating circumstances, has not passed the appropriate exams to allow him / her to progress, the relevant Faculty Board of Examiners can withdraw the student from the programme, permit the student to repeat the whole year, or permit the student to undertake a Supplementary Year.
- 2.2 Students who are required to re-sit the whole year and those who are to be placed on the supplementary year to re-take the units they have failed and possibly additional supplementary units will be registered on the student records system (SITS) as RR with the relevant mode of attendance.
- 2.3 The paper on the supplementary year sets out two categories of students, Category 1 being those students who have failed their exam and subsequent re-sit and Category 2 being those students who, as a result of mitigating circumstances, have either not passed or not had the opportunity to take re-sit exams in failed units prior to the start of the next academic year. The table below sets out the status and mode of attendance fields that should be used in SITS to identify the students:

Category		Outcome	Status	Mode
1.	Students who have failed sufficient units to prevent them from progressing to the next academic year. This normally would result from failing their end of year exams and their subsequent re-sit.	a) Required to re-sit the whole year and register for additional study skills units as determined by the Faculty	RR	FT
	These students would normally be required to leave, but at the discretion of the Faculty, they may be invited to either re-sit the whole year or to complete the supplementary year.	b) Register on supplementary year for the failed units and for additional study skills units as determined by the Faculty	RR	PV
2.	Students who have not, as a result of previous suspension of studies or mitigating circumstances (which have been recognised by the Faculty), passed the required units for them to progress at the start of the next academic year.	a) Required to re-sit the whole year and encouraged to register for additional study skills units as determined by the Faculty	RR	FT
		b) Register on supplementary year for	RR	PV

	This may include students who have not had the opportunity to take re-sit exams in failed units prior to the start of the next academic year.	the failed units and encouraged to undertake additional study skills units as determined by the Faculty		
		c) In exceptional circumstances: Register on supplementary year, engage with the content of the unit from home (refer 3.6-3.7 of the guidance)	Advise Dir Student Admin RE	PV

2.4 Students registered on the supplementary year will be automatically registered and timetabled for the relevant exams and captured in the appropriate statutory returns.

3. Attendance requirements for Students on the Supplementary Year

3.1 Students who are placed on a supplementary year are expected to be registered on the units they have failed and any supplementary units that the faculty determines. A list of supplementary units is at Appendix A.

3.2 The paper on the supplementary year states that it is up to faculties to determine how students “engage with the content of the failed units”. While for many students this will mean re-taking the whole unit, attending lectures and tutorials and completing the requisite assessments in the standard way, in some instances (for example if a student has failed a specific element of the unit), the student will still be registered on the unit but the faculty may determine that the student engages with just those elements of the unit that have proved challenging.

3.3 All Category 1 students are expected to be in regular contact with the faculty / school / department and to be in attendance at certain components of the unit and to fulfil any specific attendance requirements as determined by the faculty.

3.4 Sponsored tier 4 international students are subject to attendance monitoring requirements throughout the whole year on a twice per term basis and will be expected to be in regular contact with the faculty / school / department, such that our reporting responsibilities can be fulfilled. Such students will also need to be registered for a minimum of one unit per teaching block so their continual contact with the University can be assessed.

3.5 Some Category 2 students with mitigating circumstances may have not had the chance to take an original exam and/or a first re-sit and may otherwise be strong students who the faculty is confident could pass the units at the next re-sit opportunity. Such students may also have medical, personal or financial circumstances that would make regular attendance at the University very difficult. In such exceptional circumstances the faculty can decide to allow such students to be registered on the supplementary year on the unit/s they have failed but to engage with the content of the failed units and with their personal tutor from home.

3.6 In these exceptional cases when the student is permitted to engage with the content of their failed unit/s from home, the Director of Student Administration must be advised: s/he will arrange for an exceptional flag (RE) to be placed against the student on SITS. It is important to identify such students separately for attendance monitoring purposes.

3.7 International students who are permitted to return to their home country to engage with the content of the failed unit/s will need to be reported to the UKBA and these students may be required to apply for a separate visa to re-enter the UK to re-sit their exam. The International Office should be advised of sponsored tier 4 students

who have exceptional circumstances and are registered on the supplementary year but are permitted to engage with the content of their unit/s from their home country so that the UKBA can be informed.

- 3.8 The table at Appendix A provides a series of worked examples to help guide faculties when administering students placed on a supplementary year.

4. Fees

- 4.1 Students re-taking a whole year of study should be charged the full undergraduate fee. See the Academic Registry website for accurate fee information - <https://www.bris.ac.uk/academicregistry/fees> .
- 4.2 Students re-taking failed units should be charged for the unit as a pro rata amount of the full yearly programme fee. For example, a programme (totalling 120cp) that has 6 (20cp) units would have a fee per unit in 2010/11 of £548 (£3290/6).
- 4.3 The majority of the study skills units outlined in Appendix B are already approved and set up in SITS and the relevant fee for that unit will be applied.
- 4.4 Faculties can determine whether to waive the unit fee/s for students who, in exceptional circumstances, are permitted to engage with the content of their failed unit/s while at home (refer sections 3.5 - 3.7).

5. Financial Assistance for Students

- 5.1 Home undergraduate students are currently able to access a "plus one" year of statutory funding for an additional year of study. Depending on the circumstances, further years may also be available; however the standard entitlement is one extra year. Students will be able to access tuition fee and maintenance (living costs) support. The rate of tuition fee loan will be commensurate with the tuition fees charged (i.e. if the tuition fees are pro rata depending on units taken, the tuition fee loan will be for the same amount (subject to the maximum available). In all scenarios of repeat year attendance, students are advised to contact the Student Funding Office for individual advice (student-funding@bristol.ac.uk).
- 5.2 Tier 4 sponsored students are expected to be self-funded and so there is limited financial assistance that the University can provide. However, the University does operate an International Hardship Fund which can assist students who are encountering specific financial difficulties. Further details are available from the Student Funding Office: student-funding@bristol.ac.uk.

6. Communication with Students

- 6.1 It is important to ensure that faculty progress policies are updated in line with the introduction of the supplementary year and that relevant web pages, handbooks, etc are up to date.
- 6.2 Given the variations permitted within the supplementary year framework, it is essential that communications with students are clear and precise and that a student is aware of the units they are required to register on and the level of engagement they are expected to maintain with the faculty / school / department and with the units they are studying for. International students also need to be reminded of the University's attendance monitoring requirements. Letter templates for adaptation and use by faculties are included at Appendix C.
- 6.3 If the former "Exams Only" process was publicised to students by the faculty, then students should be specifically informed about the replacement of the "exams only" status with the Supplementary Year. Assistance with such communications is available by contacting the Director of Student Administration.

7. Further Information

- 7.1 If you would like more information about the Supplementary Year, have questions about the guidance, or would like more information about the University's responsibilities as a sponsor under the UKBA's Points Based Immigration System, please contact the Director of Student Administration.
- 7.2 For information and assistance regarding data entry of students taking the Supplementary Year on SITS, please contact the Student Systems and Information Office: ssio-systems@rtis.bris.ac.uk.
- 7.3 For information and assistance regarding funding assistance available for students taking the Supplementary Year, please contact the Student Funding Office: student-funding@bristol.ac.uk.

Approved by Education Committee July 2010

Appendix A Table of worked examples

These examples are for guidance only and do not represent the full extent of circumstances that might result in a student taking a supplementary year; faculties may wish to add their own examples to these or adapt the following to faculty-specific circumstances.

Scenario	Category	Enrolment status & Mode of Attendance	Engagement with the failed unit
Home student fails one exam and the first re-sit for a particular unit with deficiencies across most of the unit content	Cat 1	RR PV	Registered on the supplementary year with a part time mode of attendance and required to engage with the content of the whole unit through standard attendance and assessment. Student could also be required by the faculty to register on an optional unit related to the course of study or a study skills unit.
Tier 4 sponsored international student fails one exam and the first re-sit for a particular unit with deficiencies across most of the unit content	Cat 1	RR PV	Registered on the supplementary year with a part time mode of attendance and required to engage with the content of the whole unit through standard attendance and assessment. As the UKBA requires these students to be in attendance across both teaching blocks the faculty also needs to ensure that the student is registered on a specific optional unit or study skills unit to ensure the attendance in both teaching blocks. The student's attendance / engagement will be monitored throughout the supplementary year via twice termly online attendance reports.
Home student fails two exams and the subsequent re-sits with deficiencies in particular elements of the units	Cat 1	RR PV	Registered on the supplementary year with a part time mode of attendance and required to engage with the content of both units. The student has to be in regular attendance and engaging with the units but may be asked to complete assessments and attend those parts of the units with which he/she had difficulty.
Tier 4 sponsored international student fails two exams and the subsequent re-sits with deficiencies in particular elements of the units	Cat 1	RR PV	Registered on the supplementary year with a part time mode of attendance and required to engage with the content of both units. The student has to be in regular attendance and engaging with the units but may be asked to complete assessments and attend those parts of the units with which he/she had difficulty as long as continual contact and engagement can be assured. As the UKBA requires these students to be in attendance across both teaching blocks the faculty needs to ensure that the student is registered on at least one unit in each teaching block so if both failed units are in the same teaching block the student will also need to register on a specific optional

			unit or study skills unit in the remaining teaching block. Student's attendance / engagement will be monitored throughout the supplementary year via twice termly online attendance reports.
A home student who broke her leg and missed her original exam and then narrowly failed her first attempt at the exam in September	Cat 2	RR PV	Registered on the supplementary year with a part time mode of attendance and required to engage with the content of the failed unit. The student may be required to engage less with the content of the unit if the faculty considers less support is required to help the student pass the unit.
A Tier 4 sponsored international student who broke her leg and missed her original exam and then narrowly failed her first attempt at the exam in September	Cat 2	RR PV	Registered on the supplementary year with a part time mode of attendance and required to engage with the content of the failed unit. Although the student may require less assistance to pass the unit, because of attendance monitoring requirements she must be in regular contact with the university through attendance at lectures / tutorials and/or submission of assessments or additional work. The student's attendance/engagement will continue to be monitored throughout the supplementary year via twice termly online attendance reports. As the UKBA requires these students to be in attendance across both teaching blocks the faculty also needs to ensure that the student is registered on a specific optional unit or study skills unit to ensure the attendance in both teaching blocks. The student's attendance /engagement will be monitored throughout the supplementary year via twice termly online attendance reports.
A home student whose child is ill and missed her original exam and then narrowly failed her first attempt at the exam in September	Cat 2	RE PV	Student is registered on the supplementary year with a part time mode of attendance. Faculty may determine that the level of engagement required to pass the re-sit exam is minimal and determine less engagement is required. If child's illness is ongoing or the student is in difficult financial circumstances the faculty may in these exceptional circumstances wish to permit the student to be at home for the supplementary year although still engaged with content of the failed unit by email etc. Dir of Student Administration should be informed and the RE flag entered on SITS. The student will still be registered to re-sit the exam at the end of the following year.
A Tier 4 sponsored international student whose child is ill and	Cat 2	RE PV	Student is registered on the supplementary year with a part time mode of attendance. Faculty may determine that the level of engagement required to pass the re-sit exam is minimal and determine less engagement is required. If child's

missed her original exam and then narrowly failed her first attempt at the exam in September			illness is ongoing or the student is in difficult financial circumstances the faculty may in these exceptional circumstances wish to permit the student to be at home for the supplementary year although still engaged with content of the failed unit by email etc. Student needs to be informed that the repercussions of this decision are that she must return to her home country and may need to apply for a separate visa to re-enter the UK and re-sit her exam. Dir of Student Administration and International Office should be informed. The RE flag will be entered on SITS and the UKBA informed of the student's change of status. The student will still be registered to re-sit the exam at the end of the following year but may need to apply for a separate re-entry visa.
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Appendix B Existing units which may be taken by undergraduate students as part of the 'Supplementary Year':

Unit Code	Unit Name	Credit Points	Level of Study
LANG14011	Advanced English Language Studies (AELS)	20	C
LANG10031	English for Academic Purposes (EAP)	10	C
LANG10002	EAP part 1 – Science & Engineering	10	C
LANG10003	EAP part 2 - Science & Engineering	10	C
LANG14021	English for Business and Professional Purposes	20	C
LANGM0001	Academic Writing Skills for Research Purposes	0	M
LANG02111	English for Academic Study 1*	20	0
LANG02221	English for Academic Study 2*	20	0
LANG03111	English for Specific Purposes 1	20	0
LANG03221	English for Specific Purposes 2	20	0
LANG00021	English for Academic Study 1F*	20	0
LANG00031	English for Specific Purposes 1F	20	0
LANG00032	English for Specific Purposes 2F	20	0

* unit partially assessed by portfolio

Future Developments

The following units are subject to approval as required but may include:

Unit Code	Unit Name	Credit Points	Level of Study
TBC	Maths support	0	TBC

TBC	Physics support	0	TBC
TBC	Chemistry support	0	TBC
TBC	Econ/Fin support	0	TBC
TBC	Arts	0	TBC

It is also proposed to establish a unit that covers the following three elements in order to support students in developing the skills necessary to proceed with their academic work and plan for their future development & employability. This unit is subject to approval but is likely to cover some or all of the following areas:

1) Career Management Skills

- Covers: self-assessment, reflective practice, goal setting & motivation, Personal Development Planning (PDP), job searches, networking strategies, making applications (CVs, covering letters and online applications), interview and second-stage assessment skills, entrepreneurship, team work and presentations.
- Materials already available for the accredited 2nd year Computer Science 'Career Management Skills' unit.

2) Academic Skills

- Covers: critical thinking skills, reading & note making, and academic writing (including plagiarism), time management.
- Information already available and widely in use, e.g. by the Graduate School of Education, School of Management, Social Policy, Physics, German and Sociology.

3) Self-Coaching Skills

- Covers: personal motivation, goal setting, motivation and reflective practice.
- Materials are already available and workshops being run on these topics by the Students' Union and the Careers Service. There is also an online PDP package available through the University Portal.

Appendix C - Student Letter Templates

These templates are intended to help faculties when developing their own correspondence

Letter 1 – Standard Supplementary Year Letter

Date

Dear X

Re: Outcome of the Faculty Examination Board

On behalf of the Faculty of X Examination Board, I am writing to inform you that you are not being allowed to progress to year X of the <qualification title>.

The Faculty Examination Board met on <date>. As a result of your failure to meet the required standard in X unit(s), and in accordance with the progression rules of the programme⁹, you were not permitted to progress. However, you have not been removed from the programme. Instead, you are being offered the opportunity to remain on the programme and to undertake a Supplementary Year during which you will be required to register on the units you failed [and the study skills unit/s as specified below]:

Title of Unit	Credit Points	Period	Fees
Introduction to Knitting	40	Teaching Block 1	eg £1096
Advanced Caving	60	Teaching Block 2	eg £1644
English for Cavers	20	Teaching Block 2	eg £548

While re-taking this/these unit/s you will be required to engage with the content of the unit/s in the next academic year and will re-take the examination at the end of the year. You are required to engage with the content of your failed units as specified below:

Title of Unit	Required Engagement
Introduction to Knitting	Attend all lectures, tutorials and practicals and sit the required assessments again
Advanced Caving	Attend the tutorials and submit Assessment 1 and re-take the final exam in July
English for Cavers	Attend this study skills unit and complete the required assessments

Details of being on the supplementary year

While on the supplementary year you have full access to University resources. Your student card remains valid, and you can use this to use the library and borrow items. Your bristol.ac.uk email will continue to operate as it does now, and you will be expected to check it regularly for any programme/unit-related updates.

You will re-sit the examinations during the <insert exam period> examination period. The examination will be the same as is set for students in that cohort, using the preparatory material that they were provided during teaching sessions. It is your responsibility to ensure that you are aware of any changes in curriculum content between the unit you took last/this year and the one you will take next year. You must therefore keep abreast of any

⁹ Link to electronic copy of the progression rules or if not available, reference to paper copy and where this is available from.

changes as you are re-taking the units and/or obtain copies of unit and programme handbooks and familiarise yourself with these. <school/departmental/programme administrator name> can provide you with this material, free of charge.

<Non EEA International Students>

The UK Border Agency requires the University of Bristol to ensure that international students continue to participate in their programme of study. You are therefore expected to be in regular attendance at the University while you are studying on a supplementary year.

If you are having problems with your studies or are experiencing personal issues that are affecting your studies please contact <appropriate advisor or personal tutor> and/or the International Advice & Support Office at os-as@bristol.ac.uk / (0117) 9545849.

Progression onto the following year of study

If you are successful in passing your examinations, you will then rejoin the <programme title> programme on a full-time basis, starting year <year number of programme that they will rejoin> in September <year>. Unless you had mitigation which has been acknowledged by the Faculty, any re-sit examination marks will be capped at the pass mark for that unit.

Right of appeal

You have the right to appeal the decision of the Faculty Examination Board that you are not permitted to progress and must re-take the units failed in a supplementary year.

Appeals are only considered on permissible grounds. Full details of these are available in the University Examination Regulations¹⁰.

If you wish to appeal, please follow the procedures given in <name of appeal procedures/regs>. Please be aware of the strict 15 working day limit for appeals. The 15 days starts from the day after this letter was sent to you.

I have copied this letter to the staff named so that they are aware that you will be in contact in due course.

I appreciate that this is not the news you wished to receive following your recent examinations. Academic guidance is available from <name of faculty advisor, welfare officer or equivalent>. The Students' Union¹¹ has professional welfare advisors who can be consulted regarding constructing an appeal.

Yours sincerely,

<FEM name>

Faculty Education Manager

¹⁰ University Examination Regulations: www.bristol.ac.uk/secretary/studentrulesregs/examregs.html#appeal

¹¹ University of Bristol Students' Union Just Ask Service: www.ubu.org.uk/support

Dear X

Re: Outcome of the Faculty Examination Board

On behalf of the Faculty of X Examination Board, I am writing to inform you that you are not being allowed to progress to year X of the <qualification title>.

The Faculty Examination Board met on <date>. As a result of your failure to meet the required standard in X unit(s), and in accordance with the progression rules of the programme¹², you were not permitted to progress. However, you have not been removed from the programme. Instead, you are being offered the opportunity to remain on the programme and to undertake a Supplementary Year during which you will be required to register on the units you failed:

Title of Unit	Credit Points	Period	Fees
Introduction to Knitting	40	Teaching Block 1	Faculty to determine whether the fees will be waived
Advanced Caving	60	Teaching Block 2	Faculty to determine whether the fees will be waived

The Exam Board has determined that in view of your <moderate/severe> extenuating circumstances you will be permitted to engage with the content of the failed unit/s from home and can return to re-take the supplementary examination at the end of the year. You are required to engage with the content of your failed units as specified below:

Title of Unit	Required Engagement
Introduction to Knitting	Read and review the unit materials for the coming academic year and submit the Introduction to Knitting essay assessment tasks
Advanced Caving	Read and review the unit materials for the coming academic year and submit the Advance Caving online assessment tasks
General Requirements	<p><i>For example:</i></p> <ul style="list-style-type: none"> • Remain in monthly contact by email with your personal tutor <Name and contact details> • Provide a doctor’s letter stating that you are fit to return to your studies by <date> • Attend Counselling and provide evidence of such before rerunning to you studies on <date>

Details of being on the supplementary year

If you have any academic queries about the content of the units of study that you are retaking, you are encouraged to contact the unit lead, <unit lead’s name> by email. They will provide advice, but they will not be able to provide you with assistance in lieu of tuition. You will be expected to study independently as far as practicably possible. If you were

¹² Link to electronic copy of the progression rules or if not available, reference to paper copy and where this is available from.

found to be attending any sessions, the Faculty reserves the right to charge you a fee for having done so.

You will retake your supplementary examination/s during the <insert exam period> examination period. The examination will be the same as is set for students in that cohort, using the preparatory material that they were provided during teaching sessions. It is your responsibility to ensure that you are aware of any changes in curriculum content between the unit you took last/this year and the one you will take next year. You must therefore keep abreast of any changes as you are re-taking the units and/or obtain copies of unit and programme handbooks and familiarise yourself with these.

<school/departmental/programme administrator name> can provide you with this material, free of charge.

<Non EEA International Students>

Because of the extenuating circumstances mentioned above, you are being permitted to engage with the content of you failed units from home. You are therefore expected to return to your country of origin for the <dates> academic year and to come back to Bristol to retake your final examinations. The University is obliged to inform the UK Border Agency that you are not required to be in Bristol for the <dates> academic year but that you will be returning in time for your end of year examinations.

If you would like to discuss your particular circumstances you can contact <appropriate advisor or personal tutor> and/or the International Advice & Support Office at os-as@bristol.ac.uk / (0117) 9545849.

Progression onto the following year of study

If you are successful in passing your examinations, you will then rejoin the <programme title> programme on a full-time basis, starting year <year number of programme that they will rejoin> in September <year>.

Right of appeal

You have the right to appeal the decision of the Faculty Examination Board that you are not permitted to progress and must re-take the units failed in a supplementary year.

Appeals are only considered on permissible grounds. Full details of these are available in the University Examination Regulations¹³.

If you wish to appeal, please follow the procedures given in <name of appeal procedures/regs>. Please be aware of the strict 15 working day limit for appeals. The 15 working days starts from the day after this letter was sent to you.

I have copied this letter to the staff named so that they are aware that you will be in contact in due course.

I appreciate that this is not the news you wished to receive following your recent examinations. Academic guidance is available from <name of faculty advisor, welfare officer or equivalent>. The Students' Union¹⁴ has professional welfare advisors who can be consulted regarding constructing an appeal.

Yours sincerely,
<sig>

<FEM name>

Faculty Education Manager

¹³ University Examination Regulations:

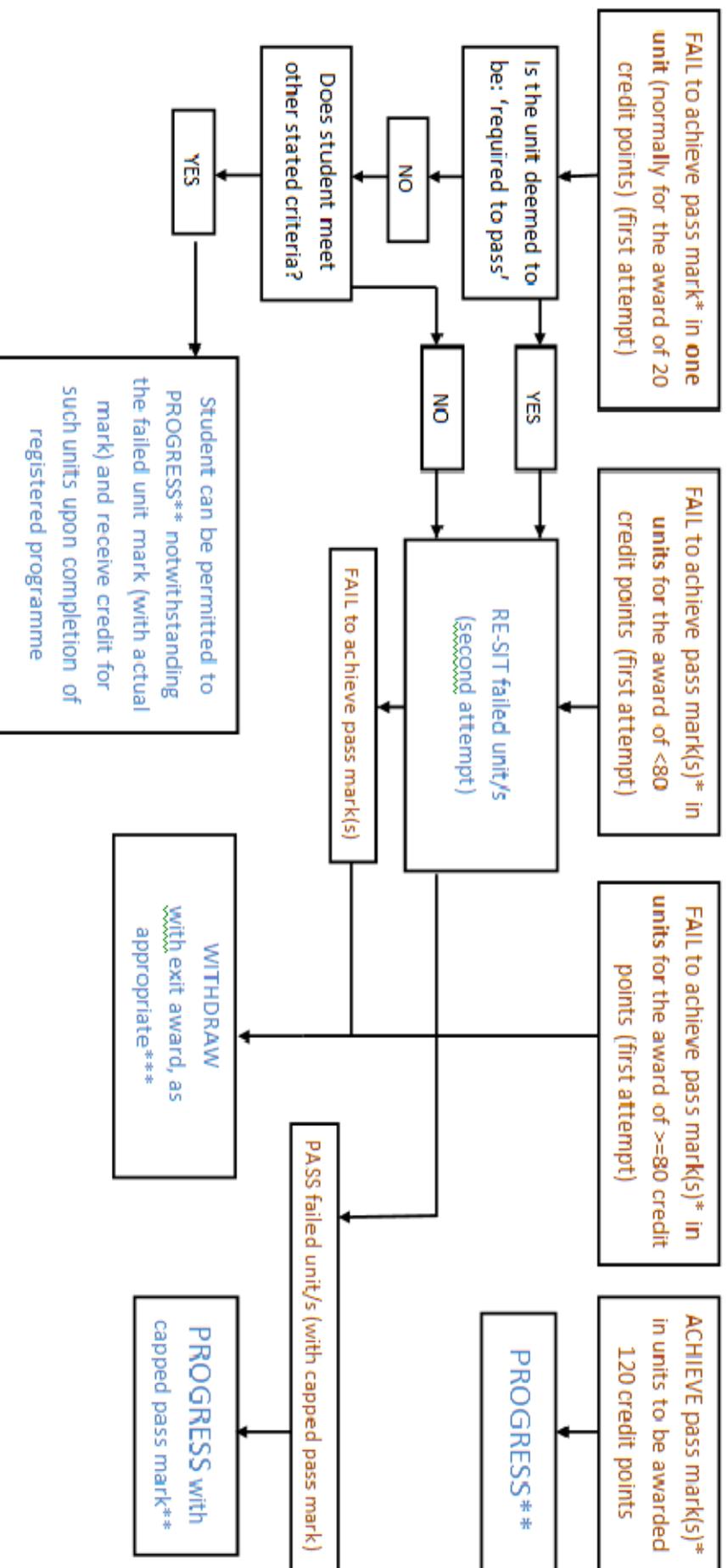
www.bristol.ac.uk/secretary/studentrulesregs/examregs.html#appeal

¹⁴ University of Bristol Students' Union Just Ask Service: www.ubu.org.uk/support

Annex 19

Flow diagrams of the options available for the progression of students on taught modular programmes – for newly registered students from 2011-12

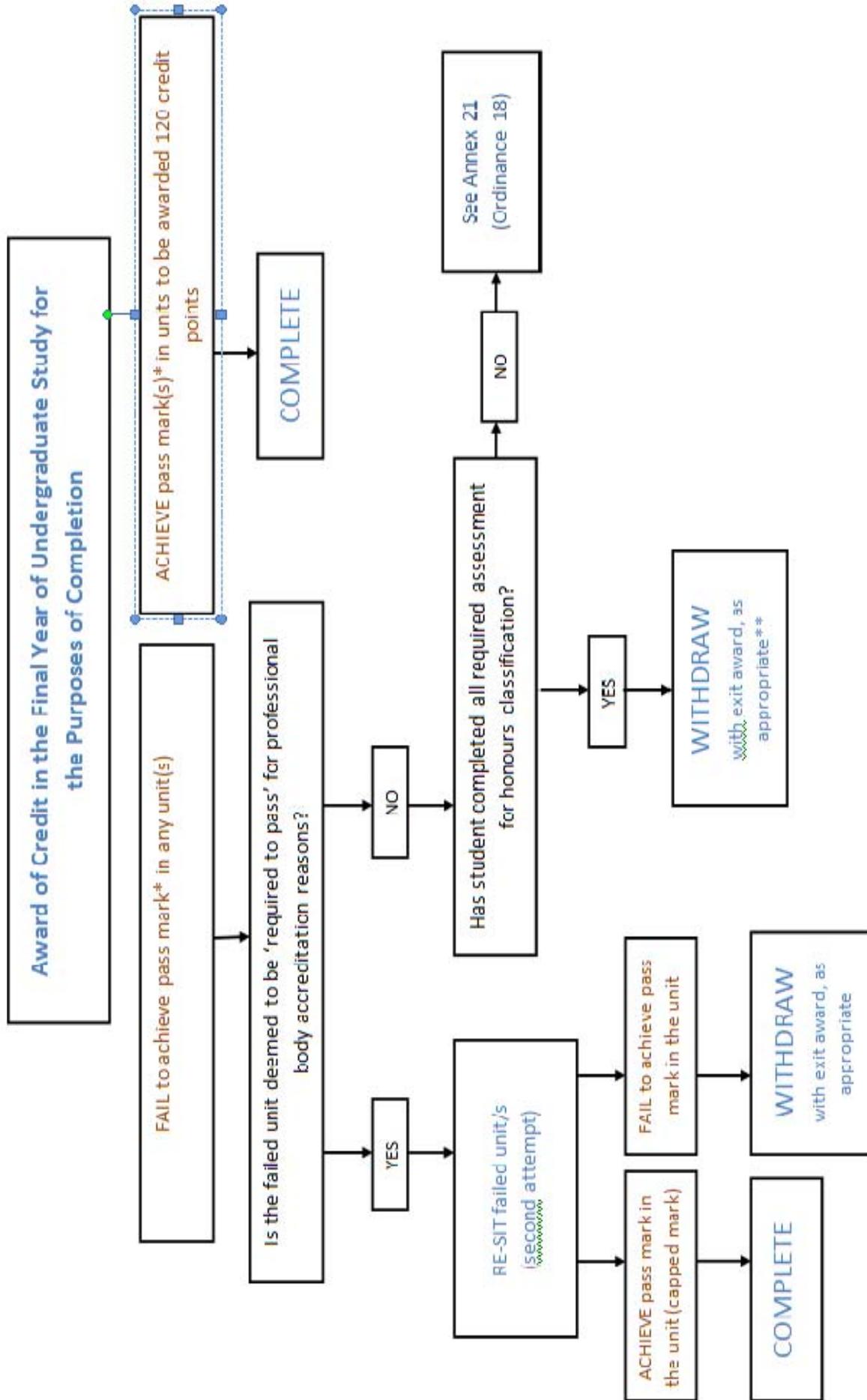
Award of Credit for the Purpose of Progression for Undergraduate Students on Modular Programmes (without extenuating circumstances)



* **AND** meet any additional criteria, if applicable

** students on an integrated masters programme must also achieve an average year mark of 55 or more out of 100 in relevant years to progress on that programme, otherwise he or she will either be automatically transferred onto, or awarded, an equivalent Bachelors degree.

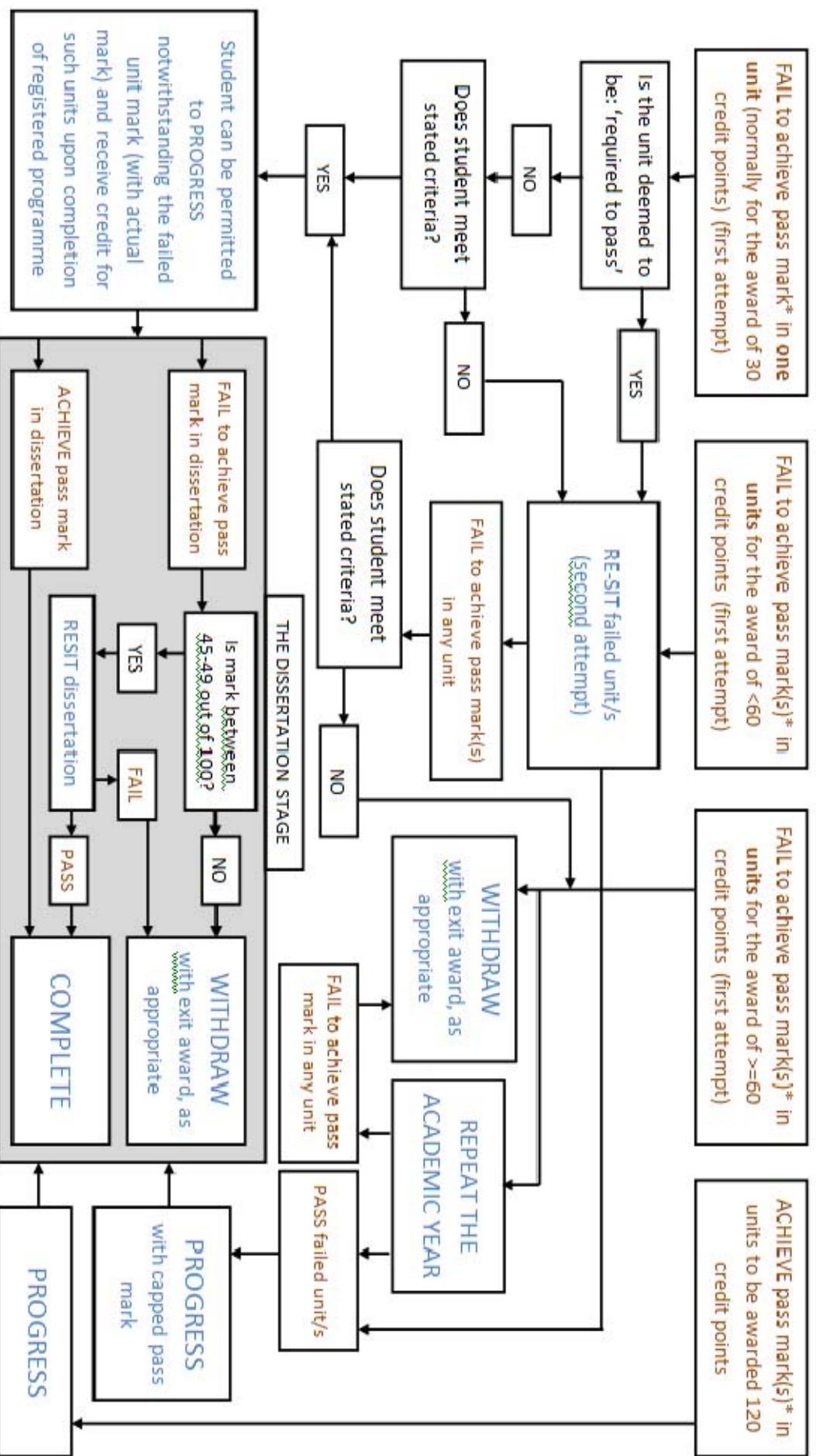
*** **HOWEVER**, exceptionally, the Faculty Board of Examiners may decide to permit the student to repeat the whole of the year or permit a final opportunity for re-assessment as part of a 'supplementary year'.



* and meet any additional criteria, if applicable.

** though a Faculty Board of Examiners may choose to permit the award of 120 credit points for the final year of study on the basis of a pass overall in the assessments undertaken in the final year.

Award of Credit for the Purpose of Progression onto the Dissertation Stage and Completion in Taught Postgraduate Programmes (without extenuating circumstances)



* and meet any additional criteria, if applicable

Guidelines on the Accreditation of Prior (Certified/Experiential) Learning for all Taught Programmes

1. Definitions

- 1.1 Accreditation of Prior Learning (APL) is the process whereby students can be exempt from some parts of their chosen programme of academic study by recognition of their learning from previous experiences and achievements.
- 1.2 Some programmes have approved units/periods of study undertaken at another institution or in the workplace. Where this is a recognised part of an approved programme these guidelines do not apply.
- 1.3 Accredited Prior 'Certified' Learning (AP(C)L) is the achievement of learning that has been formally assessed and certificated from previous study with a higher education organisation.
- 1.4 Accredited Prior 'Experiential' Learning (AP(E)L) is the non-certified acquisition of relevant skills and knowledge, gained through relevant experience, which is capable of being evaluated.
- 1.5 For the purposes of these guidelines, 'organisation' refers to a higher education institution which can provide evidence of learning and outcomes.
- 1.6 The term 'prior learning' does not include the learning implicit in formal teaching, a work placement, group work or independent study designed as part of a programme of study alone. Recognition of such parallel learning would be expected to occur in the formal assessment practice of the programme.

2. Principles

- 2.1 It is the achievement of learning, or outcomes of the learning, and not just the experience of the activities that is being accredited. In all cases evidence must be presented to the University that such learning has taken place.
- 2.2 Evidence for acceptance of APL should demonstrate that the learner has a reasonable expectation of satisfactorily completing the programme for which they are applying.
- 2.3 A school might deem it necessary to require the learning derived from previous experience and/or prior certified study to be equivalent to the standard of learning that might otherwise have been achieved from study in the relevant programme at the University of Bristol. This may be more relevant to professional programmes where fitness to practice is pertinent.
- 2.4 As regards applications for AP(C)L, schools should consider the learning which has been accredited at the other institution and decide, in the best interests of the student, how this can be taken into account. It is at the discretion of the department/school to decide if: (a) the subject content, and therefore knowledge gained, is sufficiently similar for a student to be exempt from unit(s), and (b) if marks can be transferred.
- 2.5 Schools should ensure that the criteria by which they judge applications for APL are transparent and accessible.
- 2.6 Acceptance of prior learning for credit purposes is at the discretion of the school in consultation with the Dean of Graduate or Undergraduate Studies.
- 2.7 Prior learning should not normally be accepted if five or more years have elapsed since it occurred unless the applicant can provide evidence that his/her learning has continued in a professional or similar context. In such cases the

department/school may choose to set an assessment to test an applicant's current knowledge.

- 2.8 To complement the University's credit framework (see section 21 of the Code) the following table shows maximum amounts of credit for each type of programme that can be counted as accredited prior learning. The amount of AP(E)L allowed is at the discretion of the School, though a recommended level is suggested.

Award type	Number of credit points for award	Total amount of AP(C)L allowed	Recommended amount of AP(E)L allowed
<i>Postgraduate Level Award</i>			
Masters degree	180	60	60
Postgraduate Diploma	120	40	40
Postgraduate Certificate	60	20	20
<i>Undergraduate Level Award</i>			
Graduate Diploma	120	40	40
Graduate Certificate	60	20	20
Integrated Masters degree	480	240	240
Honours Degree	360	240	120
Ordinary Degree	300	180	120
Foundation Degree	240	120	60
Undergraduate Diploma	240	120	60
Undergraduate Certificate, Preliminary certificate, Pathway Certificate	120	0	0

- 2.9 The conferring of one of the awards listed in the table and the accreditation of a volume of prior learning within this is complemented by the following:
- Sufficient credit at the highest level of the award must be taken at the University of Bristol in order for the award to be conferred.
 - The final 120 credit points of the programme must be taken and satisfactorily completed at the University of Bristol unless there is a specific agreement to the contrary that has been approved by Senate, therefore it follows that the University will not normally accredit prior learning within the final year of its undergraduate bachelors and integrated master's programmes.
 - Information on how APL contributes to the calculation of the final programme mark and/or the degree classification is provided in section 29 of the University's Regulations and Code of Practice for Taught Programmes.

3. Considering Applications

Accredited Prior Certified Learning (AP(C)L)

- 3.1 Prior credit obtained from another institution can be recognised in one of two ways:
- Exemption from units, the marks of which do not contribute to the final award and need not be transferred (University of Bristol accepts the credit awarded by another institution);
 - Exemption from units, the marks of which do contribute to the final award and are transferred (University of Bristol accepts the credit and marks awarded by another institution towards this award).

The requirement to transfer marks may be waived for students transferring into an undergraduate professional programme if there is still a significant proportion (e.g. 360 or more, out of 600 credit points) of the programme to complete.

Accredited Prior Experiential Learning (AP(E)L)

- 3.2 Schools should consider each case and decide from which units the student can be exempt. The school should satisfy itself that the applicant has sufficient knowledge and ability to have a reasonable expectation of completing the programme successfully.
- 3.3 A school should have a mechanism for assessing and determining the prior experiential learning of each application, potentially by setting an appropriate method of assessment. If the assessment method from an existing unit is not appropriate, then a different method will be necessary and should include one or more of: the submission of a portfolio; essays; a written examination.
- 3.4 If a school is satisfied that the experiential learning is equivalent to the standard of unit(s) that the student is exempt from, then assessment may not be required.
- 3.5 For each unit assessed by means of AP(E)L: either (a) a percentage mark should be assigned where the unit is used for classification or progression purposes or (b) a pass/fail decision should be recorded where a percentage mark is not needed or appropriate.

4. Process

Applications

- 4.1 A form which could be used for applications for AP(C)L is attached. It is at the discretion of schools as to whether they use this form.
- 4.2 All applications for APL should normally be made prior to the student's date of registration.
- 4.3 Applications for exemption from units must be initially submitted to the school who will consider them for approval in consultation with the Dean of Graduate or Undergraduate Studies.
- 4.4 All applications must include evidence of the prior learning, provided by the applicant.
- 4.5 The school must inform the Dean of Undergraduate or Graduate Studies, as the representative of Faculty Board in such matters, and the Faculty Office, of any instances of APL that have been approved.
- 4.6 Appropriate reference to applications for APL will be included in departmental admissions statements.

Appeals

- 4.7 Applications may be rejected at any stage. Appeals against judgements on applications for APL will be treated in the same way as appeals on admissions applications. See the [University's Admissions Principles and Processes](#) for details.

Recording

- 4.8 The learning that has been accredited (see below) and the amount and level of University of Bristol credit from which exemption has been granted should be recorded on the student record system and clearly identified on a student's transcript.

For *certified prior learning*:

- i. The awarding institution and year of award;

- ii. The unit title(s), level of study, credit points, and the marks that are being acknowledged by the University (if marks are being transferred).

For *experiential prior learning*:

- i. A statement on the transcript indicating that exemption has been given due to experiential prior learning.

Student Fees

- 4.9 Where a student is exempt from part of their programme of study at the University of Bristol the programme fee for the relevant year may be reduced pro rata to the amount of credit being studied.
- 4.10 Where a school is accrediting prior learning as part of a student's programme of study then a fee may be charged to cover administration costs, particularly if the school is assessing the prior learning.

*Approved 28.07.08 by Education Committee (under vacation powers)
Minor amendments approved 04.08.10 by Education Committee (under vacation powers)*

Recommendation for Approval of an Individual Application for Exemption from units - Accreditation of Prior (Certified) Learning (AP(C)L)

A. To be completed by applicant:

Name	
Address	
Programme applied for:	

- I request exemption in respect of relevant units in the above programme.
- I enclose original or authenticated copies of transcripts or other evidence of units/modules taken at another institution and, where available, of the marks obtained in these modules.

Signature:	Date:
------------	-------

B. To be completed by Admissions Tutor or Programme Director as appropriate

I recommend that the named applicant named be granted exemption from the year of study or units, as indicated below, within the programme applied for on the grounds of the attached evidence of prior learning

(a) Exemption with no transfer of marks from:

Year of Study
(provide year)

or specific units
(please list below)

UoB Unit Code	Unit Title	Credit Points

OR

(b) Exemption with transfer of marks from the following units:

Unit Code	Unit Title	Credit Points	Mark to be transferred

Signature:	Name:	Date:
------------	-------	-------

C. For completion by the Graduate or Undergraduate Education Director

Either * I support the above recommendation and forward it to the Faculty Office for report to Faculty Board

or * I do not support the above recommendation on the grounds below (and am returning it to the admissions tutor/programme director to notify the applicant):

Signature	Name:	Date:
-----------	-------	-------

(Please return to the admissions tutor/programme director)

Date of notification to applicant, Director of Teaching and Learning*/Admissions Tutor*/ Programme Director*/Faculty Office*

Date

“ delete as appropriate

Guidance on Establishing the Grounds for a Suspension of Studies and Subsequent Return to Study for Undergraduate Students

This annex gives guidance on the grounds for the suspension of studies and the subsequent return to study for undergraduate students. The importance of retaining flexibility to respond to each individual case as appropriate is acknowledged. **This guidance does NOT relate to any suspension due to misconduct, which is covered in the University's Student Disciplinary Rules and Regulations:**

www.bris.ac.uk/secretary/studentrulesregs/disciplinary.html

Guidance on an agreed suspension of studies when a student's performance or behaviour is being adversely affected by a mental health difficulty, is covered by the University's Policy on Student Mental Health:

<http://www.bristol.ac.uk/equalityanddiversity/mhealth/>

1. Students do not have the automatic right to suspend their studies; suspension of studies must be recommended by a student's School and approved by the Faculty. Applications must be presented to the Faculty Undergraduate Education Director by the School rather than come directly from the student.
2. The following considerations should be applied when approving a suspension:
 - a) whether suspension is unavoidable due to injury, illness or other family commitments; or
 - b) whether a student has financial difficulties which significantly impinge on their ability to undertake their studies; or
 - c) where a student can show that employment / activities undertaken during the time when the suspension of studies applies will contribute to their development in the subject which they are studying; and
 - d) the reasons cited by the student indicate that it would genuinely be in his/her best academic interests to suspend studies.

Schools may wish to request and consider supporting evidence from medical, counselling or other relevant services before agreeing to recommend a suspension of registration.

3. Schools should be aware of the implications of significant programme changes that may occur during the period of suspension such as to make it very difficult for the student to resume their studies.
4. The suspension of studies will normally end at the start of the next academic year. A suspension may back-dated, in exceptional circumstances, in situations where the student's absence from the University is unavoidable or urgently required.
5. Suspension must be for a defined period. If a student is unable to return on the agreed date, s/he must seek further approval to extend their period of suspension. A suspension of studies may only extend beyond one year in exceptional circumstances. A student for whom one year of suspension becomes insufficient should withdraw from his/her studies and seek to recommence studies at a later date.
6. The criteria for a return from suspension of studies must be set out and agreed by relevant parties (the student, the school and a representative of the faculty) at the point of suspension and the agreement formally recorded and sent to the student. If circumstances change during the period of suspension then it may be appropriate for the criteria to be revisited, in consultation with the relevant parties.

Where a student suspends studies due to an ongoing physical and/or mental health problem the criteria must be established on a case by case basis.

7. The support arrangements, and the associated responsibilities of the student and the school, should be clarified and agreed by the relevant parties prior to the student's return.
8. Where appropriate Faculties should require that the medical certificate be issued from within the UK, which determines that the student is fit enough to return to study. In some cases, the faculty may specify the medical practitioner that should assess the student.

Approved by Education Committee, February 2009
Minor amendments approved by Chair of Education Committee June 2010

Guidance on Suspension or Extension of Study for Taught Postgraduate Students

Suspension of studies

1. The University expects students to complete their study in a single continuous period. As a suspension of study will interrupt a student's progress on his/her programme, it will only be granted where there are good grounds and supporting documentation (e.g. a report from a registered medical practitioner).
2. Good grounds for a suspension of study may include: serious and persistent health problems, significant long-term disability, significant bereavement or additional sole caring responsibilities, serious financial problems or new employment which brings more senior managerial responsibilities, mandatory military service.
3. Requests should be made on the relevant form (to be found at: www.bristol.ac.uk/esu/pg/pgforms.html) and be accompanied by any relevant supporting documents (medical evidence or correspondence as appropriate). Requests should be sent initially to the Programme Director and/or the Head of School.
4. The School will forward the completed form to the Graduate Education Director, and certify that the student has made satisfactory progress so far.
5. There may be additional rules on suspensions from a funding body. It is the responsibility of the student to confirm that arrangements and approval for the suspension have been secured with any funding sponsor that is involved. ***Students in receipt of a studentship should note that Research Council or UoB studentship funding will cease during a period of suspension.***
6. Graduate Education Directors have the authority to approve suspensions for a maximum of 12 months. In exceptional cases (e.g. maternity leave, disability), a suspension of up to 24 months in total may be granted by Faculty Education Director. After this period, the student must either re-register using any credit points awarded as Accredited Prior Learning (APL) or withdraw.
7. The length of the period of suspension granted should match, as closely as possible, the time required by the circumstances that necessitate the suspension. The period of suspension will necessarily extend the student's maximum study period by the same duration of time.
8. Suspensions will not normally be approved if they are backdated for more than one month.
9. **International students** – Any change to student status, such as a suspension of study, could affect immigration status in the UK. The University is required to report any changes in status to the UK Border Agency. The International Office provides guidance and advice to visa-holding students who are seeking a suspension of study. Please see the website for further information:
<http://www.bristol.ac.uk/international/studentsupport/immigration>

Extension of study period

1. Extensions are used where exceptional circumstances necessitate extension of the normal period of study in order to complete the dissertation or equivalent and may involve the payment of additional fees.
2. An extension of study will only be granted where there are strong grounds and supporting documentation (e.g. a medical note from a GP) and when a student requires

additional time to complete the dissertation or equivalent. There will need to be clear evidence of satisfactory progress for an extension request to be granted.

3. Good grounds for an extension of study may include: serious and persistent health problems, significant long-term disability, significant bereavement or additional sole caring responsibilities, serious financial problems or new employment which brings more senior managerial responsibilities, mandatory military service.

4. Requests should be made on the relevant form and be accompanied by any supporting documents, such as medical evidence or correspondence. Requests should be sent initially to the Director of Graduate Studies (or nominee) and/or the Head of School.

5. Permission for an extension will not normally be given unless the application is made well before the end of the period of study and the reasons are compelling.

6. The Programme Director should forward written support for the extension to the Graduate Education Director, and certify that the student has made satisfactory progress so far.

7. There may be additional rules on extensions from a funding body. It is the responsibility of the student to confirm that arrangements and approval for the suspension have been secured with any funding body that is involved e.g. Research Council.

8. The Graduate Education Directors has the authority to sign off one or more extensions totalling a 12 month period. Extensions in excess of 12 months require the approval of the Pro Vice-Chancellor (Education and Students). In all cases the extension request should be sent initially to the Graduate Education Director for the Faculty.

9. **International students** – Any change to student status, such as an extension of study, could affect immigration status in the UK. The University is required to report any changes in status to the UK Border Agency. The International Office provides guidance and advice to visa-holding students who are seeking a suspension of study. Please see the website for further information:

www.bristol.ac.uk/international/studentsupport/immigration

Calculating the Unit Mark, Year Mark, Taught Component Mark, Final Programme Mark and Degree Classification in Taught Programmes

(for the new regulations for progression and completion)

The following examples are intended to assist by applying the rules to a set of hypothetical run of marks

EXAMPLE 1 is a student on an integrated MSci undergraduate programme

1. Calculation of unit mark

The summative assessment for a notional unit 1 consists of:

- Essay (40%),
- Unseen written exam (40%),
- Oral presentation (20%).

The final unit mark is calculated from the assessment marks (all marked on the 0-100 scale) thus:

<i>Level 4-6 unit (pass mark of 40/100)</i>	Essay (40%)	Unseen written exam (40%)	Oral exam (20%)	Final unit mark
Score (out of 100)	68	59	72	
Weighted mark	$68/100 \times 40 = 27.2^*$	$59/100 \times 40 = 23.6^*$	$72/100 \times 20 = 14.4^*$	$27.2 + 23.6 + 14.4 =$ 65.2* (65)

* This mark is always calculated to one decimal place.

(If some assessments are marked on the 21 point scale section 15.18 of the Code explains how to calculate the unit mark).

So credit is awarded for unit 1 (assuming the student has fulfilled any other criteria), and the recorded mark is 65.2 while the rounded mark of 65 is displayed.

2. Calculating the Year Mark for the Purposes of Progression

The 'year mark' needs to be calculated for the purposes of applying the progression rules in section 26 of the code. This is done by averaging the **recorded** unit marks following weighting (corresponding to the credit point value) where the notional unit marks in year 2 are:

Level 5 units (pass mark 40/100)	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	Total
	(20cp)	(20cp)	(40cp)	(30cp)	(10cp)	(120cp)
Unit recorded mark (to one decimal place)	65.2	52.4	52.3	55.8	46.0	
Unit mark for progression & the award of credit (to nearest integer)	Pass (65)	Pass (52)	Pass (52)	Pass (56)	Pass (46)	
Recorded weighted unit mark - by credit value of each unit (to one decimal place)	65.2/120 x 20 = 10.9	52.4/120 x 20 = 8.7	52.3/120 x 40 = 17.4	55.8/120 x 30 = 14.0	46.0/120 x 10 = 3.8	54.8* (55)

*The overall average year mark is rounded to the nearest integer to determine whether the student has achieved the required level of attainment to progress to the next year of study, so in this example the recorded weighted average year mark is **54.8**. In order to determine progression to the next year of the programme on the basis of the student achieving the pass mark in each unit and achieving the programme requirement of a year mark of 55 or more out of 100 (see 26.20 of the Code) - the year mark is rounded to the nearest integer i.e. **55** and progression is permitted.

3. Calculating the Final Programme Mark and Degree Classification

For this Integrated Master's programme, with study abroad the year of study weighting is 0:15:10:75 (see annex 25 for the agreed weightings by programme).

The final programme mark and degree classification is reached by calculating all the year marks (with credit point weighting – as in section 2 previously) and then applying the primary and secondary rules, as follows:

Year 2		Year 3		Year 4	
Recorded Unit Mark	Credit Points	Recorded Unit Mark	Credit Points	Recorded Unit Mark	Credit Points
65.2	20	68.0	120	64.5	20
52.4	20			70.4	20
52.3	40			78.2	20
55.8	30			71.8	20
46.0	10			66.5	20
				72.0	20
54.8	120	68.0	120	70.6	120

Application of Primary Rule

Apply the weighting (0:15:10:75) to the recorded year mark, not the rounded year mark to give a weighted year mark to one decimal place

$$\text{Year 2} = 15\% \text{ of } 54.8 = 8.22 \text{ (8.2)}$$

$$\text{Year 3} = 10\% \text{ of } 68.0 = 6.8 \text{ (6.8)}$$

$$\text{Year 4} = 75\% \text{ of } 70.6 = 52.95 \text{ (53.0)}$$

$$\text{All years} = 8.2 + 6.8 + 53.0 = \mathbf{68.0}$$

Final programme mark is rounded to the nearest integer = **68**

As the final programme mark of **68** is within the borderline for a first class degree (see section 28.10 of the code) the secondary rule is applied.

Application of the Secondary Rule for Degree Classification

“If the final summative programme mark falls within the range of one of the classification boundaries, the higher degree classification will only be awarded if 50% or more of the individual unit marks, weighted by credit point value and year of study, which contribute to the degree classification are achieved at the higher class, otherwise the lower class will be awarded.”

Year 2

- 0 credit points in higher class
- Apply 15% weighting for the year of study = $0/100 \times 15 = 0$ credit points out of 18 weighted credit points

Year 3

- 0 of 120 credit points in higher class
- Apply 10% weighting for the year of study = $0/100 \times 10 = 0$ credit points out of 12 weighted credits

Year 4

- 80 of 120 credit points in higher class
- Apply 75% weighting = $80/100 \times 75 = 60$ credit points out of 90 weighted credit points

Add weighted credits - $0 + 0 + 60 = 60 / 120$ total possible weighted credit points. Thus 50% of the credits are in the higher classification and so the higher class (I) may be awarded.

EXAMPLE 2 – A student on a Bachelor of Arts undergraduate programme

1. Calculating the Unit Mark

The summative assessment for notional unit 1 consists of:

- Essay (40%),
- Unseen written exam (60%).

The final unit mark is calculated from the assessment marks (all marked on the 0-100 scale):

Level 4-6 unit (pass mark 40/100)	Essay (40%)	Unseen written exam (60%)	Total unit mark
Score (out of 100)	44	37	
Weighted mark	$44/100 \times 40 = 17.6^*$	$37/100 \times 60 = 22.2^*$	$17.6 + 22.2 = \mathbf{39.8^*}$

* This mark is always calculated to one decimal place.

(If some assessments are marked on the 21 point scale section 15.18 of the Code explains how to calculate the unit mark).

So credit is awarded for unit 1 (assuming the student has fulfilled any other criteria), the recorded mark is 39.8 while the rounded mark of 40 is displayed.

2. Calculating the Second Year Mark for the Purposes of Progression

The 'year mark' is calculated by averaging the recorded unit marks following weighting (corresponding to the credit point value) where the notional unit marks for the second year of study are:

Level 5 units (unit pass mark of 40 out of 100)	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	Total
	(20cp)	(20cp)	(20cp)	(30cp)	(30cp)	(120cp)
Recorded unit mark (to one decimal place)	39.8	45.8	39.4	42.2	41.0	
For the award of credit and progression	Pass (40)	Pass (46)	Fail (39)	Pass (42)	Pass (41)	
Weighted mark (corresponding to credit point value)	$39.8/120 \times 20 = 6.6$	$45.8/120 \times 20 = 7.6$	$39.4/120 \times 20 = 6.6$	$42.2/120 \times 30 = 10.6$	$41.0/120 \times 30 = 10.3$	41.7* (42)

* The recorded weighted year mark is 41.7 which is rounded to the nearest integer for the purposes of applying rules for progression.

This student has failed UNIT 3 (20 credit points) so the rule in section 26.11 of the Code may be considered:

- ✓ The volume of credit points failed (20) is within the specified amount permitted (20).
- ✓ The failed unit mark (39) is within the specified range of the pass mark (35-39).
- ✓ The rounded overall weighted average year mark (42) is at or higher than the weighted average pass mark of all the taught units taken in the year (40).
- ✓ Student meets all other criteria in 26.11 of the Code.

Therefore the examination board may permit the student to progress to the next year of study notwithstanding a failed unit mark.

2. Calculating the Final Programme Mark and Degree Classification

For the purposes of calculating the final programme mark and degree classification the year of study weighting for a Bachelors of Arts programme is 0:40:60 (see annex 25 for the agreed weightings by programme).

The final programme mark and degree classification is determined by calculating all the year marks (with credit point weighting) as in example 1 section 3 and then applying the primary and secondary rules:

Year 2		Year 3	
<i>Recorded Unit Mark</i>	<i>Credit Points</i>	<i>Recorded Unit Mark</i>	<i>Credit Points</i>
39.8	20	55.8 (9.3)	20
45.8	20	62.4 (10.4)	20
39.4*	20	58.1 (9.7)	20
42.2	30	57.0 (28.5)	60
41.0	30		
41.7	120	57.9	120

* the recorded unit mark is carried forward even though progression is permitted notwithstanding the failed unit mark.

Application of Primary Rule

Apply the weighting (0:40:60) to the recorded average year mark (not the rounded year mark):

Year 2 40% of 41.7 = 16.68 (16.7)

Year 3 60% of 57.9 = 34.74 (34.8)

Final programme mark 16.7 + 34.8 = **51.5 (52)**

The overall final programme mark is rounded to the nearest integer, i.e. 52

The final programme mark of **52** is not within the classification borderline so the secondary rule is not applied and a 2.2 is awarded.

EXAMPLE 3 – A student on taught postgraduate MSc programme

1. Calculating the Unit Mark

The summative assessment for notional unit 1 consists of:

- Essay (30%),
- Unseen written exam (40%),
- Practical (30%).

The final unit mark is calculated from the assessment marks (all marked on the 0-100 scale):

Level 7 unit (pass mark 50/100)	Short essay (30%)	Unseen written exam (40%)	Practical (30%)	Total unit mark
Actual score	60	49	59	
Weighted mark	$60/100 \times 30 = 18$	$49/100 \times 40 = 19.6$	$59/100 \times 30 = 17.7$	55.3* (55)

* The weighted mark is calculated to one decimal place, i.e. 55.3.

Credit may be awarded for the unit (assuming the student has fulfilled any other criteria), the recorded mark is 55.3, with a rounded mark of 55.

(If some assessments are marked on the 21 point scale section 15.18 of the Code explains how to calculate the unit mark).

2. Calculating the Taught Component Mark for the Purposes of Progression

The average 'taught component mark' is calculated by averaging the recorded unit marks following weighting according to the credit point value of the units:

	UNIT 1 (20cp)	UNIT 2 (20cp)	UNIT 3 (40cp)	UNIT 4 (20cp)	UNIT 5 (20cp)	Total (120cp)
Level of unit (and associated pass mark/100)	7 (50)	6 (40)	7 (50)	7 (50)	7 (50)	
Recorded unit mark (to one decimal place)	55.3	48.9	49.6	47.6	54.2	
For the award of credit and progression	Pass (55)	Pass (49)	Pass (50)	Fail (48)	Pass (54)	
Weighted mark (corresponding to credit point value)	$55.3/120 \times 20 = 9.2$	$48.9/120 \times 20 = 8.2$	$49.6/120 \times 40 = 16.6$	$47.6/120 \times 20 = 7.9$	$54.2/120 \times 20 = 9.0$	50.9 (51)*

* The weighted overall mark achieved for the taught component is recorded to one decimal place but is rounded to the nearest integer for progression purposes.

The student has failed Unit 4 (20 credit points) with a mark of 48 while Unit 2 (level 6 with a pass mark of 40) has been passed with a mark of 49. Therefore the progression rule in section 26.12 of the Code may be considered:

- ✓ The volume of credit points failed (20) is within the specified amount permitted (30).
- ✓ The unit mark (48) is within the specified range of the pass mark (45-49).
- ✓ The weighted average year mark (51) at or higher than the weighted average pass mark for all the taught units, which in this example is 48.3* because of the mix of level 6 and 7 units which have different pass marks.

* the weighted average pass mark is calculated by averaging the pass marks for the units, weighted by volume of credit points, i.e. the sum of the calculation $(a / b \times c)$ for each unit where a is the pass mark, b is the total volume of credit points and c is the volume of credit points of the unit: $(50/120 \times 20) + (40/120 \times 20) + (50/120 \times 40) + (50/120 \times 20) + (50/120 \times 20) = 48.3$ (to one decimal point).

- ✓ And meets all other criteria in 26.12 of the Code.

Therefore progression of the student to the dissertation stage is permitted notwithstanding the failed unit mark.

3. Calculating the Final Programme Mark and Degree Classification

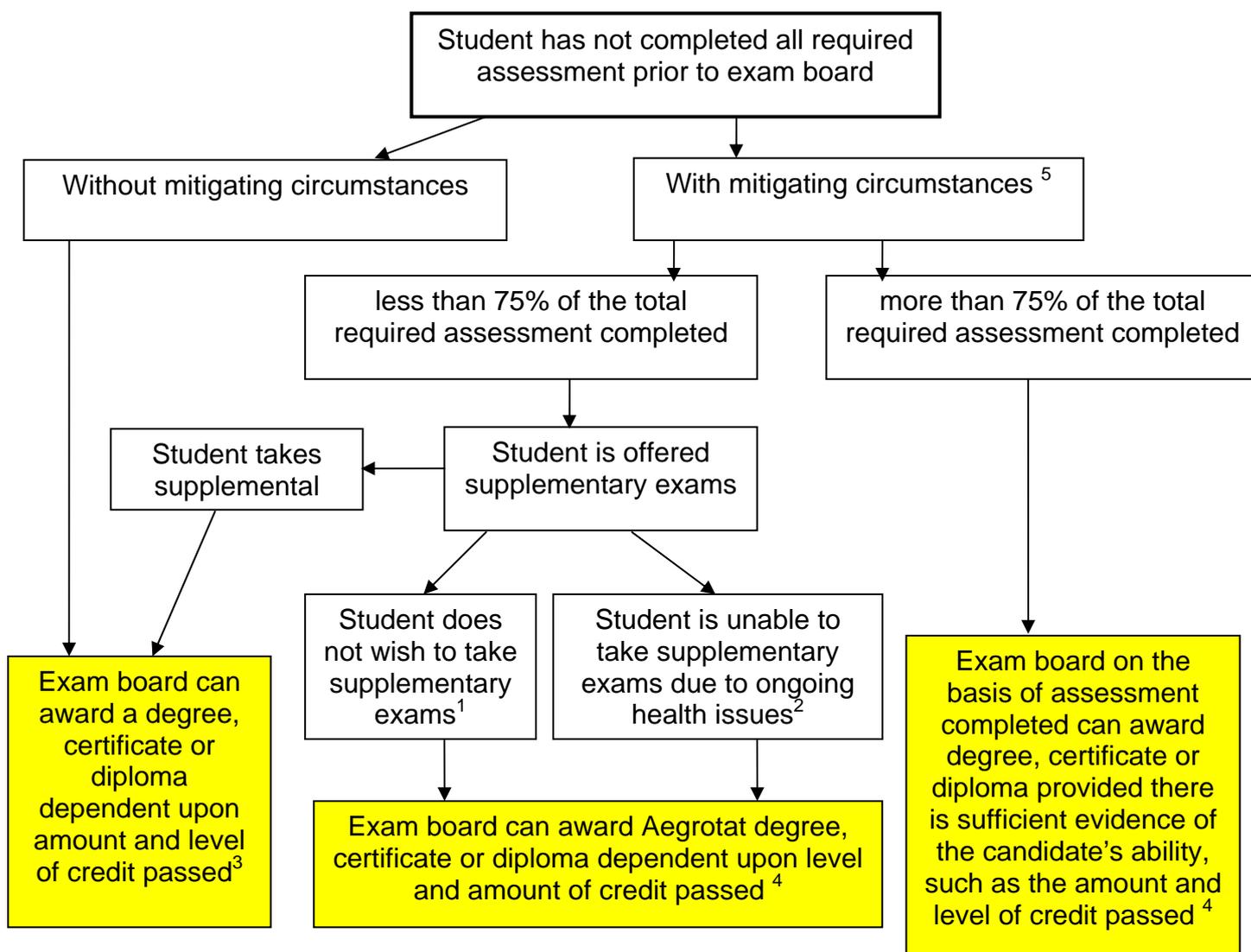
The final programme mark is calculated by averaging the recorded unit marks following weighting (corresponding to the credit point value):

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	DISS	Total
	(20cp)	(20cp)	(40cp)	(20cp)	(20cp)	(60cp)	(180cp)
Level of unit (and corresponding pass mark/100)	7 (50)	6 (40)	7 (50)	7 (50)	7 (50)	7 (50)	
Recorded unit mark (to one decimal place)	55.3	48.9	49.6	47.6	54.2	59.5	
For the award of credit	Pass (55)	Pass (49)	Pass (50)	Fail (48)	Pass (54)	Pass (60)	
Weighted mark (corresponding to credit point value)	$55.3/180 \times 20 = 6.1$	$48.9/180 \times 20 = 5.4$	$49.6/180 \times 40 = 11.0$	$47.6/180 \times 20 = 5.3$	$54.2/180 \times 20 = 6.0$	$59.5/180 \times 60 = 19.8$	53.6 (54)*

*The overall programme mark is rounded to the nearest integer and the Master's degree is awarded on the basis of the final programme mark of **54**.

Guidance in Respect of Students Who Have Not Completed All Required Assessment for Honours Classification (in relation to Ordinance 18)

This guidance should be read in conjunction with Ordinance 18 (which follows). It provides the various options for faculties and schools to offer students who do not complete all the required assessment for honours classification.



NOTES

1. For example an overseas student may wish/need to return to their home country and not be able to take supplementaries or a student may already have found employment which does not require an honours degree.
2. This can include death.
3. See the University's credit framework
4. See Ordinance 18.
5. See also section 18: 'Medical and other extenuating circumstances'.

Approved by Senate, October 2009

Ordinance 18

Failure to Complete Assessment

Failure to complete part of the assessment

A candidate may be prevented by illness or other substantial cause from completing a minor part of the assessment for an academic award. Provided this does not exceed one quarter of the total, and provided there is sufficient evidence of the candidate's ability, then on the recommendation of the relevant examination board for the programme of study, the faculty examination board may allow the candidate to pass, where appropriate with a classified award.

Aegrotat awards

Aegrotat awards do not include an honours degree or an award with commendation or distinction. They will not be made to candidates for academic awards which deem the holder to be fit to practise in a professional capacity.

In the following circumstances the faculty examination board may decide that an aegrotat award should be made:

- a) if the candidate has been prevented by illness or other substantial cause from completing a minor part of the assessment for an academic award, as under Failure to Complete Part of the Assessment above, but there is insufficient evidence of the candidate's ability for the examiners to make a classified award; or
- b) the candidate has been prevented by illness or other substantial cause from completing the whole or a major part of the assessment;
and in addition to case a) or b),
- c) the candidate is unable to undergo assessment at a later date in accordance with regulations, or the department and student consider this undesirable or impracticable; and
- d) the candidate has demonstrated that he or she is worthy of an aegrotat award; and
- e) the candidate agrees to an aegrotat award.

Annex 25

Agreed Weightings, by Faculty, to be applied for the Purposes of Calculating the Final Programme Mark and Degree Classification in Undergraduate Programmes

Faculty	Type of Programme			
	Bachelor's three year honours degree	Bachelor's four year honours degree with a year in Industry or Study Abroad	Integrated four years Master's degree	Integrated four years Master's degree with year in Industry or Study Abroad
Arts	0:40:60	0:30:10:60	-	-
Engineering	0:25:75	0:15:10:75	0:10:40:50	0:15:10:75
Medical and Veterinary Sciences	0:25:75	0:15:10:75	0:10:40:50	0:15:10:75
Science (by school)				
<i>Biological Sciences</i>	0:25:75	-	-	-
<i>Chemistry</i>	0:25:75	0:15:10:75	0:10:40:50	0:15:10:75
<i>Earth Sciences</i>	0:25:75	-	0:10:40:50	0:15:10:75
<i>Experimental Psychology</i>	0:40:60	-	-	-
<i>Geographical Sciences</i>	0:25:75	0:15:10:75	0:10:40:50	0:15:10:75
<i>Mathematics</i>	0:25:75	0:15:10:75	0:10:40:50	0:15:10:75
<i>Physics</i>	0:25:75	0:15:10:75	0:10:40:50	0:15:10:75
Social Sciences and Law (by school)				
<i>Sociology, Politics and International Studies</i>	0:25:75	0:15:10:75	-	-
<i>Policy Studies</i>	0:25:75	0:15:10:75	-	-
<i>Economics, Finance and Management</i>	0:40:60	0:30:10:60	-	-
<i>Law</i>	0:40:60	0:30:10:60	-	-
<i>Applied Community and Health Studies *</i>	Exempt	Exempt	-	-

* The new degree classification rules will not apply to the two programmes in the School of Applied Community and Health Studies (BSc Deaf Studies and BSc Audiology).

**Generic Weightings for the Differing Programmes to be applied for the Purposes
of Calculating the Final Programme Mark and Degree Classification in
Undergraduate Programmes**

Programme	Weighting of years
Foundation degree	0:100
Aegrotat degree (unclassified)	N/A
Ordinary degree (unclassified)	N/A
Bachelor's honours degree by intercalation	0:0:100
Bachelor's three year honours degree <ul style="list-style-type: none"> • for subjects where there is an emphasis on the incremental skills, knowledge and understanding that will be accumulated during the programme, the weighting rule gives a significantly higher weighting to the final year. • for subjects in which a more balanced weighting is deemed appropriate with some recognition of progression. 	0:25:75 or 0:40:60
Bachelor's four year honours degree that includes and requires study abroad or in industry (i.e. away from the University) for one academic year <ul style="list-style-type: none"> • for subjects where there is an emphasis on the incremental skills, knowledge and understanding that will be accumulated during the programme, the weighting rule gives a significantly higher weighting to the final year. • for subjects in which a more balanced weighting is deemed appropriate with some recognition of progression. 	0:15:10:75 or 0:30:10:60
Integrated four year master's degree	0:10:40:50
Integrated four year master's degree that includes and requires study abroad or in industry (i.e. away from the University) for one academic year	0:15:10:75
Integrated five year master's degree that includes and requires study abroad or in industry (i.e. away from the University) for one academic year	0:10:10:30:50
Professional five year undergraduate programmes (unclassified)	N/A

Dissertation Guidelines for Taught Postgraduate Programmes

Schools may adopt their own guidelines based on these generic guidelines, but they will be subject to annual monitoring and progressive harmonisation at Faculty level.

Preparation: Schools will provide students with information to enable them to prepare the dissertation and will advise them of the specific requirements and submission deadlines that apply in relevant handbooks or online. Students are expected to attend dissertation workshops/seminars, dissertation units and/or specific sessions with their dissertation supervisor. Students should be given access to good examples of Master's dissertations or dissertation templates while preparing the dissertation.

Students must ensure that their dissertation is their own work and must identify any material which is not their own work by referencing and acknowledgement. The dissertation must NOT incorporate dissertation material which has been used for another degree or plagiarise the work of others.

Number of copies: Two printed copies of the dissertation must be submitted for examination together with an electronic copy, which will be checked for evidence of plagiarism.

Binding: The dissertation should be presented in a secure, temporary binding, with a glued or spiral spine, e.g. 'perfect binding' and 'spring-back binding'. The University's Print Services can provide this service. Information may be obtained from the relevant School Office.

Preliminary pages: The first five preliminary pages must be single-sided and include: a Title Page, Abstract, Dedication and Acknowledgements (if applicable), Author's Declaration and Table of Contents.

Title page: At the top of the title page, give the title and, if necessary, the sub-title. The full name of the dissertation author should be in the centre of the page. At the bottom centre should be the following words:

"A dissertation submitted to the University of Bristol in accordance with the requirements of the degree of Master of ...(title) by advanced study in ...(programme title) in the Faculty of...(Faculty name)". Under this text, the name of the School and the date that the dissertation was submitted should be provided. The word count should be shown on the title page.

Abstract: Each dissertation copy must include an abstract or summary of the dissertation in not more than 300 words, on one side of A4, which should be single-spaced in font size 10, 11 or 12.

Dedication and acknowledgements are at the discretion of the student.

Author's declaration

I declare that the work in this dissertation was carried out in accordance with the requirements of the University's Regulations and Code of Practice for Taught Postgraduate Programmes and that it has not been submitted for any other academic award. Except where indicated by specific reference in the text, this work is my own work. Work done in collaboration with, or with the assistance of others, is indicated as such. I have identified all material in this dissertation which is not my own work through appropriate referencing and acknowledgement. Where I have quoted from the work of others, I have included the source in the references/bibliography. Any views expressed in the dissertation are those of the author.

SIGNED: DATE:
(Signature of student)

Table of contents, list of tables and illustrative material: The table of contents must list, in sequence and with page numbers, all chapters, sections and sub-sections, the list of references; as well as abbreviations and appendices (if permitted). The list of tables and illustrations should follow the table of contents, listing with page numbers the tables, photographs, diagrams in the order in which they appear in the text.

Further information on the layout of dissertations may be found in British Standard Recommendations on the presentation of dissertations, available in the Arts & Social Sciences Library, Tyndall Avenue and in the Examinations Office.

Sequence: Dissertation material should be organised as follows:

- Title Page
- Abstract
- Dedication and Acknowledgements (if applicable)
- Author's Declaration
- Table of Contents, Tables and Illustrative Material
- Text – chapters, sections and sub-divisions
- Appendices – (if any, including media)
- List of references/Bibliography

Word length: A standard dissertation will have a maximum word count of between **10,000–15,000 words**. A dissertation based on laboratory work may have a maximum word count of between **6,000–10,000 words**. **The upper word limits may not be exceeded.** References and lists of contents pages may be additional to the word limit, as can be appendices (although these should be reasonable in length). A word count must be shown on the Title Page.

Paper: The dissertation must be printed on A4 (210mm x 297mm) white paper. A3 paper may be used for maps, plans, diagrams and illustrative material. Pages should normally be double-sided (except the preliminary 5 pages which must be single-sided).

Page numbering: Pages should be numbered consecutively at the bottom centre of the page (i.e. the title page is page 1), including appendices.

Text: Text should be in double or 1.5 line spacing; the font size should be chosen to ensure clarity and legibility for the main text and any quotations and footnotes e.g. 12pt. Margins should not be less than 40mm at the left hand (binding) side and not less than 15 mm at the top, bottom and side.

Digital recording media, photocopies and photographs: Appendices may include digital recording media in standard formats and good quality photocopies and photographs as long as such material constitutes the most appropriate method of presenting the information. This material should be clearly labelled and listed in the dissertation's list of illustrative material. Material must not infringe copyright regulations.

Submission: Students should submit **two** printed copies of the dissertation to the School Office, together with the signed submission form by the required deadline date and time. Students must also submit an electronic copy of their dissertation via Blackboard or via email to the School Office. Electronic submission of the dissertation enables examiners to check submitted dissertations for plagiarism using plagiarism detection software. In many schools, the dissertation must be submitted by 12.00 noon on the deadline date. One copy will normally be securely stored in the School, in line with data protection guidelines. Students should retain an additional copy of the dissertation in case they are called for an oral examination.

Dissertation submission deadline dates for some part-time and professional programmes may differ from the above deadlines, but they must be clearly stated in school handbooks and enable timely student graduation.

Penalties apply for late submission: See section 18 of the Regulations and Code of Practice. Other than in exceptional circumstances, students must submit their dissertation within the normal study period for the award and in accordance with the programme's requirements and published University deadline dates for submission:

Student mode of attendance	Dissertation submission deadline date	Degree Congregation date (when degree conferred if successful)
Full-Time	15 September	February
Part-time	15 September	February
Part-time variable	Normally by the maximum study date.	July/February

Dissertation examination: dissertations are assessed by two internal examiners (at least one of whom is not the dissertation supervisor). Borderline decisions, or where there is disagreement between markers, may be referred to the external examiner. An Examiner's Report Form is used to give feedback on the dissertation and a final mark. Details are contained in school handbooks. Official notification of the examination result is sent to students following the relevant Board of Examiners.