

REGULATIONS AND CODE OF PRACTICE FOR TAUGHT PROGRAMMES

Assessment, Progression and the Award of a Qualification

2025-26

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REGULATIONS AND CODE OF PRACTICE FOR TAUGHT PROGRAMMES

Assessment, Progression and the Award of a Qualification

2025-26

A. INTRODUCTION

1. Purpose and application of these regulations

- 1.1. These Regulations and Code of Practice ('the Code') summarise the University's expectations for the conduct of assessment, progression through a programme of study and the award of a qualification in approved undergraduate and taught postgraduate [awards](#) and [qualifications](#) of the University, including those taught at the equivalent of level 3 in the national Qualifications and Credit Framework.
- 1.2. Additionally, the following programmes are governed by [specific regulations](#):
 - MBChB, BDS, BVSc, Gateway to Medicine, Dentistry and Veterinary Science, BSc in Veterinary Nursing, Bachelor of Dental Therapy, BSc in Dental Hygiene and Therapy, Postgraduate Diploma in Orthodontic Therapy, the International Foundation Programme, Foundation programmes, Postgraduate Certificate in Education, MA in Law, MSc in Social Work, MRes in Economics, postgraduate programmes in Clinical Neuropsychology, Preliminary year programmes and the Pre-Sessional English for Academic Purposes Courses.
- 1.3. The relevant sections of this Code also apply to the assessment, progression and completion of any taught units or components in research degree programmes. For further information please see the regulations for specific degrees in the [Regulations and Code of Practice for Research Degree Programmes](#).
- 1.4. The Code applies to all taught students, including those who study on a part time basis. For this purpose, where reference is made to 'years of study' the 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.
- 1.5. For the purpose of this Code, the following definitions apply:
 - a 'regulation': 'a rule set by the University which must be followed';
 - a 'policy': 'statement established by common consensus that will be followed, unless there is good and validated reason otherwise.'
 - a 'procedure' – a statement to guide the implementation and application of regulations robustly and consistently.
- 1.6. **Regulations within the Code may not be varied. They are indicated by boxed text.** The rest of the Code should also be followed. Any requests to depart from the Code must be approved by the relevant Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate and the Pro Vice-Chancellor (Education and Students) or delegate. A request to depart from the Code should take into account consistency of practice university-wide and the spirit of the Code.

Application of new or revised regulations

- 1.7. Students will be subject to the regulations that are in place for the current academic year on registering for that year of study, subject to the provisions set out in 1.10. For clarity, this includes students undertaking assessment in the reassessment period and submitting a dissertation in a taught postgraduate degree programme prior to the finalist exam board. Students who are re-taking units as part of a supplementary year in the next academic year will be subject to the regulations in place for that academic year.
- 1.8. Students studying on a part-time basis are subject to the version of the Taught Code that is in place on registering at the start of the **academic year**, unless a change is being phased in. Where this is the case, schools should ensure that students are not disadvantaged by the phasing in of regulation; applying the more favourable (to the student) regulation in cases where a student first registers on a programme under one regulation, which is then superseded by a revised version of the regulation.
- 1.9. When the University proposes significant changes to the formal University regulation and policies that govern taught programmes:
 - It will consult with the sabbatical officers of the Students' Union and determine whether its implementation would negatively affect existing cohorts of students.
 - Where no negative effects are identified, the change may be applied universally to all student cohorts, normally from the beginning of an academic year.
 - Otherwise, a change may only be introduced for new first-year cohort registrations and phased in (please see 1.10 for those regulations or policies that are currently being phased in).
- 1.10. Where a change is being phased in (as above):
 - Newly registered students who do not enter the first year of a programme will be subject to the regulations that are in place for the student cohort that they are joining.
 - Those students who initially registered under one set of regulations and who subsequently join a different cohort that is governed by a different set of regulations (e.g. through a suspension of studies, a requirement to repeat a year or undertake a supplementary year) will become subject to the new regulations on registration into the new cohort.
- 1.11. Should there be uncertainty about which set of regulations cover a particular student, a decision should be made that reflects the best interests of the student.
- 1.12. The following regulations and policies within this version of the Taught Code are currently being phased in:
 - Due to professional accreditation requirements, the application of the compensation rule has been amended for students newly registered on accredited programmes in the following schools (as set out in the [Programme Catalogue](#)) from 2022/23 onwards:
 - School of Civil, Aerospace and Design Engineering
 - School of Computer Science
 - School of Electrical, Electronic and Mechanical Engineering
 - School of Engineering Mathematics and Technology

The existing regulations on compensation apply to students newly registered prior to 2022/23. (31.20-22 and 31.40-45)

- The progression requirements onto a placement year (study abroad or industrial placement) within an undergraduate programme are changed for new entrants to undergraduate programmes from 2023/24 (31.29).
- Due to a change in the methodology for calculating degree classification (using the rounded year mark to calculate the final programme mark, rather than the actual year mark) a check will be undertaken at the point of classification to guide the relevant exam board in ensuring that the change does not disadvantage the academic outcome of any student, who first registered on their intended programme of study prior to the 2022/23 academic year, with the higher classification being awarded, where applicable. This check will be undertaken until the eligible student cohorts have completed their intended programme of study (31.58 and 33.25).
- New academic regulations governing taught postgraduate programmes are introduced for 2024/25. For students who first registered on their programme before 2024/25, classification will be calculated using the new methodology **and** the methodology set out in the 2023/24 regulations, with the student receiving the higher classification, if any (section 33).
- The year in industry will become pass/fail for the award of credit in programmes in the 'Engineering schools' for new entrants from 2025/26, thus amending the weighting for classification on these programmes (14.30 and 31.55).
- The programme structure of the MSc Social Work has been changed (becoming 180cp from 320cp). This will apply to the new year 1 cohort from 2025/26 with the previous regulations still covering year 2 students who started before 2025/26 (see [regulations for specific programmes](#)).
- A new classification method for non-modular programmes in Dentistry will apply for all new and existing students from 2025/26. A 'no detriment' process will be run for existing cohorts where both the new and previous methodologies are applied at the point students are considered for classification with them receiving the higher classification, if any (see [regulations for specific programmes](#)).
- A new classification method for non-modular programmes in Veterinary Science (BVSc) has been introduced for new student cohorts from 2025/26 (see [regulations for specific programmes](#)).

2. Changes for 2025-26

Key changes

1. Confirming student outcomes (exam boards) ([section 30](#))

A new approach has been agreed to how we confirm student academic outcomes and the function of exam boards. The key changes are to:

- Revise the exam board model to enable as many decisions as possible to be taken at reconstituted school exam boards.
- Retain a mechanism for approving complex student outcomes.
- Introduce additional assurance mechanisms to support school-level decision-making.

The new regulations are supported by a procedure document, and come into effect from 2025/26 starting with any exam boards held following the TB1 assessment period for students that require a programme-level academic outcome, and then at scale for the summer 2026 exam boards.

2. Student outcomes appeals ([section 36](#))

A new set of simplified regulations governing appeals has been designed, supported by a new Procedure document. In summary, the key changes are to:

- **Strengthen assurance in the decision-making process** with any appeals that are upheld or found to contain an error referred back to the original academic body responsible for the decision for further review and consideration.
- **Revisions to stage names and simplification of language** seek to provide clarity, be more accessible to students and more accurately reflect the purpose and better describe the process.
- **The introduction of a new mandatory 14-day Early Resolution stage** to provide rapid resolution, where possible, which provides the opportunity to significantly reduce volume of appeals progressing to formal stages and improve the student experience.
- **Introduction of a triage step to the Review Stage** (previously referred to as the University Stage) with a 7-day timeframe.
- **Changes to engagement timeframes and turnaround time targets**, assures ability to deliver end-to-end procedure within OIA required timeframe and delivers faster outcomes to students where possible.
- **Streamlining of documentation associated with appeals and more nuanced processing based on grounds** will improve the quality of the materials and the experience of the decision maker, minimise paperwork and maximise efficiency.
- **Rationalisation of decision-making mechanisms** ensures appeals can be dealt with more swiftly by the appropriate decision maker.

3. Feedback to students on their work ([section 25](#))

A refreshed policy has been established to clarify when and how feedback is returned to students on the basis of a series of recommendations of a task and finish group that were approved by University Education Committee. This replaces the previous *Framework on returning feedback to students* and brings it into the Taught Code. The key policy points

with the previous *Policy on exam script access* have also been extracted and added into the new policy.

4. **Updating education role-holders named as a decision-maker** (various sections)
Given recent changes to roles, and to future-proof regulation, references to specific education role-holders that takes action or makes a decision will be replaced with the role that has overall responsibility for the action or decision, or their delegate, including the approval of change of circumstances processes. This will be applied at school, faculty and university level. An internal delegation document will be established to set out where actions / decisions are made in practice.
5. **Classification in non-modular programmes in Dentistry** (in [specific regulations](#))
The classification method in the non-modular programmes in Dentistry (BDS, the new BDT and future new BDH) has been revised so that distinction and merits are awarded based solely on an individual student's programme mark in relation to mark thresholds rather than in comparison to their cohort.

This will apply for all new and existing students from 2025/26. A 'no detriment' process will be run for existing cohorts where both methodologies are applied at the point they are considered for classification and students receive the higher classification, if any.
6. **Classification in the non-modular programme of Veterinary Science** (in [specific regulations](#))
The classification method in BVSc Veterinary Science programme has been revised with the classifications of 'merit' and 'distinction' being removed. Instead all students who meet the requirements for the award of the BVSc will receive a degree with a 'pass'. Excellence in different aspects of the programme will be rewarded with Letters of Commendation. The change will apply to new student cohorts from 2025/26.
7. **Applying compensation to non-accredited UG programmes in Engineering Schools** (within [section 31](#))
A means for standard regulations on compensation to be applied in non-accredited programmes in the 'Engineering schools' has been established to allow for the possibility of students continuing their studies or receiving an award as a route off accredited programmes (where compensation is limited due to accrediting body requirements). This will apply for all students from 2025/26 on the basis that it will not disadvantage them.
8. **Pass/fail year in industry in Engineering Schools** (sections [14](#) and [31.55](#))
The year in industry will become pass/fail for the award of credit in programmes in the 'Engineering schools', thus amending the weighting for classification on these programmes. This will apply to new entrants from 2025/26.
9. **Reassessment for inbound study abroad students** (section [31.16](#))
Reassessment for coursework during our reassessment period will be permitted for inbound study abroad students, unless specifically precluded by the home partner institution.
10. **Refining the operation of exceptional circumstances**
A series of changes to refine and simplify the operation of ECs have been agreed in response to feedback from staff during the evaluation of the ECs process, two of which require regulatory change. The rest will be updated within the guidance for exam boards and ECCs on considering exceptional circumstances.

- a. A supplementary assessment opportunity is the only mitigation available for an i2 impact classification.
- b. A point beyond the coursework submission deadline is established at which a student cannot submit their work or it is considered a non-submission – more than four days late (L5). ([section 24.3](#))
- c. Any penalty applied for late submission can be removed by any impact classification between i2-i4 as mitigation.
- d. A student who has failed a unit but met threshold for reassessment, and has a mix of first and second/third attempt reassessment within that unit, does so for a capped mark as default. This capped unit mark, however, can be lifted by the exam board should the student achieve at least a pass unit mark based on the first attempts of assessment. (section [31.11](#))
- e. New guidance for exam boards is provided for when it considers the impact of ECs that has been noted from previous years when considering the classification of an award.
- f. Exam boards are permitted to agree that an UG student re-submits their dissertation (in addition to re-taking) at the same attempt number as mitigation at the summer exam board.

Minor changes / clarifications

1. **Clarifying an assessment misconduct penalty** ([section 23.13](#))
One of the existing academic misconduct penalties has been clarified, that is: a panel should only recommend the award of a mark of zero for the unit, and not make any supplementary recommendations, and that under this penalty, the exam board can allow reassessment for the award of credit only, but that the unit mark of zero is retained.
2. **Volume and types of assessment within an assessment period** ([section 31.12](#))
The existing 80cp limit on the amount of reassessment that can be taken in an assessment period has been extended to final year UGs, and the scheduling of re/assessment relating to the attempt number and the assessment period clarified.
3. **Setting coursework submission deadlines** ([section 18.3](#))
The setting of a submission deadline is permitted on a Friday between 10.00-12.00 in addition to 10.00-16.00 on Monday-Thursday.
4. **Length of timed assessments** ([section 18.10](#))
The length of timed assessments has changed to three days (from four) retaining an additional day for alternative examination arrangements.
5. **Updates on oral examination as a form of assessment** ([section 18.18-19](#))
The intention of oral examinations has been clarified, removing the implication that such forms of assessment must apply to all students.
6. **Backdating a suspension of studies** ([section 12.10](#))
Faculties are permitted to approve the backdating of a suspension for more than one month in exceptional cases.
7. **Grounds for an extension to a period of suspension** ([section 12.5](#))

A 'good ground' to extend a period of suspension has been added: where there has been significant curriculum changes during the suspension and a later start is required for the student to return at the most appropriate point in the programme.

8. Late submission of EC cases considered where a good reason is provided ([section 20.28](#))

Late submitted ECs may only be considered under the appeals process where a good reason is provided to explain why the student was not able to submit in time.

9. Outcome from self-certifying absence from assessment ([section 20.18](#))

The outcome from a self-certification of absence from assessment is for the student to take the assessment again the next time it is scheduled at the same attempt number, unless where alternative mitigation is agreed for a subsequently submitted exceptional circumstances.

10. Deadline for submission of self-certifying absence from assessment ([section 20.14](#))

The deadline for the submission of a self-certification for absence form is changed to the end of the day after the assessment took place (from the end of the day in which the assessment occurred).

11. Optional units that are pass/fail and implications for progression ([section 18.1](#))

The 'deemed to be must-pass' status of units that are pass/fail only for the award of credit has been removed. This allows conditional progression to be enacted in undergraduate programmes where it is available if a student fails to meet the conditions for the award of credit by the end of the academic year.

12. Update to policy on recognising UoB credit ([section 7.13](#))

Prior learning gained at UoB is specifically included under this policy..

Undergraduate only

13. Intercalation onto integrated masters degree programmes ([section 5.8](#))

The allowance of credit to count towards more than one qualification has been extended to enable external students to intercalate onto and be awarded an MSci integrated masters degree programme.

14. Defining process for UG applicant or student transfer ([annex](#))

Requests for transfer at the start of an undergraduate programme are made to the relevant school office once the student has completed online registration. Prior to this, applicants should seek a transfer through the central admissions team.

PGT programmes only

15. Inclusion of a dissertation in a PGT Masters degree programme ([section 3.24](#))

PGT Masters degree programmes will include a dissertation (or equivalent project) unit, unless otherwise agreed for accreditation purposes.

16. Deadline for PGT dissertation submission ([section 18.10](#))

This change provides flexibility as to whether the dissertation (or equivalent research project) is the final assessment in a PGT programme. Previously the structure of a PGT programme assumed that the dissertation is the final assessment and therefore had a published deadline date.

17. Classification of PGT exit awards ([section 33.23](#))

For students who are not required to withdraw but achieve one of the 'new' exit awards (i.e. they do not have the credit for a Masters but have completed the research unit), clarify that classification is not permitted in PGT exit awards where a student has failed one or more units in their registered programme

Changes to the Annexes

- Annex 2: Series of updates to the specific programmes that have their own regulation, including
 - Updates to the regulations for the MSc Social Work: to reflect the approved change in its structure (becoming 180cp from 320cp). This will apply to the new year 1 cohort from 2025/26 with the previous regulations still covering year 2 students who started before 2025/26.
 - Adding the award and classification requirements to the specific regulations for each non-modular programme from the main body of the Taught Code.
 - New regulations for the BDT Dental Therapy as a non-modular programme (akin to the BDS).
 - Moving of the regulations for preliminary programmes from the main body of the Taught Code into specific regulations.
 - Removal of the specific regulations: for: the Postgraduate Certificate in Academic Practice; MSc in Veterinary Sciences and Postgraduate Diploma in Veterinary Clinical Practice; and, the Graduate Diploma
- Retirement of the previous University Assessment Regulations (see below).
- Previous annexes 8 and 10 have been combined into a single annex on calculating marks.
- Previous annex 9 on weightings for calculating classification has been moved into the Taught Code (section 31).

Rewrite of the Taught Code:

A phased re-write of the academic regulations for taught programmes has commenced. The following areas have been subject to the re-write methodology this year:

- Progression, award and classification in undergraduate modular programmes ([section 31](#))
- Academic outcomes appeals ([section 36](#))
- Setting of assessment ([section 18](#))
- Academic misconduct ([section 23](#))

The last three sections accounts for the content that was previously provided in the Assessment Regulations, which has been retired as a regulatory document. The specific contract cheating procedure has also been retired, with such investigations coming under the standard procedure for investigating cheating.

One of the aims of the rewrite is to remove procedural information from regulations and policy. Separate 'procedure' documents have therefore been established to home this content, which supports the implementation of the regulations where required (see contents).

As part of the re-write, the sections and sometimes content in the Taught Code has been re-ordered so to create a more logical flow. A comparison of the ordering of the sections in the previous version of the Code compared to this one is provided: [taught code-mapping-of-sections-25-26.pdf](#).

The re-write of the rest of the sections in the Taught Code will continue in 2025/26.

Approved in 2024/25 for implementation in 2025/26:

- Updates to reflect the new faculty structure where a specific faculty is referenced.

B. PROGRAMME STRUCTURE AND DESIGN

3. Programme design and types

- 3.1. Each degree programme is the responsibility of the relevant faculty, subject to approval by 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.
 - 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, BDT and BVSc programmes and Gateway variants.
 - 3.6. Faculties and schools must specify the constituent units for all existing and any new programmes in the programme specification, as well as the programme aims, intended learning outcomes, any opportunities for conditional progression and the status of those units within its structure, including whether they are 'must-pass'. The programme specification is also the definitive record for any programme-level rules on the award of credit, student progression and qualifying for the intended or exit awards.
 - 3.7. 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.
- 3.8. The University does not encourage students to take more than the required units for any programme, however, a student may request to take a unit in addition to their programme structure (i.e. the unit is not listed in the programme structure and student is not permitted to take it as an alternative optional unit). This requires the agreement of both the Programme Director of the student's programme and the Unit Director. If agreed, the student will engage with the unit as normal and be awarded credit if they meet the relevant criteria, however, neither the credit nor the marks contribute to their progression or final award. The student pays a pro-rata fee for the additional unit.
- 3.9. Where distance learning is required or offered for part of, or whole of, a programme, faculties and schools must consider and fulfil the [principles for the design and delivery of programmes by distance learning](#).

Programme start and end dates

- 3.10. Normally an undergraduate or taught postgraduate programme will commence on the Monday of Welcome Week.

- 3.11. Normally an undergraduate programme will finish on the final day of term time whilst a taught postgraduate programme will finish on the dissertation deadline date, as both set out in the University Almanac.
- 3.12. A programme may be permitted to have alternative start/end dates where it contains practice-based elements that are constrained by when they can be arranged in the calendar and/or it is specifically designed to be studied flexibly by working professionals. An alternative start/end date for a programme requires approval by the relevant Faculty and the University Education Committee.

Levels of study - programmes

3.13. The University of Bristol, in accordance with the national Qualifications Framework, awards the following taught academic qualifications:

- Masters Degree – at level 7
- Integrated Masters Degree – at level 7
- First Degrees in medicine, dentistry and veterinary science – at level 7
- Postgraduate Diploma – at level 7
- Postgraduate Certificate – at level 7
- Postgraduate Certificate in Education – at level 6
- Graduate Diploma – at level 6
- Graduate Certificate – at level 6
- Bachelors Degree (with and without Honours) – at level 6
- Diploma of Higher Education – at level 5
- Certificate of Higher Education – at level 4

View a list of the [academic awards](#) made by the University.

Undergraduate programmes

- 3.14. Undergraduate programmes may be a single unitary degree or a joint 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.
- 3.15. Where a programme crosses faculty or school boundaries, one of the contributing schools or faculties must own the programme and apply the relevant regulations as set out in this document. For programmes that span faculties the programme committee must decide the 'owning' school or faculty, guided by the balance of the programme and the home school / faculty of the academic lead.
- 3.16. 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.
- 3.17. The normal requirement for each full-time year of undergraduate study is 120 credit points.
- 3.18. A student on a degree programme must take and satisfactorily complete University of Bristol units which comprise the final 120 credit points of the programme, except where there is a specific agreement with another institution that has been approved.

Integrated masters degrees

An integrated masters degree is an undergraduate programme that merges the study of a bachelor's degree with a master's degree into one continuous degree.

- 3.19. Integrated Masters degrees must state in their programme specifications whether they are of the advanced study type (type II as defined by the QAA), professional type (type III) and/or has a formal period of study abroad / in industry.
- 3.20. Integrated Masters degrees without a period of study abroad or in industry will have an exit award of a Bachelors Honours degree at the end of the third year of study, in accordance with the University's credit framework. Where the exit award for the integrated masters has the same title as a free-standing degree also awarded by the University, students leaving with the exit award must have completed the same or directly equivalent programme learning outcomes as graduates from the free-standing programme.
- 3.21. Where exit awards are not professionally accredited, this must be set out in the programme specification and reiterated to students prior to the start of the second year of study.
- 3.22. The degrees of MSci, MArts, MLibArts and MEng may be awarded with honours, as follows: first class honours and second-class honours in two divisions.
- 3.23. The University also provides a number of programmes that prepare students for study at degree level:

- Gateway Year – a year of study at level 4 that is integrated with and prepares students for studying on an identified non-modular professional degree programme. Such years of study are subject to [specific programme regulations](#).
- Preliminary Year – a year of study at level 4 or equivalent to level 3 in the national Qualifications and Credit Framework that is integrated with and prepares students for studying on an identified modular degree programme. Such years of study are subject to [specific programme regulations](#).
- Foundation Year – a year of study in a stand-alone programme at level 4 or equivalent to level 3 in the national Qualifications and Credit Framework that prepares students for admission to higher education generally. Such years of study are subject to this Code, with any deviations being captured in [specific programme regulations](#).

Taught postgraduate

- 3.24. Postgraduate Masters degree programmes are structured to include a dissertation (or equivalent project) unit of 60 credit points, unless otherwise stated in specific programme regulations due to accreditation purposes, as approved by the Faculty. Postgraduate Masters awards with an enhanced research component normally require dissertation/s worth 90 to 120 credit points.

Master of Research (MRes)

- 3.25. The MRes is a classified taught postgraduate degree. Its main aim is to provide a structured research training programme which can act as a foundation for doctoral study or for a research career outside academia. It may also be used to provide an exit award from a doctoral programme which includes a taught component.

- 3.26. An MRes will comprise 180 credit points, and include a research component of between 60 and 120 credit points at level 7.
- 3.27. All MRes programmes will provide an exit award of a Postgraduate Certificate (with the attainment of 60 credit points). If the structure of the taught component permits, MRes programmes will also provide an exit award of a Postgraduate Diploma (with the attainment of 120 credit points).

4. Unit types

- 4.1. The definitive record of the content of a unit, its intended learning outcomes, how it will be assessed and the criteria for the award of credit is provided in the unit specification.
- 4.2. Subject to the approval by the Faculty on i-iii, schools shall determine: (i) the content and duration of each unit, (ii) the criteria for its satisfactory completion; (iii) the value in terms of credit points and level to be assigned to each unit; and (iv) the pre-requisites and co-requisites associated with each unit.
- 4.3. Faculties and schools must ensure that programmes and units conform to the structure of the academic year as laid out by Senate.
- 4.4. Units should not span more than one academic year. A unit may only be scheduled to run outside of the agreed structure where there are good pedagogic reasons so to do when approved by the University Education Committee.

Unit sizes

- 4.5. In undergraduate programmes, the University's standard unit sizes are 20, 40 and 60 credit points are permitted. 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.
- 4.6. In postgraduate taught programmes, units of 20, 30, 40 and 60 credit points are permitted.
- 4.7. Any exceptions to the standard credit sizes must be approved by the Pro Vice-Chancellor Education and Students or delegate.

Unit types

- 4.8. A unit may be 'mandatory' or 'optional' within a programme structure (see the glossary for definitions), as set out in the [transition policy for programme simplification](#).

Levels of study

- 4.9. The following levels of credit are used by the University, in accordance with the Framework for Higher Education Qualifications of UK Degree Awarding Bodies:

- level 4 units that are normally taken as part of the first year of an undergraduate programme
- level 5 units that are normally taken as part of the second, third or final year of an undergraduate programme.
- level 6 units that are normally taken as part of the third or final year of an undergraduate programme.

- level 7 units that are normally taken as part of the final year of a masters or integrated masters programme or the year abroad.

Units may be provided that are equivalent to level 3, as established in the UK Qualifications and Credit Framework (QCF), where they feature in preliminary year or foundation year programmes.

Shared teaching between undergraduates and postgraduates

4.10. 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.

5. Credit

- 5.1. The University's credit framework, which summarises the amount and level of credit required to receive a University award, is reproduced on the following page.
- 5.2. The amount and level of credit specified in the tables should be regarded as the minimum. If a school wishes to diverge from these amounts, the faculty must seek University level approval, through the University Education Committee.

5.3. *The University's Credit Framework:*

Qualification	FHEQ Level	Total credits required	Minimum credits required at the highest level*	Equivalent ECTS credits	Additional credit requirements
Taught Masters degree	7	At least 180	160	The minimum requirement is 60, however, a range of 90-120 is more typical.	
Integrated Masters degree	7	At least 480	120		Where the programme includes a year away from the University: at least 60 credit points at level 6 in the year spent away from the University and at least 60 credit points at level 7 in the final year
Postgraduate Diploma	7	At least 120	100		Remaining credits to be at level 4 or higher
Postgraduate Certificate (including the Postgraduate Certificate in Education (PGCE))	7	At least 60	40		
Bachelors degree with honours	6	At least 360	100	180 - 240	Remaining credits to include at least 100 at level 5 or above
Bachelors degree (Ordinary degree)	6	At least 300	60		
Professional Graduate Certificate in Education (PGCE)	6	At least 60	40		
Graduate Diploma	6	At least 80	80		Students may undertake a curriculum of 120 credit points
Graduate Certificate	6	At least 40	40		
Foundation Degree	5	At least 240	100		
Diploma of Higher Education in (Faculty name) (Subject)	5	At least 240	100	Approx. 120	Remaining credits at level 4 or above.
Certificate of Higher Education in (Faculty name) (Subject)	4	At least 120	120		

* The highest level is the level of the qualification

Notes:

- 1 This table should be read in conjunction with the Frameworks for Higher Education Qualifications of UK Awarding Bodies. 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), BVSc (Veterinary Science) and Gateway undergraduate programmes are not included in the University's modular structure.
- 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 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)
Masters degrees	Second Cycle Qualifications (Min. 60 ECTS credits, however a range of 90-120 ECTS credits is typical)
Integrated Masters degrees	Second Cycle Qualifications (As above)
Bachelors degrees with Honours	First Cycle Qualifications (180-240 ECTS credits)
Foundation degrees	Short Cycle Qualifications (120 ECTS credits)
Diplomas of Higher Education	As above

Credit points

- 5.4. 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 teaching 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. One credit point represents approximately 10 notional hours of student input.
- 5.5. The attainment of additional credit points in any year of study 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.
- 5.6. A unit shared by students studying on more than one programme must always be allocated the same credit points.
- 5.7. For awards of the University of Bristol, credit points may only be used once and not towards two or more taught awards of this University or of another higher education provider and this University. The exceptions are:

- a) where an award at one level may be subsumed into an award at a higher level;
- b) 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 a specified degree in this University or elsewhere, or where a medical, dental or veterinary student from another institution intercalates a year of study for a specified degree in this University.

The use of credit or a lower award from this University towards an award of another institution is at the discretion of that awarding institution, including as part of articulation agreements where a partner institution might count the credit or qualification obtained at Bristol towards their own award.

- 5.8. It is the responsibility of the relevant exam board to determine whether a student has satisfied the criteria for the award of credit points.

6. Student choice (open units)

- 6.1. Full time students on undergraduate degree programmes will normally have the opportunity to broaden their education by taking units outside of their subject discipline (i.e. 'open units') worth at least 20 credit points across the programme, except where this is not practicable, for example, due to professional accreditation reasons.
- 6.2. Faculties and schools will determine the point during a student's programme at which open units may be taken.
- 6.3. Students do not have a right to take any particular unit as an open unit and should not undertake an open unit in which they are already proficient. 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'.
- 6.4. Students are not required to take open units. If they wish, and subject to the programme structure and any practical constraints, they may take the 20 credit points set aside for open units in their honours subject(s).

7. Recognition of prior learning

Definitions

- 7.1. The Recognition of Prior Learning (RPL) is a process whereby students can be exempt from some parts of their chosen programme of academic study by recognition of their learning from previous experiences or achievements as part of the admissions process.
 - Recognised Prior 'Certified' Learning is the achievement of learning that has been formally assessed and certificated from previous study with a higher education organisation.
 - Recognised Prior 'Experiential' Learning is the non-certified acquisition of relevant skills and knowledge, gained through relevant experience, which is capable of being evaluated.
- 7.2. 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 this policy does not apply.
- 7.3. 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.

Principles

- 7.4. 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.
- 7.5. Evidence for acceptance of RPL should demonstrate that the learner has a reasonable expectation of satisfactorily completing the programme for which they are applying.
- 7.6. Students will not be admitted to any programme with prior learning if they already hold a degree in the same subject.
- 7.7. Students may request to view additional criteria, by which it judges applications for RPL.
- 7.8. Faculties (i.e. the Faculty Admissions and Recruitment Officer and/or the Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate) are responsible for deciding whether to admit a student with recognition of their prior learning and the relevant entry point into the programme, on the recommendation of the school (e.g. the programme director).
- 7.9. Prior learning will not normally be accepted if five or more years have elapsed since it occurred unless the applicant can provide evidence that their learning has continued in a professional or similar context. In such cases the school may choose to set an assessment to test an applicant's current knowledge.
- 7.10. The following table shows maximum amounts of credit for each type of programme that can be counted as prior learning.

The maximum amount of certified prior learning may be exceeded where a student is returning to undertake a 'top-up' qualification, provided that the lower award is still relevant to the higher qualification.

Award type	Number of credit points for award	Total amount of RPL permitted
Postgraduate Level Award		
Masters Degree	180	60
Postgraduate Diploma	120	40
Postgraduate Certificate	60	20
Undergraduate Level Award		
Graduate Diploma	120	40
Graduate Certificate	60	20
Integrated Masters Degree		
• Four-year	480	240
• Five-year	600	240
Honours Bachelors Degree		
• Three-year	360	240
• Four-year	480	240
Undergraduate Diploma	240	120
Undergraduate Certificate	120	0

Prior learning in the undergraduate professional programmes of BDS, MBChB and BVSc may be accepted in lieu of an individual unit, at the discretion of the relevant Programme Director.

- 7.11. The conferring of one of the awards listed in the table and the recognition of prior learning within this is complemented by the following:
- a) sufficient credit at the highest level of the award, as outlined in the University's credit framework, must be taken at the University of Bristol (or, for a Joint Award, one of its partner institutions) in order for the award to be conferred
 - b) the final 120 credit points of an undergraduate degree 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 bachelors and integrated masters programmes
 - c) the dissertation or research component of a taught postgraduate programme must be taken and satisfactorily completed at the University of Bristol (or, for a Joint Award, one of its partner institutions).

Recognising Prior Certified Learning

- 7.12. Schools should consider the learning which has been accredited and decide, in the best interests of the student, how this can be taken into account. It is at the discretion of the 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.
- 7.13. Therefore, prior credit obtained from the University of Bristol or another institution can be recognised in one of two ways:
- (a) 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);
 - (b) exemption from units, the marks of which do contribute to the final award and are transferred (University of Bristol accepts the credit and marks towards this award).
- 7.14. Students who have previously been required to withdraw from a programme or did not achieve their intended award due to academic failure will not normally be re-admitted to the same point on a programme by the recognition of the prior learning.
- 7.15. 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.
- 7.16. Where a student is permitted to top-up a qualification, the lower award is subsumed into the higher award made by the University on conferring of that award, in accordance with the Framework for Higher Education Qualifications of UK Degree Awarding bodies. There is no requirement for a student to 'hand-in' the certificate for the lower award in these circumstances.

Recognising Prior Experiential Learning

- 7.17. 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.
- 7.18. If a school is not satisfied that the experiential learning is equivalent to the standard of unit(s), it may require the applicant to undertake an appropriate method of assessment.

Information on how RPL is applied to the calculation of the final programme mark and/or the degree classification in modular undergraduate programmes with both mark transfer and no mark transfer is provided in [guidance](#).

C. STUDY

The '[Student Agreement](#)' sets out the terms and conditions that form the basis of the relationship between the student and the University.

8. Student registration

8.1. 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, there may be requirements related to an applicant's choice of programme, including those from professional accrediting bodies, that may be unsuitable for those who are under the age of 18 for part of their period of registration. Applicants from overseas who are under 18 at the point of entry will need to provide details of a guardian based in the UK.

8.2. 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:

- 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; 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; or
- d) has previously withdrawn from the same or cognate programme of study due to academic failure within the last three academic years.

8.3. Students must be fully registered on their programme of study within the following periods:

- new first-year undergraduate students: within the first three weeks of teaching on their programme of study (i.e. by the Friday of week 3)
- all other undergraduate students: within the first two weeks of teaching of the academic year
- taught postgraduate students: within the first two weeks of teaching on their programme of study (i.e. by the Friday of week 2)
- specific programmes may have an earlier final deadline for registration. If a student is unable to register in that time, they will be required to suspend their studies until the following academic year or withdraw from the programme.

8.4. 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.

8.5. No student registered for a programme of full-time study leading to a qualification of the University of Bristol may study concurrently on a programme of full or part-time study leading to the award of a qualification at this or another higher education provider, except:

- where a student is awaiting the academic outcome from a Master's degree but is able to commence further study on a new taught postgraduate or research postgraduate programme.
- where a research postgraduate student is undertaking a programme or unit for credit to directly support them as a teacher (e.g. the Postgraduate Certificate in Academic Practice).

8.6. Students on some taught postgraduate programmes may be permitted to register initially for a postgraduate diploma or postgraduate certificate, subject to faculty approval.

9. Periods of study

- 9.1. This section sets out the normal and maximum periods of study for full-time programmes covered by these regulations. These periods of study include extensions but exclude suspensions of study. Periods of study for part-time students shall be calculated pro-rata to the periods of full-time study.
- 9.2. The period of study commences when the student is first registered for the programme. Students are expected to complete their programme within the specified normal period of study and no longer than the maximum study period.

Periods of study for undergraduate programmes

Title of Award	Period of Study	
	Normal	Maximum
Professional (5-year) non-modular degree (BDS, BVSc, MB,ChB)	5 academic years	7 academic years
Professional (4-year) non-modular degree (BVSc Accelerated Graduate Entry)	4 academic years	6 academic years
Integrated (5-year) Masters degree (e.g. with a Year Abroad/in Industry)	5 academic years	6 academic years
Integrated 4-year Masters Degree	4 academic years	5 academic years
Honours Bachelors (4-year) Degree	4 academic years	5 academic years
Honours Bachelors (3-year) Degree	3 academic years	4 academic years
Honours Bachelors Degree that requires study abroad or in industry (i.e. away from the University) for one academic year	4 academic years	5 academic years
Honours Bachelors Degree by Intercalation	1 academic year	1 academic year
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

9.3. Students with a Student visa registered on a four-year undergraduate Bachelors Degree (i.e. at level 6) cannot undertake a second supplementary year due to UK Immigration Rules' application of a five-year study cap to study in the UK. Schools should contact the Student Visa Team to determine whether a student may be eligible.

Periods of study for taught postgraduate programmes

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 three years
Postgraduate Diploma 120 credit points	Full-time	Not less than 31 weeks' study	12 months
	Part-time	12 months	24 months
	Part-time variable	Not applicable	Not more than three years
Masters degree by intercalation 180 credit points	Full-time	12 months	12 months
Masters degree 180 credit points	Full-time	12 months	24 months
	Part-time	24 months	36 months
	Part-time variable	Not applicable	Not more than five years*
MA in Law 240 credit points	Full-time	24 months	Not more than three years
	Part-time	4 years	Not more than five years
MSc in Social Work 300 credit points	Full-time	24 months	Not more than three years
PGCE (Postgraduate Certificate in Education) 60 credit points	Full-time	12 months	Not more than three years

**Not more than eight years study for part-time variable students on the MSc Health Professions Education and the Master of Laws (LLM) by Advanced Study.*

For the Postgraduate Dental Studies programme, the maximum period of study for a part-time variable mode of study is 24 months for the Certificate, 48 months for the Diploma and 72 months for the Masters degree.

10. Student attendance and engagement

10.1. As set out in the [Student Agreement](#), students are expected to attend all educational activities (e.g. lectures, seminars, tutorials, laboratory classes) as defined in their programme and take an active part in their programme of study.

Where programmes have specific additional attendance requirements because of Professional and Statutory Regulatory Body and/or other statutory or contractual requirements, these will be set out in [specific programme regulations](#) and/or [programme specifications](#).

10.2. Where there are particular requirements for a student to attend specific teaching event/s in order to demonstrate engagement with the learning in a unit for the award of credit or to pass the unit, these must be set out in the relevant [unit specification](#).

10.3. Information on students notifying the relevant school of their absence from teaching and/or assessment is provided in section 20.

10.4. Faculties and Schools will have a procedure in place to confirm that all students are engaging satisfactorily with their programme of study, and to support the timely identification of students whose attendance and engagement record or patterns suggest that they may be at risk of failing to progress, at personal risk, or risk of breaching their visa compliance requirements.

10.5. Where a student has stopped engaging with their studies, this should trigger the non-engagement process and students will be contacted to ascertain the reasons for absence and possible support required.

10.6. Where student attendance and engagement is considered to be unsatisfactory (i.e. a student fails to attend regularly educational activities) as defined by their programme, the relevant school and faculty will follow-up and undertake relevant steps with the student to address this. Once the relevant processes are complete and attendance and engagement is still deemed to be unsatisfactory, a student may be required to withdraw from their programme, as set out below.

10.7. 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 themselves for any examination or to reach a satisfactory standard in any assessment or any part or parts of an assessment, will be reported to the relevant exam 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 University regulation. Any student who has been required to withdraw shall be informed of the decision and of the University procedures for making representations against the decision.

10.8. Students studying on a Student visa sponsored by the University of Bristol must not be absent from in person education activities during term-time for 60 days or more as this

will mean the University has to inform the UKVI/Home Office and withdraw visa sponsorship. If a student does not have any in-person attendance requirements within any 60 day period of term-time during the duration of the Student Visa sponsorship, the University will review whether visa sponsorship can continue; unless the activity is permitted under Student visa sponsorship conditions, in most cases the University will need to inform the UKVI/Home Office and withdraw visa sponsorship. The student would usually be required to obtain a new Student visa before returning to in-person study. The University reserves the right to refuse future Student visa sponsorship where there is a history of non-attendance.

11. Academic student support

Information on the operation of the model, including the responsibilities of the Senior Tutor, Personal Tutor and the student within this are provided in the [University's Policy on Academic Personal Tutoring](#).

- 11.1. Each school will have a coherent academic support model for its students that fits within the framework provided by the Personal Tutoring policy, supported and delivered by (but not limited to) two key roles: the Senior Tutor (or equivalent role in schools where an alternative model has been approved) and the Academic Personal Tutor (or 'personal tutor').
- 11.2. Personal tutoring will be underpinned by a programme of contact between students and their personal tutors; minimum expectations on the frequency of meetings are set out in the policy.
- 11.3. Each School will have a mechanism in place to review the academic progress and engagement of its students who have not completed or passed assessment at relevant points during the year of study (e.g. following Teaching Block 1).

Supervision arrangements for the dissertation in taught postgraduate programmes

- 11.4. Each student will be assigned a dissertation supervisor by their school.
- 11.5. The dissertation supervisor will:
 - provide guidance on the nature of the dissertation and the standard of work expected;
 - advise students on the planning of the dissertation;
 - discuss the timetable and dates for completion of different stages advise students 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.

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, they may comment on the following as applicable: dissertation or report structure, content of sections, research sources and methodology, referencing and style.

- 11.6. Where re-assessment of the dissertation is permitted by an exam board, the dissertation supervisor will ensure that the student understands the feedback given by the examiners and knows what is required for re-submission.

12. Suspension of study

- 12.1. Suspension of studies is defined as the formal introduction of a pause in a student's studies during which they are not required to engage with their studies.
- 12.2. On resumption of their studies, students are expected to fulfil the same progression criteria as if they had not suspended their studies.
- 12.3. This policy does not relate to any suspension instigated or mandated by the University due to misconduct, which is covered in the University's Student Disciplinary Rules and Regulations, or due to a mental health difficulty, which is covered by the University's Policy on Fitness to Study.
- 12.4. Students do not have the automatic right to suspend their studies. The University expects students to normally complete their study in a single continuous period. As a suspension of study will interrupt a student's progress on their programme, it will only be granted where there are good grounds and supporting documentation (e.g. a report from a registered medical practitioner).

Grounds for suspension

- 12.5. A suspension may be granted on the grounds that the student is unable to engage effectively with their studies owing to external factors such as serious and persistent health problems, disability, bereavement or additional sole caring responsibilities, serious financial problems, mandatory military service, or where a part-time student's employment pattern has changed.
- 12.6. A suspension may also be granted if it is demonstrated by the student that it would genuinely be in their best academic interests to suspend studies, for example in order to take up employment or other activities that will contribute to their academic development or where the student is transferring to another programme.

Request for a suspension

- 12.7. Each request for suspension of study must be considered individually taking into account the particular circumstances of the student.
- 12.8. Suspension must be for a defined period. 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 student's [period of study](#) for the programme on which they are registered is paused whilst they are suspended and recommences on their return to study.
- 12.9. A period or periods of suspension should total no more than 12 months throughout a programme of study unless a specific extension to the period of suspension has been agreed.
- 12.10. Suspensions cannot be backdated by more than one month from the date of the request for suspension of studies, unless there is an exceptional reason for a delay in submitting and/or considering the request. The Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate, will consider for approval any exceptional reasons for backdating the suspension for more than a month when assessing the request to suspend.

12.11. A request for a suspension of study must be made by the student or their proxy, accompanied by any relevant supporting documents (medical evidence or correspondence as appropriate).

12.12. In cases where the accompanying documentation are not comprehensive enough to determine the best course of action for a student, a student may be requested to provide further supporting evidence from medical, counselling or other relevant services

12.13. 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. Postgraduate students in receipt of a studentship should note that Research Council or UoB studentship funding will cease during a period of suspension.

12.14. Any change to student status, such as a suspension of study, will affect immigration status in the UK. The University is required to report any changes in status to the Home Office. Student Visa Services provides guidance and advice to visa-holding students who are seeking a suspension of study. Please see the [website](#) for further information.

12.15. The request will be considered for approval by the relevant Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate, taking into account the grounds for the request, the student's academic progress, the programme structure, any visa implications and any other relevant factors

12.16. The criteria for a return from suspension of studies and any change in the status of the student, through transfer to another programme for example, 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.

12.17. The student will receive confirmation of the outcome of the request to suspend studies specifying any conditions that need to be fulfilled for their return.

Return from suspension

12.18. The support arrangements, and the associated responsibilities of the student and the school, should be agreed by the relevant parties prior to the student's return such that they are able to engage with and meet the requirements of the programme.

12.19. Where the medical certificate is provided in a language other than English, an accompanying translation may be required.

12.20. If a student suspends studies in advance of or during a placement (i.e. in industry or studying abroad) and wishes to take the placement in the next academic year, the University will attempt to allocate a placement to the student with the next cohort of students, but a placement cannot be guaranteed. If a placement cannot be secured, the student will be transferred to the equivalent degree programme.

12.21. Suitable arrangements to accommodate the student if there have been significant changes to the programme during the period of suspension will be made to enable the student to complete their studies.

12.22. If a student is unable to return on the agreed date, they may:

- seek further approval to extend their period of suspension (see 12.23), or
- withdraw from the programme if the period of suspension is likely to be insufficient and, should they wish, reapply at a later date, requesting that the existing credit points are recognised as prior learning (section 7).

Extension to a period of suspension

12.23. An extension of up to 12 months to the period of suspension may be granted in exceptional circumstances.

12.24. Good grounds for an extension to a period of suspension may include: serious and persistent health problems, disability, significant bereavement or additional sole caring responsibilities, serious financial problems, mandatory military service, where a part-time student's employment pattern has changed or changes to the student's programme of study which necessitates them re-starting at a later point in the programme.

12.25. Requests should be made on the relevant form and be accompanied by any supporting documents, such as medical evidence or correspondence.

12.26. Extensions to a period of suspension beyond 12 months requires additional approval from the Pro Vice-Chancellor (Education and Students) or delegate.

13. Student transfer

- 13.1. Students may be permitted to transfer between programmes subject to approval, but there is no automatic right of transfer between programmes. The academic record of the student (i.e. the credit and marks for any relevant units and the time they have already spent studying in relation to the maximum period of study), will normally follow when transferring programme, except for students who change their programme of study and enter the first year of a non-cognate programme, in which case their academic record will not follow and the period of study is re-set.
- 13.2. Changing a programme of study is subject to sufficient space being available and the applicant meeting the academic criteria and requirements for the new programme and any visa requirements, should they apply.
- 13.3. See the University's [policy on student transfer](#) between undergraduate programmes and units of the University.

14. Study away from the University

Study Abroad

- 14.1. The common University policy on the study abroad period applies to those undergraduate modular programmes where either:
- a. an identified requisite of the programme is for a student to study abroad for an academic year for the award of credit, hereafter known as the 'Year Abroad'. The accomplishment of the study abroad element is reflected in the title of the programme (e.g. MSci Chemistry with Study Abroad or MSci Chemistry with Study in a Modern Language)
 - b. a student is permitted to study at another institution for credit in lieu of the units that the student would normally have taken at Bristol (i.e. a 'Teaching Block

Abroad'). Such arrangements are not an integral part of a programme but are recognised in the student's transcript.

All other arrangements, where students study abroad for experiential reasons (i.e. not for credit), are not covered by this policy.

Principles for the studying abroad process

All formal arrangements for studying abroad

- 14.2. Where the learning from any period of formal study undertaken outside of the UK is a required part of the programme, how the intended learning outcomes of the programme are met must be identified.
- 14.3. Any formal period of study abroad must be credit-bearing and contribute to the award of the programme.
- 14.4. Any mark(s) from a period of study abroad may be reached, solely or in combination, by assessment set by the University of Bristol (i.e. by assessing what a student has learnt during their experience) or by the conversion of marks that have been gained at the partner institution.
- 14.5. Where the mark is obtained by a combination of assessments set by Bristol and the partner institution, the weighting of the constituent marks and the expected input of the student to each component must be agreed and set out in the specification for the study abroad unit.
- 14.6. Schools should ensure that students are fully aware of the requirements of their University of Bristol programme of study whilst undertaking any period of study abroad prior to the student committing themselves to it.
- 14.7. A tutor within each School must maintain regular contact with a student undertaking a study abroad arrangement, whilst they are away from the University.

'Year Abroad' only

- 14.8. The Year Abroad should only be undertaken in the third year of a four or five-year (Bachelors or Integrated Masters) programme. It is not expected that students will undertake an entire year of study away from the University as part of a three-year Bachelors programme.
- 14.9. The Year Abroad must be set at the level of study appropriate to the programme and in alignment with the University's credit framework.
- 14.10. The Year Abroad equates to 60 ECTS and 120 credit points at the University of Bristol.
- 14.11. A common credit conversion process is available to ensure that students undertake an appropriate workload whilst studying abroad. Students must undertake at least the equivalent of 100, and no more than 120, credit points of units during the Year Abroad. The marks from units, equivalent to at least 100 credit points, will count towards the mark for the Year Abroad, unless there is a specific rationale for an alternative approach, which must be applied to the entire cohort of students. Any further study may be in units unrelated to the subject and, in such cases, will not count towards the mark for the Year Abroad.
- 14.12. A student's performance will be reflected by a single overall mark for the learning undertaken across the year, unless the programme is structured so that students are

assessed at differing levels of study during their Year Abroad. Only the overall unit mark should be considered when determining progression from year to year at the University of Bristol.

- 14.13. A student must achieve at least the pass mark for the study abroad or in industry unit to be awarded the credit.
- 14.14. Progression from the study abroad year or year in industry will be permitted where a student achieves 120 credit points with an overall year mark of at least 40 out of 100. A student who does not achieve the pass mark for a study abroad or placement unit and/or does not achieve the necessary criteria for progression should be transferred onto the appropriate point on an equivalent degree programme, as determined by the relevant exam board. In cases where a student's results from their study abroad year are not yet available by the time of the exam board, see 31.28.
- 14.15. The Study Abroad year will be weighted as 10% of the overall programme mark for the purposes of degree classification (see the weightings for calculating classification).

'Teaching Block Abroad' only

- 14.16. Studying abroad for a teaching block must not be undertaken in the student's first or final year of their programme of study.
- 14.17. Normally a teaching block undertaken at a partner institution outside of the UK will equate to 30 ECTS and 60 credit points at the University of Bristol. A common credit conversion process is available to ensure that students undertake an appropriate workload whilst studying abroad that is consonant with the volume of credit they otherwise would have taken at Bristol.
- 14.18. A student's performance should be reflected by individual marks, equivalent to the units a student would have undertaken in their registered programme of study at the University of Bristol. These unit marks will contribute to the calculation of the year mark, final programme mark and degree classification, as normal.
- 14.19. If a student fails a 'must-pass' unit (i.e. deemed by the faculty to be a core part of the programme) during a Teaching Block Abroad, a re-sit should be arranged at the University of Bristol.

Process for the conversion of marks gained from study abroad

- 14.20. Given the variation in structures and standards in the marking process in institutions and across countries outside of the UK, some translation or mapping of the marks to the equivalent standards of the University, as a UK higher education institution, may be required.

The University has adopted an evidence-based approach for converting marks gained from studying abroad, in the form of a common mark conversion table, based upon the following principles:

- a single conversion for each country, unless evidence indicates this is not appropriate, using the ECTS conversion tables
- where there is evidence a country-based approach is not appropriate, an institution wide approach should be adopted, i.e. presume that the institution is internally consistent, unless there is actual evidence this is not the case

- only where there is actual evidence of inconsistency in marking should we have different disciplinary rules within a single institution
- variation from that table should only occur where there are exceptional circumstances in particular cases, although exceptional circumstances may be contextualised differently when students are studying in another country.

- 14.21. For the **Year Abroad** - the overall mark will be calculated by averaging all the contributing weighted marks from the host institution and, if necessary, any weighted marks awarded by the University of Bristol. If the partner institution uses a linear marking scale, the conversion provided in the Reference Table is then applied to the overall mark. If the partner institution does not use a linear marking scale, each of the individual marks should be translated before being averaged.
- 14.22. The conversion of the overall mark must be mapped onto the 0-100 scale, so to conform to the University's procedures for determining student progression and degree classification, unless it is necessary to use a different marking scale, whereby the processing of marks from the study abroad period will be conducted using the 0-100 scale and then translated to the nearest point on the alternative marking scale.
- 14.23. The mark(s) awarded, following conversion, for the study abroad period should be reviewed to ensure that it is robust.
- 14.24. The conversion and subsequent review of the marks is the responsibility of the School Study Abroad Academic Director, or equivalent.
- 14.25. The relevant exam board that considers the marks retains discretion to disregard any relevant marks from units taken at the host institution or adjust the marks from those shown in the Conversion Table where there is evidence that the marks gained from the host institution is not an accurate reflection of the student's performance.
- 14.26. The conversion algorithm of marks for any new partnership arrangement for study abroad should be checked against those provided in the Conversion Table and confirmed before the agreement is signed.
- 14.27. The University's official transcript will show the University of Bristol translated mark from the study abroad period.

Exceptions

- 14.28. Where there is a good academic reason to request an exception from one or more of the principles, the programme director should make a case to the relevant Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate well in advance of the commencement of any arrangements for a student to study abroad. If the case is approved, it will be presented to the University Academic Quality Committee for incorporation into the Conversion Table.

Industrial placements

The following covers the formal component of 'study in industry', 'industrial experience' or 'research placement' where an identified aim of a programme is for a student to study in industrial placement, for part of or an entire academic year for the award of credit. The form of the study will be reflected in the title of the programme (e.g. BSc Biochemistry with Study in Industry) where the study covers an entire academic year.

All other arrangements, whereby students undertake a placement in industry for experiential reasons (i.e. not for credit) or a research project with an external partner, are not covered by these principles.

- 14.29. Where the learning from any period of formal study in industry is a required part of the programme, how the intended learning outcomes of the programme are met must be identified and stated in the programme specification.
- 14.30. Any formal period of study in industry must be credit-bearing and contribute to the award of the programme. The student will undertake units designated, run and assessed by the University of Bristol during their time in industry.
- 14.31. Schools should ensure that students are fully aware of the requirements of their University of Bristol programme of study in undertaking any period of study in industry prior to the student committing themselves to it.
- 14.32. Schools should establish with the placement provider in advance that the placement content will fulfil the student's learning needs and that it is appropriate.
- 14.33. Each School must maintain regular contact with the student and an industrial contact when undertaking a study in industry arrangement, with the academic tutor maintaining support for the student.
- 14.34. The units associated with any study in industry must be set at the level of study appropriate to the programme and in alignment with the University's credit framework.
- 14.35. The study in industry should only be undertaken in the third year of a Bachelors or Integrated Masters programme. It is not expected that students will undertake an entire year of study away from the University as part of a three-year Bachelors programme.
- 14.36. A student who completes and is awarded the credit for the year in industry but withdraws before completing the programme on which they are registered will receive an exit award.

15. Intercalation

'Intercalation' is defined as the circumstance in which a student takes up the opportunity to pause their study on a registered programme to study for a degree in a different programme of study. The student resumes, as normal, on their registered programme following the intercalation.

- 15.1. Only students registered on the following programmes at the University of Bristol are eligible to intercalate:
 - Dentistry (BDS)
 - Medicine (MBChB)
 - Veterinary Science (BVSc)
- 15.2. Only those taught degree programmes of the University of Bristol that have been specifically designated and approved can accept intercalating students. A register of the designated programmes will be held centrally.
- 15.3. Any programme that wishes to start to accept intercalating students should follow the normal procedure for a change to a programme, explicitly stating the rationale for accepting intercalating students in the approval documentation.

- 15.4. Requests for intercalation from students of the University will be at the discretion of both the director of the programme from which the student is intercalating (i.e. whether intercalation is suitable for a particular student) and the director of the programme onto which the student wishes to intercalate (i.e. whether a student meets the requirements of the programme and there is sufficient space for them).
- 15.5. Requests for intercalation from students of other institutions will be at the discretion of the programme director onto which the student wishes to intercalate.
- 15.6. A student may be permitted to intercalate onto a programme at a different institution provided there is a good academic reason for doing so.
- 15.7. Intercalation is normally undertaken subsequent to year 2 for entry onto the final year of a bachelors degree programme and subsequent to year 3 for entry onto a taught masters degree programme.
- 15.8. The maximum period of study is one academic year; intercalation will be completed within the same academic year that it has commenced unless a student suspends studies and/or due to other accepted exceptional circumstances.
- 15.9. As stated (see 5.8), credit can be used towards the award of a student's registered programme and the degree programme on which the student intercalates.
- 15.10. For the purposes of the Intercalated Degree of BSc in the Faculty of Health and Life Sciences, or the BA in Medical Humanities in the Faculty of Arts, Law and Social Sciences, each year of study in the MB,ChB, BDS or BVSc programme shall be deemed to be worth 120 credit points.
- 15.11. The final programme mark and degree classification of the Intercalated Degree, where appropriate, will be calculated purely on the marks achieved during the intercalated year of study (see the [weightings for calculating classification](#)).
- 15.12. The award of the degree will be conferred at
- for an intercalated bachelors degree: the next graduation ceremony following successful completion of the programme, or
 - for an intercalated masters degree or taught postgraduate degree: the same graduation ceremony as the award of the undergraduate professional programme.
- 15.13. An unclassified bachelors (Ordinary) degree may be awarded as an exit award from the intercalating programme where the student has achieved at least 300 credit points including at least 60 credit points from the intercalating programme.
- 15.14. Whilst undertaking an intercalated programme, the student will be subject to the relevant regulations for that programme.
- 15.15. The Academic Personal Tutor, or equivalent, from the home programme will continue to provide support whilst a student from the University of Bristol is intercalating. An Academic Personal Tutor will be assigned from the school within which the intercalating programme is based, if the student is intercalating from another institution.

D. ASSESSMENT AND THE PROVISION OF FEEDBACK

16. Academic integrity

- 16.1. Students and staff are expected to follow the values of academic integrity and uphold high standards. The University's approach is based on six core values: honesty, trust, fairness, respect, responsibility and courage.
- 16.2. Students are responsible for practising academic integrity in all areas of their studies, including in assessments, and by taking part in relevant training. Schools are responsible for providing their students with training in academic integrity.
- 16.3. [Academic misconduct](#) is taken seriously, and suspected transgressions are investigated, with a set of penalties available when academic misconduct is found to have occurred.
- 16.4. The [academic integrity policy](#) sets out the University's approach on academic integrity, including a definition.

17. Purpose of assessment

- 17.1 A programme need not employ all the forms of summative assessment 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 intended learning outcomes, to be appropriately assessed individually or cumulatively. Formative forms of assessment will not contribute to the award of credit points.
- 17.2 In assessing a unit composed of more than one component, it is the unit as a whole, not each component that needs to be satisfactorily completed, except where it has been designated as 'must-pass'. Components need not be capable of being separately assessed, although programmes may require a component to be satisfactorily completed in order for a unit to be passed and enable the credit points to be awarded.
- 17.3 All assessment should be undertaken in the language in which the material from the unit is taught, unless there is a clear academic rationale for doing otherwise. Where this is the case, the rationale must be approved as part of the normal programme and unit approval process and students informed prior to or on the commencement of their studies. Students may not request assessment to be conducted in an alternative language other than as allowed by this clause.

Assuring assessment criteria and intended learning outcomes at unit level

- 17.4 Faculties are responsible for ensuring that students are given clear guidance on the assessment requirements of their programmes, whilst Schools are responsible for this at the unit level.
- 17.5 Unit specifications must provide sufficient information about the assessment in relation to the intended learning outcomes.
- 17.6 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.
- 17.7 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.

Academic scrutiny of assessment

- 17.8 The Head of School is responsible for ensuring that procedures are in place to assure the quality and standards of assessment. These procedures are normally implemented by one or more School Examinations Officer(s).
- 17.9 All summative assessment tasks and marking schemes should normally be subject to review by a second person, except in cases where the assessment accounts for the equivalent of 25 percent or less of the overall mark in a 20 credit point unit.
- 17.10 External examiners should be asked to scrutinise all examination papers and any summative assessment tasks that accounts to the equivalent of more than 25 percent of the overall mark in a 20 credit point unit and contributes to the final degree result. To facilitate this, external examiners should have access to the relevant information relating to aims and objectives, contents, intended learning outcomes, assessment methods, marking criteria and any model answers.

18. Setting of assessment

Resources to support these regulations:

- *Information on the how the various forms of assessment are conducted, including rules on their operation and student conduct in taking those assessments are set out in the [Conduct of Assessment Procedure](#).*
 - *Schools should refer to the guidance in 'Setting assessment deadlines' [internal only] [link to follow] when scheduling assessments.*
- 18.1 Any assessments or activities that are required to be undertaken or completed for the award of credit in a unit (i.e. for a unit to be 'passed') must be set out in the unit specification.
- 18.2 Assessment must take place during or at the end of the teaching block in which the unit is run, except for agreed exceptions (e.g. reassessment or supplementary assessment).
- 18.3 Assessment deadlines should be planned such that they do not fall on weekends, public holidays in England or University closure days. The deadline within the day of submission should be between 10.00-16.00 on Monday-Thursday, and 10.00-12.00 on a Friday.

Written examinations

Written examinations are timed-constrained assessments that are invigilated. They may be held on campus or online.

- 18.4 Examinations are normally set within the University's assessment periods:
- at the end of Teaching Block 1 (the 'winter assessment period'),
 - at the end of Teaching Block 2 (the 'summer assessment period') and
 - following the summer exam boards for reassessment and supplementary reassessment examinations (the 'summer reassessment period').

The exact dates for the assessment periods each year are provided in the [University's key dates](#).

- 18.5 Examinations in units that run on a non-standard basis or a shorter period of time (i.e. TB1A and TB2C) may be set outside these assessment periods. Examinations may also be held in-class during term-time.
- 18.6 Where there is good academic reason to hold a summative examination outside of the above periods, the programme director presents a case to the relevant Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate for consideration.
- 18.7 Examinations within the non-modular programmes in Medicine, Dentistry and Veterinary Sciences are arranged as closely as possible to what is outlined in 18.4.
- 18.8 Examinations have a set start time and duration. Information on starting an examination, permitted items and the submission of answers for in-person and online examinations are provided in the Assessment Conduct Procedure.
- 18.9 Students taking unseen written examination under exam conditions are expected to take their scheduled examinations in venues arranged by the University of Bristol. In exceptional cases, however, permission may be sought to take an examination at an approved institution outside of the University of Bristol. Further information is provided in the Assessment Conduct Procedure.

Timed assessments

Timed assessments are online assessments that need to be completed and submitted within a specified period of time.

- 18.10 Timed assessments should be submitted within a period of three days (four days for students with alternative exam arrangements).
- 18.11 They are released on a specific date and time, and normally accessed via Blackboard. Students are given guidance as to the amount of time to spend completing the assessment and may choose when to complete the assessment within the given time period for submission.
- 18.12 An extension to the deadline for submission is not available and a late submission is not accepted in timed assessments. Students may not self-certify absence from a timed assessment but may present exceptional circumstances.
- 18.13 Information on starting and the submission of a timed assessment, as well as student conduct during the assessment is provided in the Assessment Conduct Procedure.

Coursework and similar forms of written summative assessment

Coursework is a written summative assessment such as an essay, assignment, creative writing or other task that is completed outside timetabled classes in the students' own time, normally within a longer timeframe.

- 18.14 Students should be provided with a clear timetable at the start of the unit (or year of study for a programme, if appropriate) for when coursework will be set, when it should be submitted and when they will receive feedback on it.
- 18.15 Students should be given a reasonable amount of time for planning, writing and reviewing their work before the submission date, relative to the learning on the unit and their overall workload for the programme. Within this, coursework should be set at the commencement of the unit, unless there is good academic reason otherwise.

- 18.16 Coursework will have a stated date and time by which it should be submitted. The submission deadline can be any time during the running of a unit.
- 18.17 Information on the submission of coursework, as well as student conduct during the assessment is provided in the Assessment Conduct Procedure.

Oral examinations of individual students ('vivas')

Oral examinations might include individual or group conversations, discussions, debates, presentations, poster presentations, and contributions to seminars and spoken language assessments.

- 18.18 Oral examinations should only be used to test an intended learning outcome in a unit. An oral examination is not permitted as a means of moderating a student's final result or degree classification.
- 18.19 Two examiners should be present during oral examinations. If this is not possible then the event is recorded.

Pass/fail assessments

- 18.20 A unit may contain summative assessments with both pass/fail and graded marking schemes, in which case the pass/fail assessment must be passed for the award of credit for the unit. A mark for the unit will be generated on the basis of the graded assessments.
- 18.21 If the assessment within a unit is solely marked on the pass/fail marking scheme, the unit will not contribute to the year or programme mark. Units with assessments that are solely pass/fail are not permitted in the final year of a modular undergraduate programme.
- 18.22 Programmes should be mindful of the cumulative impact of units that are solely marked on the pass/fail marking scheme (i.e. where a unit mark is not generated) in a year of study/taught component given their impact on the weighting of other units for calculating the year / taught component mark and programme mark for both progression and classification purposes.
- 18.23 Summative assessments that are pass/fail should have more than one opportunity for students to pass the assessment in-unit.

Group assessments

- 18.24 In respect of group assessment, it is 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 set out in the unit specification.

Other activities for the award of credit in a unit

A unit may require a student to complete specific activities to be awarded credit. These activities link to the unit's intended learning outcomes.

- 18.25 These activities may constitute:
- a binary measure of learning, such as demonstrating a specific competence or skill

- a requirement to engage in collaborative learning, which credit depends upon the student's contribution;
- a task that must be completed or reasonably attempted* to show engagement with the learning.

*In this context, 'reasonably attempted' means that the student has made a genuine effort to complete the activity in the academic judgement of the relevant Unit Director, or nominee, and confirmation by the relevant exam board.

- 18.26 Students are required to undertake or complete the activity by a specified date within the unit. Where the student has not completed the activity by this date, they will be given the opportunity to do so before the relevant exam board at which their progression or award is due to be considered.
- 18.27 A student who does not satisfactorily undertake or complete the activity before the relevant exam board at which their progression or award is considered, will be deemed to have failed the unit and required to undertake reassessment, where eligible.
- 18.28 A unit mark is not capped if a student completes the activity by reassessment.

Dissertations in taught postgraduate programmes

- 18.29 The deadline for submitting the final assessment within a dissertation (or equivalent project) unit is the end of week 51 of the academic year. The Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate may agree to alter this deadline date for programmes that are studied part-time or Masters programmes with an approved non-standard start/end date, in which case the relevant school will inform the student of the submission procedure and deadline.
- 18.30 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. A student must have gained ethical approval prior to undertaking their research, where applicable.
- 18.31 Schools will set the maximum word length for the dissertation of between 10,000–15,000 words, except for a dissertation based on laboratory work which will have a maximum word count of between 6,000–10,000 words. References and lists of contents pages may be additional to the word limit, as can appendices if allowed (although these should be reasonable in length).
- 18.32 A school may set a maximum word count that is different from 18.32, where:
- it enables students to meet the learning outcomes for the programme and demonstrate the characteristics of a Master's graduate (ref QAA Characteristics Statement)
 - consistent with the student input and workload for a 60 credit point unit
 - students are supported to write in a way that is consistent with the maximum word count
 - it meets any PSRB requirements and the relevant QAA subject benchmark statement.

Any proposed different word count must be approved by the relevant Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate and the exact

requirements specified in the relevant unit specification for the dissertation and communicated to students.

- 18.33 Students will submit their dissertation in the provided format. Schools will provide students with information to enable them to prepare and submit the dissertation in the correct format and advise them of any specific requirements.
- 18.34 If the school mandates the use of Turnitin for submissions, the student or supervisor may initiate a request for an exemption from the Turnitin requirement. The supervisor is responsible for submitting all requests to the relevant Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate. If the request is approved, the dissertation supervisor will undertake a manual check on the dissertation in relation to academic integrity and plagiarism and will inform the school when the check has been completed.

19. Reasonable adjustment to assessment

- 19.1 The University has a legal obligation to make reasonable adjustments for disabled students, including for assessment. The purpose of the duty is to remove barriers so that disabled students are not disadvantaged in comparison with non-disabled students.
- 19.2 Information about the University's arrangements for assessing the need for and implementing reasonable adjustments is provided in the University's [policy on reasonable adjustments for teaching, learning and assessment](#).

Reasonable adjustment to assessment because of any other protected characteristic

- 19.3 Schools will also consider making adjustments for students because of any other protected characteristic¹ or their association with someone who has a protected characteristic.

Religious observances

- 19.4 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. As far as it is practicable, the examination timetable will be arranged such that it does not conflict with the observance of religious festivals and other holy days.
- 19.5 It is the responsibility of the student to inform the faculty office about their religious beliefs where there is potential for conflict with the setting of assessment.

Student pregnancy or maternity/paternity

- 19.6 If it is likely that a student's pregnancy might affect their ability to meet coursework deadlines or sit examinations, consideration must be given to implementing measures to support them in meeting the requirements of the programme.
- 19.7 If a student is due to give birth near to, or during assessment deadlines, or the examination period, but they wish to complete assessed work or sit examinations, the student should not be prevented from so doing. If the midwife or doctor, however, advises against sitting an examination or trying to meet the assessed work deadline, an alternative should be explored.

¹ The protected characteristics for higher education are: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. More information on the [protected characteristics](#).

- 19.8 Otherwise, the school should make arrangements for the student to sit the examination, as the same attempt, at the earliest possible opportunity or agree to an extension to the deadline for the submission of coursework.
- 19.9 If a 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, in such circumstances automatic dispensation from examinations will not always be possible.

20. Impact of student circumstances on assessment

- 20.1 The University will consider and where appropriate account for the impact of substantial and exceptional disruptions to a student's assessment by a range of processes, as set out in this policy. Such disruptions might include an illness or accident, or something else beyond a student's control that has affected their ability to complete or perform in assessment.
- 20.2 These processes are designed to deal with developing, shorter-term circumstances (including unexpected flare-ups of longer-term, chronic conditions) that impact on a student's performance in assessment and to function as a targeted means of responding to problems which could not readily be mitigated in advance. They are not intended to be a retrospective fix for known or foreseeable problems, a general insurance policy or to account for mild illness, minor events or events that were planned or could reasonably be expected.
- 20.3 Specifically, an 'Exceptional Circumstance' is where a student retrospectively requests that the University consider an exceptional impact of an acute disruption, caused by an event or circumstance external to study, upon their performance in an assessment when determining their progression, the award of a qualification or classification.
- 20.4 Students with circumstances that are known and/or have a longer-term impact upon study are advised to engage with appropriate University services such that appropriate support can be put in place in advance of assessment (e.g. through a Study Support Plan). This does not prevent students with longer-term circumstances who do not have appropriate support in place in advance of assessment from submitting exceptional circumstances.
- 20.5 Students must submit a request using the relevant University process as set out in this policy. Students must set out and explain how the circumstances have impacted upon their assessment, in addition to providing evidence of the circumstance, where required.
- 20.6 The processes are available to students on taught programmes of the University of Bristol and students on research degree programmes who are taking taught units. Only a sub-set of outcomes from the processes are available for inbound study abroad students taking taught units at the University.

Absence from teaching

- 20.7 Students are expected to attend educational activities as are defined in their programme of study; however, a student may need to notify their school for any period of absence if required by the programme of study or specific unit, as set out in the relevant programme or unit specification.

Deferring assessment

- 20.8 If a student is or will be seriously impacted by a known circumstance outside of their control such that they cannot complete an upcoming scheduled summative assessment, they should speak with the Senior Tutor of their home school (or equivalent role in schools where an alternative model has been approved) in advance of the assessment for guidance on next steps.
- 20.9 On the advice of the Senior Tutor, the Chair of the School Exam Board may defer the assessment for that student to the next assessment period to mitigate the impact of the circumstance. This is an extraordinary and discretionary action where the impact of a circumstance (i.e. the student will be unable to be take the assessment) is fully known in advance of the assessment and the impact is equivalent to a 'i3' impact classification. The decision will normally be supported by evidence, unless in exceptional cases (see 20.40).
- 20.10 If agreed by the Chair of the School Exam Board, the student will undertake the assessment within the next relevant assessment period without further academic penalty.

Absence from assessment

For in-person and online written examinations and other forms of summative assessment that take place on a single day under exam conditions

- 20.11 If a student is absent from assessment that takes place on a single day (e.g. online and in-person examinations, practicals, in-class tests) due to an acute disruption caused by an unforeseen event or circumstance, they may self-certify their absence (i.e. not provide medical or other evidence) by completing and submitting the University's self-certification for absence form.
- 20.12 A student is permitted to self-certify absence from examination/s for up to two consecutive calendar days within an assessment period². A student cannot self-certify absence for more than a single period of two consecutive calendar days in any individual assessment period.
- 20.13 A self-certification for absence is also permitted for other designated in-unit summative assessments that take place on a single specified day outside of the University assessment period. Students should be informed of any limits upon self-certification for absence for an assessment, as determined by the relevant school.
- 20.14 A self-certification for absence form must be provided for each missed assessment submitted no later than the end of the day after the day of the missed assessment. This may mean that the deadline for submission falls on a weekend, public holiday or University closure day.
- 20.15 Where the absence from assessment exceeds the limit set in 20.12 or relates to assessment that takes place over more than one day, a student should submit exceptional circumstances to explain and evidence the absence.
- 20.16 Students who start but are unable to complete an in-person or online summative examination due to illness should follow the instructions provided to them by an invigilator or in the information for completing an online examination. The student should then complete the University's exceptional circumstances form and submit it

² These being the [University assessment periods](#), unless a programme has alternative assessment periods in which case the relevant school should advise students appropriately.

along with any appropriate evidence.

- 20.17 A student may subsequently submit exceptional circumstances in respect of the absence which, if accepted, will supersede a self-certified absence from an assessment where the circumstance relates to the reason for the original absence and covers the same time period.
- 20.18 Where a self-certification of absence from assessment is submitted, the student will be required to undertake the assessment again without academic penalty subject to the normal regulations for progression and award, except where other mitigation is agreed to account for the impact of subsequently submitted exceptional circumstances.

Submission of coursework

- 20.19 Where a circumstance significantly affects the ability of a student to submit coursework or an undergraduate project / dissertation by a deadline, a student may submit a request for an extension. The extension of the submission deadline for a dissertation in a taught postgraduate programme is requested by a separate process, as detailed in section 34.
- 20.20 Coursework must be submitted on time unless an extension has previously been agreed. Work may be submitted late within a late submission period (see section 24), but will be subject to a mark penalty. Late penalties may be removed through the Exceptional Circumstances process where there is good, evidenced reason why the extension form and/or evidence could not be submitted by the deadline. Relevant evidence is required to accompany the request for an extension, unless in exceptional cases (see 20.40). If evidence cannot be provided, a penalty for late submission will apply where applicable. No work may be submitted after the end of the late submission period. Any work that is submitted will not be accepted and considered a non-submission. The assessment will be awarded a mark of zero.
- 20.21 The University form for requesting an extension should be submitted no later than 48 hours prior to the submission deadline. Accompanying evidence may be submitted at a later date if it is not immediately available, but no later than four calendar days after the coursework submission deadline.
- 20.22 The decision as to whether an extension is granted will be taken by the school which owns the unit, and the outcome provided to the student in advance of the submission deadline where possible. Students must work to the given deadline until an extension is confirmed.
- 20.23 Where a request is accepted, an extension of up to seven calendar days will be granted to ensure that a student's learning is not held up. If the circumstance has had a serious impact upon the ability of a student to complete and submit their coursework, then a longer extension of up to 21 calendar days may be agreed, subject to the final deadline for submission before the student's progression or award is considered by the exam board. Schools should refer to the guidance in 'Setting assessment deadlines' [internal only] [link to follow] when setting a new deadline for coursework submission.
- 20.24 Where the impact of a circumstance demands an extension beyond 21 days, consideration should be given to a suspension of studies or permitting the student to defer the assessment without academic penalty to a later date (see 20.8).

Exceptional circumstances

- 20.25 A student may request for the relevant exam board to consider the impact of exceptional circumstances upon progression or the award and/or classification of a qualification. The request must be submitted with evidence (see 20.39).
- 20.26 A request may also be presented in the following specific cases where:
- a student is absent from assessment that cannot be self-certified due to the permitted limit on self-certification or where self-certification is not permitted for a form of assessment (e.g. timed assessment)
 - a student starts but is unable to complete an in-person or online summative examination due to illness or other reason
 - a late penalty has been applied to the submission of coursework and there is a good, evidenced reason why the form and/or evidence could not be submitted by the deadline.
- 20.27 Students should submit the form and evidence as soon after the circumstance as possible but no later than the established date³ before the next exam board at which the student's progression or award is determined. Students on programmes with a different assessment schedule will be informed of relevant submission dates by their school.
- 20.28 Cases submitted by the stated deadline will be considered by an Exceptional Circumstances Committee (ECC). A student may request that their exceptional circumstances are considered after the deadline as part of the student outcomes appeals process, only where they provide a [good evidenced reason](#) to explain why they were not able to submit in time.
- 20.29 An ECC is established at a Faculty, School or Centre level covering the students on the taught programmes that it owns. A Faculty may also establish an ECC to cover programmes operated at a Faculty level. The ECC is an advisory committee to the School Exam Board. The membership and composition of the ECC is determined by the Chair of the School Exam Board (or Faculty A-PVC (Education and Students) or delegate if convened at a faculty level), but should include at least three members, one of whom will be a Senior Tutor (or equivalent role in schools where an alternative model has been approved), who will chair the committee.
- 20.30 The role of the ECC is to evaluate whether or not circumstances have affected a student's performance in assessment and whether they have already been mitigated. If a request for Exceptional Circumstances is deemed valid and therefore accepted, for each case the ECC will determine and classify the impact upon the student's assessment and report this to the school exam board where it believes an allowance is warranted. Circumstances judged as having a material impact upon assessment may lead to a range of possible mitigations.
- 20.31 The ECC may deem the removal of a late penalty for an assessment to be an appropriate outcome as mitigation. In these circumstances, the Chair of the School Exam Board will approve the removal of late penalties prior to the School Exam Board meeting on the recommendation of the ECC, where a student was unable for good

³ Set as by a specified date ahead of the summer assessment exam board, the summer reassessment exam board and PGT finalist exam board.

reason to submit an extension request in advance of the submission deadline. This is the only circumstance in which a ECC may recommend a specific action as mitigation.

- 20.32 The School Exam Board will receive the outcome of each case accepted by the ECC and exercise its academic judgement in accordance with the guidance and standard outcomes set out and determine an outcome that is the fair, reasonable and the most appropriate to account for the impact of the circumstance.
- 20.33 When considering the classification of an individual student, the School Exam Board should consider the recommendations from the ECC that have been carried forward from previous years, as appropriate.
- 20.34 Where a School Exam Board's view of the impact of the circumstance leads it to believe that the standard outcomes should be varied and/or in complex cases, it may refer the case to the Complex Outcomes Exam Board with a recommendation to agree an appropriate outcome to account for the impact of the circumstance, within its discretion.
- 20.35 For cases which are specifically referred to the Complex Outcomes Exam Board by a School Exam Board, the Complex Outcomes Exam Board will receive and ratify the proposed outcome with respect to exceptional circumstances or consider the case and agree an alternative outcome.
- 20.36 The classification of the impact of an exceptional circumstance may be returned to the ECC for re-consideration where:
- (i) new information has come to light since the classification was decided, or;
 - (ii) a material irregularity in determining the classification by the ECC is identified.
- 20.37 A written record of the decisions made by exam boards with respect to exceptional circumstances and the basis on which they were made must be kept. The relevant record must be made available to a student to whom it applies on request.
- 20.38 Where a student has taken an assessment but is permitted to take it again without academic penalty to account for the impact of an Exceptional Circumstance, the mark from the most recent assessment will supersede the original assessment mark.

Evidence requirements

- 20.39 Students are required to provide evidence of their circumstance to support:
- a request for a coursework extension
 - an extension to study on a PGT programme to permit a later submission of the dissertation, or
 - when presenting exceptional circumstances.
- 20.40 A requirement for accompanying evidence ensures an informed judgement can be made about impact and any mitigation agreed in response is both fair and reasonable to the student and to the rest of the student cohort. Where it is not appropriate or possible for evidence to be sought or provided, students should speak to their Senior Tutor (or equivalent role in schools where an alternative model has been approved) who may refer the case to the Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate.
- 20.41 Otherwise, circumstances and their impact should be evidenced in an appropriate way and may take a range of forms. Evidence should be independent and sufficiently

detailed to support the student's narrative within the form. An indicative list of accepted forms of evidence is provided. It should also be contemporary to the affected assessments; however, students may refer to previously submitted evidence of acute flare-ups of chronic conditions or persistent circumstances and/or submit previous documentation where it is still relevant to the reason for the request.

- 20.42 A medical note must include an observation and diagnosis of an illness or condition by a GP or other health professional to be considered as evidence. Where an illness cannot be observed, any subsequent note will not be deemed to constitute sufficient evidence by the University of the circumstance or its impact.
- 20.43 The evidence should be in English. An independently certified English translation must be provided for any evidence that was originally produced in another language.

Processing information and confidentiality

- 20.44 The information provided in the forms will be held by the University and treated with discretion and in confidence.

21. Marking criteria and scales

- 21.1 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. The [glossary](#) provides definitions for: marking criteria, marking scheme and model answer.
- 21.2 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.

University-level marking criteria

- 21.3 University-level marking criteria provides an over-arching framework for student attainment across a programme that guides marking within and across programmes by level of study:
- at level 4: [\(PDF, 208kB\)](#) | [\(Office document, 55kB\)](#)
 - at level 5: [\(PDF, 222kB\)](#) | [\(Office document, 59kB\)](#)
 - at level 6: [\(PDF, 174kB\)](#) | [\(Office document, 58kB\)](#)
 - at level 7: [\(PDF, 221kB\)](#) | [\(Office document, 57kB\)](#)
 - in non-modular programmes (levels 4-7): [\(PDF, 434kB\)](#) | [\(Office document, 83kB\)](#)

Establishing and applying criteria for assessment at level 8 should be managed by the school that owns the associated programme, in liaison with the faculty.

- 21.4 Schools or faculties must have marking criteria that is appropriate to their programmes and units but are congruent with these institutional-level criteria. The criteria associated with the pass mark threshold at the level of study at which an award is made should align with the intended learning outcomes for the programme. All forms of specific marking criteria must be approved by the Faculty.
- 21.5 The marking criteria should also be used to provide clarity about marking expectations within assessment briefs for students.

Marking scales

21.6 Assessment must be marked and returned as an integer using one of the sanctioned marking scales, as follows:

- 0-100 unrestricted marking scale
- 0-20 marking scale (converted into fixed points on the 0-100 scale as Table 1)
- or using a pass/fail marking scheme (see 18.20).

Standard setting in marking is permitted in programmes where it is a professional accreditation requirement.

Any mark on the chosen marking scale can be used.

TABLE 1: Relationship between the two marking scales

0-20 point scale	Equivalent to these fixed points on the 0-100 point scale
20	100
19	94
18	83
17	78
16	75
15	72
14	68
13	65
12	62
11	58
10	55
9	52
8	48
7	45
6	42
5	35
4	29
3	22
2	15
1	7
0	0

- 21.7 Schools should utilise the marking scale that is best suited to the form of assessment. This and the marking criteria for the assessment should be established prior to its commencement.
- 21.8 Where the averaging of different component marks within an assessment or the outcome of two markers creates an assessment mark with a decimal point, markers should reconcile any significant difference in marks and make a deliberate academic decision as to the exact mark on the scale that should be awarded. Otherwise the mark will be rounded to the nearest integer and returned (if on the 0-20 marking scale, then this should take place before converting to a mark on the 0-100 scale).

Exceptions to the sanctioned marking scales

- 21.9 Highly structured assessments that are scored out of a total number less than 100 may be utilised where each mark can be justified in relation to those marks neighbouring it. In these cases, the mark must be translated onto the 0-100 point scale, mapped against the relevant marking criteria, and students informed of the use of this method in advance of the assessment in the appropriate medium (e.g. on Blackboard).
- 21.10 **Norm-Referencing** (as defined in the [glossary](#)) 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.
- 21.11 **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.

Reaching the 'Unit Mark' (see also section 29)

- 21.12 Marks awarded on the 0-20 scale should be translated to a point on the 0-100 scale before entry into the VLE to calculate the overall unit mark for the purposes of progression and classification (see table 1).
- 21.13 The 0-20 point scale is a non-linear ordinal scale; for example, a mark on the 0-20 point scale IS NOT equivalent to a percentage arrived at by multiplying the mark by 5. Table 1 provides an equivalence relationship between the scales 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.

In this example, the MCQ uses all points on the 0-100 scale whereas all the other assessments use the 0-20 point scale.

To achieve the final unit mark each component mark needs to be adjusted as:

	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 0- 100 scale	62/100	48/100	57/100	72/100	
Final weighted mark	62 x 25 = 1550	48 x 35 = 1680	57 x 25 = 1425	72 x 15 = 1080	5735/100 = 57.35 (57)

- 21.14 The overall unit mark must be expressed as a percentage as the University's degree classification methodology is based on the percentage scale.
- 21.15 The final programme will be calculated by applying the agreed algorithm to the unit marks (see sections 31 and 33).

22. Marking, moderation and anonymity

22.1 Programmes will have in place and operate marking and moderation processes that ensure the reliability, consistency, and accuracy of marking, in line with the expectations set out in this section. Such processes may be organised at a school or faculty level.

22.2 The marking and moderation processes should be made available to students.

Marking practices

22.3 Single marking is where student work is marked by one individual based on a marking scheme. Moderation must take place on individual assessments with single marking subject to exemptions set out in (x) below.

22.4 Double (or 'second') blind marking is the process by which an assessment is marked independently by two markers, who then agree a final mark (or marks). Neither marker is aware of the other's assessment decision in formulating their own mark. Moderation is not required for work that is double marked as the double marking effectively takes the place of moderation. Double marking will normally take place for:

- i. dissertations and end of programme projects or equivalent (in which a dissertation supervisor may only be permitted to be an internal examiner as part of a marking team);
- ii. where there are particular difficulties in applying moderation given the nature of the assessment (e.g. a live practical assessment that is not recorded);
- iii. work marked by non-academic staff (depending on the experience of the markers) or inexperienced markers;
- iv. where this is required by a professional, statutory or regulatory body.

22.5 The practice of one marker seeing the marking of another marker (non-blind) is deemed to be a form of moderation.

22.6 Where there is more than one marker for a particular assessment task, schools should take steps to ensure consistency of marking. Programme 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.

22.7 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.

22.8 Where a student provides an answer to more questions than is required by the examination paper, the marker should mark all the answers and use the marks from the highest scoring answers to calculate the assessment mark.

22.9 The School Education Director or delegate is responsible for overseeing the allocation of marking, and the forms of marking used in programmes within their School.

Benchmarking

- 22.10 Benchmarking is a process to promote consistent standards among multiple markers of a specific assessment. It should be used in appropriate cases prior to marking and moderation.
- 22.11 In large units it is common to have multiple markers of an assessment. In such cases, the possibility arises of misalignment across markers even where markers have been individually consistent. To encourage collective consistency and reduce the need for re-marking of scripts, benchmarking should be used as an important part of the overall quality assurance process.
- 22.12 A typical benchmarking exercise could involve all markers individually marking the same small selection of randomly chosen scripts (e.g. 5 scripts) and then agreeing how marks should be allocated against the marking criteria to inform marking of the remaining scripts. The number of scripts selected for such benchmarking will depend on the nature of the assessment. For example, where optional questions exist, it may be necessary to select a higher number of scripts than usual to ensure all questions are discussed in the benchmarking exercise.
- 22.13 Benchmarking should take place before marking so should be arranged as soon as possible after an assessment has taken place. It is good practice to organise benchmarking meetings as part of the marking allocation within a school.

Calibration

- 22.14 Calibration is the process to promote consistency of standards between institutions, units or academic years.
- 22.15 Some assessment types call for academics' individual expert judgements. Internal calibration helps markers across and within programmes to develop shared understanding of academic judgement across different assessments, units or academic years. The purpose of calibration is to enhance and share good academic practice amongst markers rather than ensuring consistent standards for a particular cohort of students.
- 22.16 Internal calibration exercises can take many forms but often involve a group of academics reviewing a small sample of anonymous student assessments before discussing the decision-making behind hypothetical marks and feedback. Unlike benchmarking, internal calibration exercises are not intended to agree a 'correct' mark or prepare teams for marking particular assessments. Nor are they best used to identify deviations from norms to be corrected. Rather, periodic internal calibration exercises help academics develop their individual judgement through knowledge of how other experts might approach a broadly similar scenario. In that sense, the use of internal calibration recognises that robust individual academic judgement arises from participation in a community of expert assessors who periodically reflect on their decision-making. Likewise good practice in feedback is encouraged and facilitated by reflecting on the marking of student work by other experts.
- 22.17 Faculties / schools should have processes in place that allow programme teams to develop a shared understanding of marking criteria and exercise their individual academic judgment with knowledge of how others might exercise that judgment in broadly similar scenarios.

Internal moderation

22.18 Summative assessment will normally be moderated. Exceptions are:

- where the assessment contributes 10% or less to the unit mark
- objective tests, such as multiple-choice questions.

22.19 The sample size for moderation should be adequate to provide assurance that the work has been properly marked across a range of student performance in the assessment for each marker. The following procedure is recommended to arrive at a representative sample:

- a. sufficient standard ranges should be established across the marking scale from which the selection is to be made (for example the ranges could consist of fails, third class, 2:1, 2:2, first or the descriptor categories on the 0-20 marking scale);
- b. a sliding scale corresponding to the number of assessments available for moderation should be employed; as a guide, a minimum of eight or 10% of the available assessments, whichever is greater, should be included in the sample. The sliding scale should then be adjusted according to:
 - i. the number of scripts available, so that the sampled proportion reduces as the number of available scripts rises; and
 - ii. the number of first markers for an assessment or component part of an assessment; the higher the number of first markers, the more assessments are moderated (to ensure adequate moderation across all markers).
- c. where the number of submitted pieces of assessment for the unit is seven or less then all the assessments should be subject to internal moderation.

The internal moderation of assessments that do not generate a numerical grade (i.e. pass/fail assessments) should focus upon those at the pass/fail border.

The marks of assessments that significantly contribute to determining progression within a programme or the award and classification of a qualification (e.g. a dissertation or project) should be carefully reviewed through the moderation process, if they are not double-marked.

22.20 The responsibilities for conducting internal moderation are:

- moderation is undertaken by an individual or team of academic staff within the subject, as allocated by the designated school representative (i.e. School Education Director or Exams Officer).
- the Unit Director is responsible for ensuring that moderation takes place in their unit in accordance with these expectations.
- the Programme Director is responsible for having an overview of moderation across the programme.
- the final decision on marks rests with the exam boards, taking account of the view of the external examiner(s).

22.21 Moderation should take place after the assessment has been marked and in advance of submission to the exam board, with reference to the University's [policy on providing feedback to students on their work](#). Where necessary, priority should be given to the

timely release of feedback over the completion of the moderation process. In such cases, students should be informed of the status of the mark that has been released.

- 22.22 The role of the moderator is to form a view of the overall marking, not apply corrective marking to individual assessments. The moderator should produce a report, which should instigate a dialogue between the marker and moderator; the conclusions of which should be formally captured as part of an audit trail. The purpose of the audit trail is to provide the relevant exam boards, including the external examiner with a means to determine whether the marks are fairly awarded and are consistent with relevant academic standards and as evidence in the event of an appeal.
- 22.23 Moderators should review the marking of the individual marker/s against the relevant marking criteria within the sample and all the marks awarded to identify whether the marks awarded appropriately reflect the standard of work and whether there are any inconsistencies within the marking. A separate process should be in place to check that all questions in an assessment has been marked and that the marks are totalled correctly.
- 22.24 Specific outcomes arising from the moderation process are:
- moderator confirms marks.
 - an entire set of marks is adjusted in relation to the marking criteria and the mark distribution.
 - a sub-set of marks is adjusted to rectify a perceived inconsistency within the marks profile and/or between markers.
 - the whole or sub-set of assessments are re-marked because the inconsistencies cannot be rectified in a simple manner.

‘Mark adjustment’, as an outcome of moderation, is a legitimate and intended means of ensuring that marks are robust and fair. An adjustment may apply to an entire set of assessments or an identified sub-set. Adjustments should not be made to individual marks in isolation.

- 22.25 In cases where a moderator and marker cannot agree on a course of action, the batch of work should be referred to a second internal moderator (as identified by the School Education Director or delegate) for adjudication.
- 22.26 The relevant school exam board should be assured that moderation has occurred and action has been taken to assure the quality and standards of the marks presented to it.
- 22.27 Evidence of moderation should be made available to the external examiner for review, which may consist of samples of moderated assessment, a distribution of unit marks and the formal record of dialogue between markers and moderators. Internal examiners should consider and respond to any issues raised by the external examiner prior to the exam board wherever possible.
- 22.28 The School should review the operation of its policy on internal moderation for its programmes on an annual basis. The University Quality Team will investigate moderation practices and their implementation where there is cause for concern (e.g. if it is raised by an external examiner in their report).
- 22.29 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.

- 22.30 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). It is recognised that second marking/moderation may present difficulties in some forms of summative assessment such as a class presentation. In these cases, evidence of how the assessment mark was reached should be preserved for moderation.

Scaling of marks

- 22.31 Scaling is not normally permitted, except in the following two circumstances:
- 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. The rationale and mechanism for scaling should be recorded in the unit specification and in the minutes of the relevant exam board.
 - 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. The rationale and mechanism for intended scaling should be recorded in the minutes of the relevant exam board.
- 22.32 Before scaling is used, its use and the method that is intended to be employed must be agreed with the relevant Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate, prior to application, and the relevant external examiners consulted before being reported to the exam board.
- 22.33 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 must be informed of the process after the assessment.

Anonymity in assessment

- 22.34 'Anonymity' is defined as the use of an identifier, which cannot be related to a student's name without reference to a central register or other mechanism, in the assessment process. An identifier is adopted in order to: avoid unconscious and conscious bias in marking, respect student confidentiality, and ensure fairness when progression and award decisions are made; however, it does not necessarily mean that it is impossible for a member of staff to uncover the identity of a particular student.
- 22.35 Members of staff must respect anonymity where it is employed and not identify, or seek to identify, students unless it is a requirement of their role or there is a clear benefit to the student in doing so e.g. the provision of specific feedback to the student, the correct treatment of exceptional circumstances.
- 22.36 Where students might be identifiable e.g. because they are part of a very small cohort or they have an unusual pattern of study, anonymity must be respected as for any other student in line with this section.
- 22.37 Schools are responsible for informing students of how they should identify their work.

22.38 It is the responsibility of students to employ the anonymity mechanisms provided to them.

The marking of credit-bearing 'summative' assessment of learning

22.39 Summative assessment should be anonymous when it is marked where that is possible and practicable, and consistent with the assessment and its objectives. Where anonymity may or may not be expected at the first marker and moderation stages is set out below, by assessment type.

Assessments where anonymity is expected at both the first marking and moderation stages:

- exams
- timed Assessments
- summative coursework not included below

Assessments where anonymity may not be expected at the first marker stage:

- all formative coursework (where a mark does not contribute to the unit mark and passing is not required for credit)
- summative assessment where formative feedback is provided on an early draft as part of the design of the assessment
- final year and PGT projects / dissertations
- presentations
- group work (especially where 'equity-share'/student contribution marking is a component)
- bespoke coursework – where all students formally agree the specifics of their coursework with a tutor, such that they are necessarily identifiable.
- practical in-person assessment e.g. in labs, fieldwork tasks, medical practicals, oral exams
- summative assessment that accounts for a small part of the unit mark and where the provision of individualised feedback for learning is an inherent part of the design of the assessment

22.40 Anonymity is a general expectation when the marking of student work is moderated.

22.41 The marks awarded for summative assessments should be released individually to students.

22.42 Specific moderation techniques must be used for non-anonymous summative assessments e.g. multiple markers.

The marking of non-credit-bearing 'formative' assessment for learning

22.43 When designing formative assessment, priority should be given to the educational benefits of the assessment rather than anonymity, for example it should not interfere with the provision of feedback to students.

22.44 While anonymity is not required for formative assessment, it may still be preserved where it is consistent with the assessment and its objectives.

23. Academic misconduct

Resources to support these regulations:

- Information on the procedures for investigating and considering academic misconduct are set out in the [Academic Misconduct Procedure 2025-26 \(PDF, 315kB\)](#)
- Student web pages on: [plagiarism](#), [contract cheating](#), [collusion](#), [ethical breaches in student research](#)

Detecting academic misconduct

- 23.1 Academic misconduct can be identified by staff involved in marking or teaching. It can also be reported or disclosed by a third party.
- 23.2 Software may be used to help identify potential academic misconduct, such as plagiarism. Any suspected cases are reviewed before any action is taken or penalty applied. A dissertation, project or industry placement report may be exempted from a third-party software detection service if there are contractual, security or safety obligations on the University to safeguard sensitive material from third parties. If an exemption is agreed, a relevant member of staff undertakes a manual academic integrity check of the dissertation.

Procedures for investigating academic misconduct

- 23.3 If any irregularities are detected, or academic misconduct identified after academic review, the case is referred to the appropriate procedure for investigation and/or consideration. A definition and further information on each are available in the Academic Misconduct Procedure, the links to which are provided below:
- Poor academic practice:** for minor instances of poor referencing, incorrect, or missing attribution for small sections of copied work, or similar infringements by a student where there is no suggestion that there is an intention to deceive.
 - Plagiarism:** where a student is considered to have used someone else's work without proper acknowledgment.
 - Re-using own work (self-plagiarism):** where a student is considered to have re-used their own previously submitted work without proper acknowledgement.
 - Cheating:** where a student is considered to have broken the rules of an assessment or sought to gain an unfair advantage through unauthorised means. Includes collusion, contract cheating and the mis-use of artificial intelligence.
 - Ethical breaches:** where a student is considered to have breached ethics in their research.

- 23.4 Some cases of academic misconduct (under b-d above), depending on the student's year of study, may be addressed through training instead of formal penalties to help students build the required understanding. This includes attending an Academic Integrity Awareness Course.

Academic integrity awareness course (AIAC)

- 23.5 Eligible students are invited to attend an AIAC to improve their understanding of academic integrity and what constitutes misconduct. This is separate from any work they may need to complete in order to receive credit for the affected unit/s, such as

correcting the original assessment or submitting a new one.

23.6 The AIAC is only available to first year undergraduate students (including those on Foundation programmes) where:

- this is their first offence, and
- the offence is not sufficiently serious that it cannot be addressed by training.

23.7 Full attendance and engagement is required for successful completion of the training. If a student does not attend, or attends but refuses to engage or is disruptive, the relevant assessment is awarded a mark of zero.

23.8 Any student referred to an AIAC can appeal this decision by submitting the AIAC appeal form within 21 days of being informed they are required to attend the course. The permissible grounds for appeal are:

- a. that the procedure was not correctly followed when making the decision
- b. that new evidence has come to light that was not available to the original decision maker which may have materially affected the decision.

23.9 The appeal will be considered by a nominated member of academic staff in the Faculty who has not been involved in the case. They will either:

- a. reject the appeal and confirm attendance at the AIAC is required, or,
- b. uphold the appeal and revoke the original decision for attendance at an AIAC.

Investigation of academic misconduct

23.10 Where suspected academic misconduct requires investigation under the relevant procedure, an academic misconduct panel is convened to investigate at either school, faculty or university level, depending upon the seriousness of the case. At school and faculty level, the panel is convened by the student's home school or faculty.

23.11 Students are invited to engage with the panel in the form of an interview. The purpose of the interview is to allow the student to make representations and to present any mitigating factors. The interview can be online or in-person. A student can provide a written submission regardless of whether they attend the interview or not.

23.12 Once the interview process is complete, the academic misconduct panel determines if academic misconduct has occurred or not. The applicable standard of proof is the balance of probabilities (i.e. a student is found guilty of academic misconduct if, on the evidence available, it is more likely than not that the offence was committed).

Outcomes from an investigation of academic misconduct

23.13 The outcomes from an investigation of academic misconduct are to:

1. Dismiss the case
2. Refer it back to the unit director to be dealt with as poor academic practice
3. Impose no penalty beyond recording the case on the student's record for future reference
4. Apply one of the following penalties to the original piece of work:

- a. to award the work submitted a lower mark than would otherwise have been awarded in the form of mark penalty or a capped mark; if the work is the only summative assessment for the unit and this penalty reduces the mark to below the pass mark the panel should consider whether credit should be awarded.
- b. if the assessment is the only assessment contributing to the unit mark, award credit but a mark of zero.
- c. if the assessment contributes part of the unit mark, award a mark of zero but allow credit for the unit to be awarded if the zero results in a fail mark for the complete unit.

5. Require the submission of an equivalent piece of work, to replace the originally submitted piece of work i.e. that corresponds to the same “attempt”, which is awarded:

- a. the mark it would normally be awarded
- b. a lower mark than would otherwise be awarded in the form of a mark penalty or a capped mark; if the penalty reduces the mark to below the pass mark the panel should consider whether credit should be awarded.
- c. a mark of zero but, providing the intellectual mark of the resubmitted work would be sufficient for the unit pass mark to be achieved, allow credit for the unit to be awarded.

6. Award no marks (zero), for the unit of which the examination or piece of assessed work was part. Under this penalty, the exam board will, where permitted by regulation, allow the student to take reassessment in order to demonstrate the learning outcomes for the unit, for the award of credit only. Where the credit points for the unit are later achieved by reassessment, the penalty of a mark of zero for the unit is retained.
7. Award the student a lower classification of degree than they would otherwise achieve based on their mark profile. The UAMP should determine whether an equivalent piece of work should be submitted when recommending this penalty.
8. Require the student to withdraw from the university, which means that the student ceases to be a member of the university, and loses all rights and privileges of membership, including whether an exit award should be made. This recommendation can only be made to the Dean of the student’s home faculty.

Notes

- *for assessments on a pass/fail marking scheme, outcomes 4 and 5 are replaced by:* require the submission of an equivalent piece of work, to replace the originally submitted piece of work i.e. that corresponds to the same “attempt”, with Pass/Fail outcomes.

- *outcome 6 is available to Faculty Academic Misconduct Panels and University Academic Misconduct Panels only*
- *outcomes 7 and 8 are available to University Academic Misconduct Panels only.*
- *outcomes 3 and 5 are NOT available to a Panel with regard to incoming study abroad students or other visiting students who take units for credit but are not on a University of Bristol programme of study.*

23.14 Outcomes 4-7 are recommended to the relevant exam board or outcome 8 to the Dean of the Faculty for consideration. Outcomes 1-3 do not need further approval.

23.15 The student is informed of the decision within 14 days of the date of the panel.

23.16 The exam board (or Dean of a Faculty for outcome 8) receives and considers the recommendation of the panel when considering a student's academic outcome. The normal expectation is that the recommendation is accepted; however, the exam board will consider:

- whether the impact of applying the recommendation to the student's overall academic outcome is disproportionate to the offence, and/or
- the impact of any new exceptional circumstances not available to the panel that are relevant to the affected assessment(s).

24. Penalties

For academic misconduct

24.1 When recommending a penalty to an exam board, 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, exam boards should take into account any effect on the degree classification that the penalty already has had.

For the late submission of coursework

24.2 Students must be made aware of the existence of penalties for not meeting submission deadlines by the relevant school or faculty.

24.3 Coursework that is submitted after a deadline but within the late submission period should be subject to the following 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 exceptional circumstance (see section 20):

For assessments in modular programmes on a 0-100 scale:

- the late submission period is four days (i.e. 4 x 24 hour periods) from the submission deadline
- the late submission of work will incur a fixed absolute penalty of 10 marks for each 24-hour period after the agreed submission deadline, not including public holidays in England or University closure days.
- if the work is not submitted by the end of the late submission period, the assessment will be considered to be a non-submission.

For assessments in non-modular programmes (BDS, BVSc (including Accelerated Graduate Entry), MBChB) on a 0-100 scale:

- the late submission period is 24 hours from the submission deadline
- a fixed absolute penalty of 10 marks is applied for work that is submitted up to 24 hours after the agreed submission deadline not including public holidays in England or University closure days;
- if the work is not submitted by the end of the late submission period, the assessment will be considered to be a non-submission.

For assessments in modular or non-modular programmes that generate a grade but are returned on a pass/fail scale:

- the late submission period is four days (i.e. 4 x 24 hour periods) from the submission deadline
- the late submission of work will incur a fixed absolute penalty as in (a) above to the grade that the student would have received on the marking scale used for that assessment. Where the application of the penalty causes the grade to fall below the 'pass' threshold, the assessment is awarded a 'fail' mark.
- if the work is not submitted by the end of the late submission period, the assessment will be considered to be a non-submission.

For assessments in modular or non-modular programmes that are competency-based and do not generate a mark: the late submission will incur a 'fail' mark.

24.4 When applying a penalty for a late submission, a 'day' constitutes 24 hours from the submission deadline to the next day which is not a public holiday in England or University closure day (e.g. if a submission deadline is 15.00 on Monday, a 'day' constitutes the 24 hour period up to 15.00 on Tuesday).

24.5 Penalties are applied in the form of a mark reduction from the mark the student would have achieved.

24.6 For group coursework, it is the collective responsibility of the student group to ensure and confirm that the work is submitted before the deadline. Students involved in group work for assessment may also be required to individually provide evidence of their participation in and contribution to the work of the group. If group work is submitted late, the penalty applied to the marks of individual student(s) may be retracted where there is evidence that they have satisfactorily contributed to the group work in time for the work to be submitted by the deadline, as determined by the Unit Director or other member of academic staff.

For exceeding the size limit in summative assessment

24.7 Faculties' policies for defining the size limit of summative assessment, by assessment type, and any penalty for exceeding the defined limit, for its taught programmes, should be in accordance with the following.

24.8 Whether specific forms of assessment are subject to a size limit, and if so:

- whether the size limit is defined by reference to the number of pages (with font size, line spacing, margin size, and page orientation requirements), by a word / character limit or other defined limit.

- the penalty where the defined limit is exceeded.

- 24.9 Students must be informed, at or before the date of issue of the assessment, the size limit (including how the size limit is defined) and the penalty for exceeding the limit, if any, as reflected in the approved unit specification.
- 24.10 The policy of the faculty that owns the unit will apply. It is important for students whose home programme is based in a different faculty are made fully aware that the policy applied in the submission of assessment for a unit may be different than the policy of their home faculty.
- 24.11 It is the responsibility of the student to ensure that the work complies with the defined size limit prior to submission and to certify the size (word or page length or other defined limit) on the front cover sheet when submitting the work.
- 24.12 The student in question must be informed of the decision to apply the penalty for exceeding the defined size limit.

25. Feedback to students on their work

Resources to support this policy:

- [Student web page: Feedback on your work](#)
- [Student Access to Exam Scripts Procedure 2025-26 \(PDF, 247kB\)](#)

Feedback is a two-way process that helps students understand how they have performed in their work and how they can improve in the future. The type of feedback depends on the nature and purpose of the assessment and can take various forms (see glossary for examples).

- 25.1 Feedback is provided to students on all assessed tasks:
- Feedback on formative assessment:** Students are provided with feedback on their work as a developmental opportunity during the teaching of a unit.
 - Feedback on summative assessment:** Students are provided with feedback on summative assessment within or following the unit. The remainder of this policy focuses on feedback on summative assessment.
- 25.2 At the beginning of the unit, students are informed of:
- the assessments they will receive feedback on,
 - the date/s on which they will receive the feedback, and
 - the format in which the feedback will be provided (e.g. Blackboard).
- 25.3 Programme Directors are responsible for overseeing the provision of feedback across a programme, working with Unit Directors.
- 25.4 Feedback to students includes the provisional mark on the assessment, with some exceptions as set out in 25.5 (see Glossary for full definition of 'provisional mark'). The completion of the internal moderation process should not prevent the release of the provisional mark by the timeframe for returning feedback.
- 25.5 **Feedback on summative assessment is returned to students within 15 working days** (excluding public holidays and [University closure days](#)) of the submission deadline, with the following exceptions:

- a. **End of programme assessments** (e.g. final dissertation) that do not inform future learning on the programme and require additional quality assurance steps – in which case feedback is provided on a longer timeframe, as determined by the school or faculty.
- b. **Exams in non-modular undergraduate programmes (Medicine, Dentistry, Veterinary Sciences)** where the mark is subject to a standard setting process (see Glossary for definition) and therefore may substantially change by design, in which case feedback is provided within 15 working days but without a provisional mark.
- c. **Feedback on end of unit assessment in the summer assessment and reassessment periods** where the timeframe for releasing feedback is relatively close to the exam boards where a student's academic outcome is confirmed. In such cases, a school, with faculty agreement, may return the feedback as part of results release. Feedback on assessment that is submitted / completed before the start of the summer assessment or reassessment period is returned within 15 working days.
- d. **Feedback that is due to be returned within an assessment period in which students are taking assessment**, in which case feedback may be returned after the assessments are complete, with faculty agreement.

25.6 The 15 working days for the return of feedback starts:

- a. For any assessment completed or submitted in the Teaching Block 1 (TB1) Assessment Preparation week:
 - from the first working day following the end of the Assessment Preparation week.

This means that feedback on assessment submitted in the TB1 Assessment Preparation week will be returned no later than a designated day in the Teaching Block 2 (TB2) Preparation Week, and not before the start of term (i.e. the start of TB2 Preparation week). Schools may set marking deadlines within TB2 Preparation week *before* the designated day for the return of feedback, to support the administration of marking.

- b. For any assessment completed or submitted in the Teaching Block 1 Assessment Period, the 15 working days for the return of feedback starts:
 - from the first working day following the end of the TB1 Assessment Period.

This means that feedback on assessment in the TB1 assessment period will be returned no later than a designated day during the first week of teaching in TB2.

- c. At all other times, the 15 working days for the return of feedback starts:
 - from the first working day following the assessment submission deadline, or
 - from the first working day following the day that the student completes the assessment, for assessments that take place on a single day.

For students with an approved extension, feedback is provided within 15 working days of the new submission deadline.

- 25.7 If, in exceptional circumstances, a stated deadline is not going to be met, students are informed as soon as possible, and a new date set by which they will receive feedback on their work.
- 25.8 Each school has a process in place to monitor the return of feedback and ensure students are alerted where a stated deadline is not going to be met, overseen by the Head of School and the Faculty.

Student access to exam scripts

- 25.9 As a tool for self-reflection, and creating their own feedback, students can request to see their exam script to identify areas for improvement in future assessments. The purpose of a student viewing their own script is not to query the academic judgement of the marker(s).
- 25.10 The provision of access applies, but is not limited, to examination scripts from the University assessment periods. Schools will identify and communicate where it is not academically appropriate to release specific scripts.
- 25.11 Schools arrange access to examination scripts. The opportunity for a student to access their examination script is in addition to, and complements, feedback on the student's performance in the examination. Any annotations made on an exam script are for marking purposes and are not necessarily intended as feedback.
- 25.12 In order to safeguard exam scripts and their use, students must not remove, mark or modify an original script unless they are explicitly released to them. The provision of access and/or release of a script to a student is purely for their own educational use; students must not share, publish or otherwise disseminate their scripts, answers or the exam questions.

26. Retention of student work

- 26.1 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.
- 26.2 Schools should also take into account the requirements of professional, statutory and regulatory bodies, where relevant.

E. ACADEMIC OUTCOMES

27. Roles responsible for determining progression and awards

Faculty Associate Pro Vice-Chancellor (Education and Students)

- 27.1 It is the responsibility of the Faculty Associate Pro Vice-Chancellor (Education and Students) to ensure that university and faculty regulations, policies and procedures with respect to these Regulations and Code are implemented in their faculties. In doing this they will work closely with schools, Heads of Faculty Education and Student Success and Faculty Heads of Student Administration.

Programme Directors

- 27.2 Programme Directors must be familiar with all regulations that relate to their programme including this Code.
- 27.3 The Programme Director is responsible for the quality assurance of the programme for which they are responsible, including arrangements for annually reviewing the programme.

Internal examiners

- 27.4 Heads of School should nominate an individual to be responsible for liaising with the External Examiner. This would normally be the Programme Director or the Examinations Officer. It must be clear to all concerned who will undertake this role.
- 27.5 A list of all internal examiners, including anyone not holding academic status at the University, should be approved by the relevant faculty board.
- 27.6 The unit director, who will also be an internal examiner, is academically responsible for the unit's summative assessment. This person should ensure that the following tasks are completed satisfactorily: the setting of papers and ensuring they are error-free, responding to external examiner comments, 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 nominated internal examiner is responsible to the school exam board.
- 27.7 The nominated 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.

School examinations officer(s)

- 27.8 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 school exam board.
- 27.9 School examinations officer(s) are the principal line of communication of the School with the Faculty and to the University Examinations Office (Education and Student Success division).

External examiners

- 27.10 The [University's Policy for the External Examining of Taught Programmes](#) provides full details of the role of external examiners and the University's external examining processes.
- 27.11 External examiners shall normally be members of the academic staff of other universities; they shall not be members of the Board of Trustees or of the University's staff and shall not have been employed by the University within the previous five years.

28. Authority for granting an academic award

- 28.1 On the recommendation of the relevant exam board, subject to the overriding authority of Senate and the Board of Trustees, the University will grant an academic award to any person who has fulfilled all the conditions prescribed by statutes, ordinances and regulations.
- 28.2 On the recommendation of Senate, the Board of Trustees may award a degree of the University as an honorary degree, save that no degree may be awarded otherwise than by examination if it deems the holder to be fit to practice in a professional capacity.
- 28.3 On the recommendation of Senate, the Board of Trustees may withdraw an academic award, distinction or prize of the University if it is subsequently discovered that the award, distinction or prize was improperly obtained.
- 28.4 On the recommendation of Senate, the Board of Trustees may accept a request from any person to resign an academic award, distinction or prize of the University.
Restoration On the recommendation of Senate, the Board of Trustees may restore an academic award, distinction or prize of the University to a person who has been deprived of it or has voluntarily resigned it.

29. Calculating marks

The unit mark

- 29.1 The mark for each individual unit is calculated as the weighted average of the marks for each of its constituent assessments (see [section 21](#)), rounded to the nearest integer. This mark is returned for the purposes of awarding credit.

The year mark in undergraduate programmes

- 29.2 For the purposes of determining progression (specifically for the application of 31.20 and 31.43) award and classification, the overall mark achieved for the year in undergraduate programmes is calculated by averaging the unit marks, weighted by credit point value, and rounding the result to the nearest integer.
- 29.3 Units that solely contain assessments marked on a pass/fail marking scheme will not contribute towards the calculation of the year mark. In such cases, the weighting of other units in the relevant year of study will increase accordingly (i.e. the year weighting for classification will be retained).
- 29.4 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.
- 29.5 The methodology for disregarding unit marks when calculating the year mark for the purposes of classification or progression is provided in [guidance](#).

30. Confirming student outcomes (exam boards)

Resources to support these regulations:

- [Confirming Student Outcomes Procedure 2025-26 \(PDF, 244kB\)](#)
- Student web page on: [How and when your results are agreed | Current students | University of Bristol](#)
- Guidance for staff on the operation of exam boards meetings is provided on [BEAM](#).
- The academic regulations that set out the authority by which the methods of assessment are determined when the University is disabled from conducting assessment in the normal way is set out in [Ordinance 9](#).

School exam boards

Pre-exam board assurance

30.1 Preparatory assurance activities are undertaken to ensure that the marks presented to the school exam board are valid. This includes:

- remedying any issues in the performance of assessment, or
- implementing relevant recommendations from the Exceptional Circumstances Committee regarding individual students to mitigate the impact of exceptional circumstances.

30.2 Any significant incidents that require cohort-level intervention should be raised and discussed with the Faculty Associate Pro Vice-Chancellor or delegate prior to the School exam board.

30.3 The views of the relevant external examiner/s with regard to the conduct of the assessment, marking and moderation processes are sought ready for consideration by the school exam board.

Convening a board

30.4 An exam board is convened in each school to consider the programme-level academic outcome for students on the undergraduate and taught postgraduate programmes that it owns, and the unit-level academic outcome for any students who are studying credit-bearing units only, owned by the school (e.g. incoming study abroad students).

30.5 The school exam board is convened at set points during the academic year where decisions are due to be made about assessment, progression or award outcomes. It may also convene outside of these set points for considering specific individual cases or to approve marks where that is required for a specific purpose.

30.6 Separate exam boards may be convened due to volume of cases or where there are substantive differences in regulations being applied, for example between undergraduate and taught postgraduate or modular and non-modular programmes.

Membership and quoracy

30.7 The membership of the school exam board is determined at the start of each academic year by the Head of School (or equivalent role) and approved by the relevant Faculty Associate Pro-Vice Chancellor or delegate based on the following requirements:

a. the school exam board requires at least three members of staff to operate, including the nominated Chair. It should consist of no more members than is required for it to conduct its business.

b. the school exam board's membership is composed of:

- the School Education Director, or other nominee (as Chair),
- role-holders in the school who are responsible for and have oversight of a programme/s, and/or who are responsible for oversight of student academic support, and
- a professional services representative from the school to provide advice on the application of regulations and procedure for confirming student outcomes.

30.8 The Faculty Associate Pro-Vice Chancellor or delegate may nominate a member/s of staff to attend the school exam board to aid in its deliberations such as advising on the application of regulations and where necessary providing independent oversight of the outcomes.

30.9 The external examiner/s for the programme/s are not required to attend the school exam board. The views of the external examiner/s on the operation and standards of the assessment, marking and moderation processes are made available to the board.

Responsibilities

30.10 The school exam board is responsible for:

a. assuring that the assessment, marking and moderation processes have been conducted appropriately and therefore the assessment and unit marks presented to it can be approved.

b. considering programme-level outcomes for each student presented to it by:

- i. considering the impact classification from the relevant Exceptional Circumstances Committees, and determining action, if any, to mitigate the impact of those circumstances on an individual student's performance in assessment.
- ii. considering and agreeing the application of any recommended penalties in cases of academic misconduct.
- iii. based on their unit marks and (i-ii) above either:

- approve the student's academic outcome (i.e. progression or award and, where applicable, classification); or,
- make a recommendation to a complex outcomes exam board for final approval where it is judged that there is sufficient complexity in determining the academic outcome.

c. approving unit-level outcomes for students who are studying credit-bearing units only (e.g. incoming study abroad students), as above in (b).

- 30.11 The school exam board may agree that the Chair has authority to enact a specific and defined action between meetings of the board.
- 30.12 The Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate, and the Head of Faculty Education and Student Success or delegate, are responsible for ensuring that the school exam boards in their faculty convene and operate in line with these regulations and supporting Procedure.

Output

- 30.13 A written record of the meeting is taken. This provides the academic outcome of each student presented to it or where the case is subject to ratification by a quality check or has been referred for further consideration to a separate complex outcomes exam board.

Quality assurance of decision making

- 30.14 Appropriate mechanisms are applied at various points to assure the decision making of the school exam board in confirming student outcomes. This includes a specific review of identified decisions of the school exam board after its meeting in relation to the data that was available to it and the application of regulations in a specific case or cases. Any anomalies that are identified are flagged to the Chair of the school exam board for re-consideration.

Complex outcomes exam board

Convening a board

- 30.15 A complex outcomes exam board is convened in each faculty to approve the academic outcome of students referred to it from its undergraduate and taught postgraduate programmes.
- 30.16 The complex outcomes exam board is convened at set points during the academic year where assessment, progression or award decisions are referred to it. It may also convene outside of these set points for considering specific individual cases where that is required for a specific purpose.
- 30.17 A faculty may choose to convene separate boards where there are substantive differences in regulations being applied.

Membership and Quoracy

- 30.18 The membership of the complex outcomes exam board is determined and approved at the start of each academic year by the Faculty Associate Pro-Vice Chancellor or delegate, based on the following requirements:
- 30.19 The complex outcomes exam board requires at least three members of staff to operate, including the nominated Chair. It should consist of no more members than is required for it to conduct its business.
- 30.20 The board's membership is composed of:

- the Faculty Associate Pro-Vice Chancellor or delegate (as Chair)
- the Chairs of the school exam boards (or nominee, on behalf of the Chair)

- a professional services representative from the faculty to provide advice on the application of regulations and process.

Responsibilities

- 30.21 For each student presented to it, the complex outcomes exam board is responsible for approving programme-level academic outcomes on the basis of the recommendation made by the school exam board.
- 30.22 The board may agree that the Chair has authority to enact a specific and defined action between meetings of the board.

Output

- 30.23 A written record of the meeting is taken. This provides the academic outcome of each student referred to it.

Confidentiality and anonymity at school and complex outcomes exam boards

- 30.24 Student cases are considered anonymously.
- 30.25 Exceptionally, information about a student's exceptional circumstances may be introduced in an exam board by the Chair where:

- the student will benefit from disclosure of the nature of the exceptional circumstance; and,
- it is essential for a fair decision to be arrived at.

In these cases, the anonymity of the student is maintained.

- 30.26 Discussions held at the exam board are confidential. Students may request to see the minute relating to the consideration of their individual case.

31. Academic outcomes in undergraduate modular programmes

A [flow diagram](#) for the progression of students on an undergraduate modular programme is available.

NON-FINAL YEAR OF STUDY

Award of credit and reassessment

Award of credit for ('passing') a unit

31.1 To be awarded credit for a unit (a 'pass'), students must:

- a. achieve the unit pass mark (a mark of 40 for units at levels 4-6 and 50 for units at level 7), and
- b. meet any other designated criteria (see [section 18](#)) set out in the unit specification.

31.2 A student may be awarded credit for a narrowly failed unit through 'compensation' to allow progression where certain conditions are met (see 31.20).

Reassessment

"Reassessment means any time a student is allowed to take an assessment again as an additional attempt because it has been failed or missed."

31.3 If a student does not meet the requirements to pass a unit at their first attempt, they have up to two further assessment 'attempts' (i.e. three in total) to meet those requirements.

31.4 To be eligible for reassessment, a student must achieve:

- a. for a second assessment opportunity: 40 credit points in the year of study following first attempts of all units
- b. for a third assessment opportunity: 80 credit points in the year of study following two attempts of each unit

If a student does not achieve the credit point threshold for reassessment as above, they are required to withdraw from the programme.

31.5 Students cannot take assessment where they have already passed the unit, unless in exceptional cases where both the following apply:

- a. as mitigation made by an exam board in accordance with section 20 on student circumstances where their performance in assessment has been impacted by exceptional circumstances, and
- b. the exam board judges the student is reasonably likely to improve their overall unit mark.

If an exception is granted, the original mark for the affected unit is voided.

31.6 For any unit that is passed by reassessment, students receive the awarded mark for the assessment, however the unit mark is 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).

31.7 Students are only permitted to be reassessed in those assessments in the unit that have been failed. Reassessment does not need to be in the same form as the original assessment, as long as it tests the same learning outcomes. Where the assessment or unit has changed or is no longer running, the exam board may permit the student to take an alternative assessment or unit.

Supplementary assessment

"Supplementary assessment is where a student is allowed to take an assessment because they previously missed it due to an agreed deferral or self-certified absence, or because an exam board has accepted the previous attempt was affected by exceptional circumstances. A supplementary assessment does not count as an additional attempt to pass the unit."

31.8 Students who have not passed a unit are permitted a supplementary assessment if:

- they deferred or self-certified their absence from an assessment, or
- their performance in assessment was impacted by exceptional circumstances (with an impact classification of at least i2).

A supplementary assessment does not count as an additional attempt to pass the unit.

31.9 For any unit that is passed by supplementary assessment, students receive the awarded mark for the assessment and the unit mark is either:

- uncapped if it constitutes a first attempt at passing the unit (an 'uncapped supplementary assessment'), or
- capped if it constitutes a second or third attempt at passing the unit (a 'capped supplementary assessment').

31.10 Students are only permitted to take a supplementary assessment in those assessments in the unit that have not been passed.

31.11 Students who have not passed a unit but are eligible for both reassessment and supplementary assessment within that unit do so for a capped mark. If a student then achieves the unit pass mark once all first attempts at assessment in the unit have been completed, an exam board will allow an uncapped mark to be awarded instead.

Scheduling of reassessment and supplementary assessment

31.12 A reassessment or supplementary assessment opportunity is provided within the same academic year, unless a student is required to undertake reassessment (including supplementary assessment) by an exam board but in units that exceed 80 credit points in total (e.g. where assessment has been affected by exceptional circumstances). In this case, the student is required to take all assessment as part of a supplementary year, i.e. the amount of credit that can be assessed in the reassessment period may not exceed 80 credit points.

31.13 A student who is eligible for reassessment and has not met the conditions for progression or award by the end of the year of study (i.e. after the assessment period) is provided a reassessment opportunity in a supplementary year. Students are registered on the unit(s) they have yet to pass. An exam board may replace a unit with another unit in the programme structure:

- where the assessment or unit has substantially changed or is no longer running, or
- in lieu of a failed optional or open unit from outside of a student's honours subject.

31.14 Students are permitted to undertake both reassessment and supplementary assessment within a supplementary year.

31.15 Students who are studying a programme on a part-time basis may be permitted by an exam board to undertake reassessment or supplementary assessment prior to their progression being formally considered by an exam board.

Reassessment for inbound study abroad students

31.16 Inbound study abroad students who are studying at Bristol are only permitted to undertake reassessment or supplementary assessment to achieve credit for a unit, where:

- the reassessment / supplementary assessment is for coursework that can be submitted online, and
- reassessment / supplementary assessment is not otherwise precluded by the partner institution.

31.17 The reassessment / supplementary assessment is scheduled at the same time as for other students.

Progression through a programme of study

Progression requirements

31.18 Students progress to the next year of study on achieving 120 credit points in the year of study. Students may also be permitted to progress to the next year of study despite a failed unit under certain conditions by: 'compensation for progression' or 'conditional progression'.

31.19 Students who do not meet the conditions for progression as set out in these regulations (or specific programme regulations) are required to withdraw from their programme with an exit award where they have achieved enough credit points at the relevant level (see credit framework). Students receive the credit for any units they have taken and passed.

Compensation for progression

"Compensation means where a student is awarded credit for a unit to enable them to progress to the next year of study despite a fail mark."

31.20 Students are awarded credit for a unit that has been narrowly failed at the first attempt through 'compensation' to allow progression where all the following conditions are met:

- a. all other units in the year of study have been passed at the first attempt
- b. only one unit up to a maximum of 20 credit points has been failed
- c. the failed unit is not must-pass

- d. the failed unit has a mark of 35-39 for level 4-6 units or 45-49 for level 7 units, and
- e. the overall year mark is at least 40.

31.21 Students are awarded the actual unit mark they achieved.

31.22 Compensation is not available in accredited undergraduate programmes in the following schools:

- School of Civil, Aerospace and Design Engineering
- School of Computer Science
- School of Electrical, Electronic and Mechanical Engineering
- School of Engineering Mathematics and Technology.

Students on these programmes must achieve at least 120 credit points to progress to the next year of study.

Conditional progression

“Conditional progression means where a student is permitted to progress to the next year of study and make up a failed unit from the previous year.”

31.23 Students are permitted at the summer reassessment exam board to **conditionally progress** to the next year of study even if they have failed a particular unit where:

- a. conditional progression is allowed on the programme of study (as set out in the programme specification)
- b. the failed unit is not “must-pass”, is not being discontinued with no available alternative, and/or is not a prerequisite for units in the subsequent year
- c. the failed unit is no more than 20 credit points, and
- d. the student has achieved at least a ‘pass’ for the year of study (40 out of 100 for levels 4-6, or 50 out of 100 for level 7).

31.24 Conditional progression is automatically applied by an exam board; however, a student may elect to instead take the supplementary year by notifying their home school no later than the start of Welcome Week.

31.25 Where a student is allowed to conditionally progress, they register for the next year of study and, in addition to the requirements for that year of study, either:

- re-take the failed unit/s or;
- undertake a different unit/s in lieu of the one the student has not passed.

31.26 In the next year of study, the exam board first considers whether a student has passed the outstanding failed unit/s before considering whether they have met the conditions for progression or award.

31.27 Where a student is unable to achieve the credit points for the failed unit on which their conditional progress is based and are not permitted further reassessment on that unit, they are required to withdraw from the university with an exit award, where appropriate.

Permission to register for the next year of study

31.28 If the exam board has not been able to consider a student's progress before they begin:

- an industrial placement
- a period of study at another institution, or
- the next year of study following a period of study at another institution,

due to the marks not yet being available, the Chair of the Exam Board permits the student to register for the next year of study without the necessary credit, pending and subject to the decision of the exam board on the student's progression once all marks are available.

Additional progression requirements

In programmes with a Study Abroad Year or Industrial Placement Year

31.29 To progress onto the study abroad year or industrial placement, students must

- achieve 120 credit points and
- achieve a year mark of 60 or more out of 100 for the first year of study*, as determined by the programme.

** In some cases, the higher progression threshold may apply at the end of the second year instead of the first. This is permitted where suitable arrangements are in place to support students who have not met the progression requirements by the time of the relevant exam board, subject to faculty approval.*

31.30 Students who are awarded 120 credit points for the year of study but do not meet the conditions for progression onto the study abroad year or year in industry are automatically transferred onto the equivalent degree programme without the study abroad year or year in industry component.

In an Integrated Masters Degree Programme (with no study abroad or industrial placement year)

31.31 In a **four-year programme**, students must achieve 120 credit points for the year of study and:

- to progress from Year 2 to Year 3: achieve a year mark of:
 - 60 or more if their programme has been designated an 'advanced study' type or
 - 50 or more if their programme has been designated as a 'professional' type of programme.
- to progress from Year 3 to Year 4: achieve a year mark of 50 or more.

31.32 Students who are awarded 120 credit points for the year of study but do not achieve the progression requirements are either:

- automatically transferred onto an equivalent Bachelors degree programme provided that they meet the progression requirements; or
- awarded an equivalent Honours degree or Ordinary Degree depending on the amount of credit points achieved.

31.33 In order to progress within a **five-year programme**, students must achieve 120 credit points for the year of study and achieve a year mark of 50 or more out of 100 in years 2, 3, and 4.

31.34 Students who are awarded 120 credit points for the year of study but do not achieve a year mark of 50 or more are either:

- automatically transferred onto an equivalent Bachelors Honours degree or,
- following completion of Year 4, awarded an equivalent Honours degree or an Ordinary Degree depending on the amount of credit points achieved (on the basis of the mark achieved at the first attempt if a re-sit of a unit was required).

FINAL YEAR OF STUDY

Award of Credit for ('passing') a unit

31.35 To be awarded credit for a unit (a 'pass'), students must:

- a. achieve the pass mark for the unit (a mark of 40 at level 4-6 or 50 at level 7) and
- b. meet any designated criteria (see [section 18](#)) set out in the unit specification.

31.36 Students are not permitted to take reassessment or supplementary assessment unless as set out below. If a student is not eligible for reassessment, credit may be awarded for the failed unit/s to allow a qualification to be made (see 31.41).

Reassessment and supplementary assessment

31.37 A student is only permitted to take reassessment as a second and final attempt in their final year of undergraduate study where the failed unit is:

- a. 'must-pass',
- b. due to the application of a penalty for academic misconduct that requires reassessment, and/or
- c. in an accredited undergraduate programme from 2022/23 in the following schools where credit cannot otherwise be awarded:

- School of Civil, Aerospace and Design Engineering
- School of Computer Science
- School of Electrical, Electronic and Mechanical Engineering
- School of Engineering Mathematics and Technology.

31.38 A student is also permitted to take supplementary assessment in their final year of undergraduate study where:

- a. their performance in assessment in the failed unit/s has been impacted by exceptional circumstances and it is possible for them to achieve a higher classification compared to awarding credit points for the failed unit/s under 31.40
- b. they have self-certified their absence due to illness from an examination or other assessment held on a specified day

in which case the student is permitted to take the assessment in the reassessment period or in a supplementary year.

31.39 Regulations on [reassessment](#) or [supplementary assessment](#) within a unit in a non-final year of study also apply to the final year.

The award of credit points to allow a qualification to be made

"This means where a student in the final year of study is awarded 120 credit points for the year to allow a qualification to be awarded where they have met certain academic conditions despite one or more failed unit/s."

31.40 Students are awarded 120 credit points for the final year of study despite failed unit/s to allow a qualification to be awarded if they have:

- achieved a pass mark for the final year (i.e. at least 40 in programmes at level 6 and at least 50 in programmes at level 7)
- achieved the pass mark for any must-pass unit; and
- demonstrated the intended learning outcomes for the programme.

31.41 Students are likewise also awarded:

- 60 credit points in the final year of undergraduate study for the award of an Ordinary Degree where they have achieved an overall pass mark in units comprising at least 60 credit points at level 6
- 120 credit points for a full time year of study (or part time equivalent) in an Undergraduate Certificate or Diploma programme where they have achieved an overall pass mark for their final year of study
- 120 credit points on the basis of a pass overall in assessment in the relevant year of study in order for an exit award to be made.

Compensation for awarding a qualification - in Engineering and Computer Science programmes

31.42 Due to professional accreditation requirements, 31.40-41 are not available to students newly registered on undergraduate accredited programmes in the following schools from 2022/23:

- School of Civil, Aerospace and Design Engineering
- School of Computer Science
- School of Electrical, Electronic and Mechanical Engineering
- School of Engineering Mathematics and Technology

31.43 Students are instead awarded credit for a unit that has been narrowly failed at the first attempt through to allow a qualification to be awarded if all the below conditions are met:

- a. all other units in the year of study have been passed at the first attempt
- b. only one unit up to a maximum of 20 credit points has been failed
- c. the failed unit is not must-pass
- d. the failed unit has a mark of 35-39 for level 4-6 units or 45-49 for level 7 units
- e. the overall year mark is at least 40.

31.44 Students are awarded the actual unit mark they achieved.

31.45 If a student does not meet the conditions for compensation, reassessment or supplementary assessment, then they receive an exit award.

Awards

31.46 A student is awarded their intended qualification where they are awarded the credit points set out in the University's credit framework (see section 5) and fulfil any other requirements for award as set out in the programme specification.

31.47 [Guidance](#) sets out the possible awards where a student is unable to complete all the required assessment.

Exit awards

31.48 If a student does not achieve the necessary credit points for progression or award following application of the academic regulations or chooses to withdraw from the University, the student may receive a lower exit award. This will be according to the credit points they have achieved (see the University's credit framework) as follows:

- Bachelors honours degree exit awards: Ordinary degree, UG Diploma, UG Certificate
- Integrated masters degree exit awards: Bachelors honours degree, Ordinary degree, UG Diploma, UG Certificate

31.49 Students who want to withdraw from an Integrated Masters degree programme following the completion of the penultimate year of study and exit with a classified Bachelors Honours degree must inform their home school no later than the day prior to the meeting of the relevant exam board where the Integrated Masters degree would otherwise have been awarded.

31.50 Students who want to withdraw during the year following a year abroad or in industry are not eligible for a Bachelors Honours degree as an exit award, but are eligible to be considered for an Ordinary degree.

31.51 If a student fails a must-pass unit in the final year after two attempts such that their intended degree cannot be awarded, but has otherwise achieved a pass overall in assessments undertaken in the final year, they are awarded an alternative classified honours degree qualification, as set out in the programme specification.

Classification

31.52 An honours degree with a classification is awarded on undergraduate degree programmes; except in non-modular programmes in Medicine, Dentistry and Veterinary Science.

Primary Rule for calculating the final programme mark and degree classification

31.53 First year marks do not contribute to the calculation of the final programme mark and/or classification. Additionally, units that are pass/fail only are disregarded in this calculation.

31.54 All units taken in the years of study that contribute to the final programme mark and/or classification count towards the weighted average final mark. See the [guidance](#) where students are given exemption from units, due to prior learning.

31.55 The year weightings for calculating the final programme mark and degree classification are:

Faculty	Type of Programme				
	Bachelors three year degree	Bachelors four year degree with a year in Industry or Study Abroad	Integrated four year Masters degree	Integrated four year Masters degree with year in Industry or Study Abroad	Integrated five year Masters degree with year in Industry or Study Abroad
Arts, Law and Social Sciences	0:40:60	0:30:10:60	0:10:40:50 or 0:20:30:50	0:15:10:75	-
Science and Engineering	0:25:75	0:15:10:25 *0:25:0:75	0:10:40:50	0:15:10:25 *0:25:0:75	0:10:10:30:50 *0:10:0:40:50
Health and Life Sciences <i>except Psychological Science</i>	0:25:75 0:40:60	0:15:10:75 -	0:10:40:50 0:10:40:50	0:15:10:75 -	0:10:10:30:50

* For new entrants on year in industry programmes in Engineering and Computer Science from 2025/26

- 31.56 The weightings apply to years of study, **not** to the level of the units taken by a student within the year.
- 31.57 Within each year of study the weighting given to the unit mark, in relation to the mean 'year mark', corresponds 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.
- 31.58 The final programme mark is calculated as a weighted average of the year marks for those years of study that contribute to classification. The result of the calculation should then be rounded to the nearest integer. This must be done PRIOR to determining whether the final programme mark is within the classification boundary range. Where unit marks are excluded from classification, the weighting of the remaining unit marks in the year of study is scaled up to calculate the year mark (i.e. if a 20 credit point unit is excluded from classification, the weighting of the marks for the remaining 100 credit points in the year of study is scaled up).
- 31.59 Classification is awarded on the basis of the final programme mark in relation to the following bands of marks:

	<u>Bachelors Honours</u>	<u>Integrated Masters</u>
First class honours	70 and above	70 and above
Second class honours, first division	60-69	60-69
Second class honours, second division	50-59	50-59
Third class honours	40-49	N/A
Fail	39 and below	49 and below

Secondary Rule

31.60 Additionally, if a student's final programme mark is just below a classification boundary range ('borderline') as set out below a secondary rule is applied.

Bachelors honours programmes

- | | |
|---------------------------------|-------|
| • First class / 2i borderline | 68-69 |
| • 2.i / 2.ii borderline | 58-59 |
| • 2.ii / third class borderline | 48-49 |

Integrated masters programmes

- | | |
|--------------------------------|-------|
| • First class / 2.i borderline | 68-69 |
| • 2.i / 2.ii borderline | 58-59 |

31.61 For final programme marks that are within the borderline of a classification boundary, a higher classification is awarded if 50% or more of the rounded individual unit marks, weighted by credit point value and year of study, which contribute to classification are achieved at the higher class or classes.

The 50% threshold is absolute in applying the secondary rule (i.e. the outcome of the calculation is not rounded).

32. Academic outcomes in undergraduate non-modular programmes

The approved non-modular programmes are: Medicine (MBChB), Dentistry (BDS), Dental Therapy (BDT) and Veterinary Sciences (BVSc).

32.1 It is the responsibility of the relevant exam board to determine whether a student has satisfactorily completed a unit or element and in doing so has satisfied the requirements for progression from year-to-year and for completion of the programme.

32.2 The teaching and learning in an entire year of study of the programmes is intentionally cohesive and complementary. On this basis students are required to demonstrate, and are subsequently judged upon, the ability to manage a workload at a standard appropriate to the time available. A component part of the teaching will not therefore be assessed in isolation (i.e. outside of the year of study in which it is taught). For this reason, students on the professional programmes will not normally be permitted to undertake the 'supplementary year'.

32.3 Where a standard set pass mark is used for a summative assessment, candidates' marks will be adjusted for consideration by the relevant exam board and for subsequent publication so that the overall pass mark equates to 50 on a percentage scale.

32.4 Where exceptional circumstances may have affected the performance of a student in a summative assessment, section 20 on exceptional circumstances will apply. Exceptional circumstances are only classified if a student requires consideration at the exam board.

Progression through a programme of study

32.5 Students must achieve a minimum standard by attaining the assigned pass mark for all units and any additional assessment (normally 50 on a percentage scale) and meet any additional criteria, if applicable, to progress to the next year of study.

- 32.6 Any additional criteria for progression must be explicitly described in the relevant programme Standing Orders/Student Progression Requirements and unit / programme specification, as appropriate, and communicated to the students in advance of the commencement of their study.
- 32.7 Detailed progression information is held by programme and year in the Standing Orders/Student Progression Requirements for the programme. Standing Orders/Student Progression Requirements are approved annually by the Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate and should normally be approved by June of the preceding academic year. Standing Orders/Student Progression Requirements may be presented to students via the Management of Marks document.
- 32.8 A student who does not achieve the criteria associated with the programme or a constituent unit(s), as specified in the programme's Standing Orders/Student Progression Requirements or regulations, will normally be permitted a second attempt of assessment to meet these criteria to progress to the next year of study.
- 32.9 Except for those competency-based assessments which may permit additional attempts, a student who fails to achieve the pass mark for any assessment, or to achieve the specified criteria, at the **second attempt of assessment** will be required to withdraw from the programme with an exit award, if appropriate, unless there are validated exceptional circumstances. If the relevant exam board permits a student to repeat the whole year of the programme in response to validated exceptional circumstances, it may also apply supplementary conditions for progression.
- 32.10 A second attempt of assessment 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 assessment.
- 32.11 Within any unit where a constituent assessment(s) is passed as a second attempt of assessment, the recorded mark for the unit will be capped at the minimum pass mark. Where a student repeats the entire year as a second attempt, the recorded marks for all the units are capped at the minimum pass mark, even if the student had passed a unit at the first attempt.

Awards and classification

- 32.12 The requirements for the award of a degree in a non-modular programme and classification methodology is provided in the [regulations for specific programmes](#).

33. Academic outcomes in taught postgraduate programmes

Award of Credit and Reassessment

A [flow diagram](#) for progress within taught postgraduate programmes is available.

The assessment of units in the taught component of a doctoral degree is governed by the Taught Code. The requirements for students to progress to the research component are set out in the relevant programme specification.

- 33.1 Schools will make suitable arrangements to implement the regulations for the award of credit for students who are studying a programme on a part-time basis such that the

students are aware of the arrangements (e.g. the timing and status of any re-sits) and are not disadvantaged by the point in their studies in which their progression is formally considered.

In taught units

33.2 Students must achieve the pass mark for a unit (normally a mark of 40 out of 100 at levels 4-6 and 50 out of 100 at level 7) and meet any designated criteria (see section 18), if applicable, to be awarded the associated credit, as set out in the relevant unit specification.

33.3 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 final programme mark and cannot be adjusted.

33.4 A student who is not awarded the credit for a taught unit at the first attempt will be permitted to undertake reassessment either as:

- a second attempt (a 're-sit') where the unit has been failed. The unit mark will be capped at the pass mark. A re-sit should test those assessments in the unit that have been failed and need not be in the same form as the original assessment, as long as it: tests the same learning outcomes and does not compromise any competence standards.
- a supplementary assessment where the student has not met the criteria for the award of credit in a unit but is permitted to take outstanding assessment again because of validated exceptional circumstances, a deferral or self-certified absence from the original assessment for the full range of marks. A supplementary assessment should test those assessments in the unit that have not been passed, normally in the same format.

33.5 As an exception to 33.4, credit will be awarded for a narrowly failed taught unit where specified conditions are met (i.e. 'compensation'). Compensation may be applied by **any** exam board following completion of the taught units on the programme by a student. Students will be awarded the actual unit mark they achieved at the point of applying compensation.

Compensation will be awarded:

i. For a single unit, up to a maximum of:

- 30 credit points in a Masters degree or Postgraduate Diploma (no compensation is permitted in a Postgraduate Certificate), except where the credit value of each and every taught unit exceeds 30 credit points
- 20 credit points in a Masters degree or Postgraduate Diploma in programmes in Engineering

ii. Where all other taught units in the programme have been passed; and

iii. Where the student has a mark of between 45-49 in the failed unit and an overall weighted average of 50 or more in the taught units; and

iv. The failed unit is not must-pass (i.e. the student will be able to meet the relevant programme learning outcomes) nor a pre-requisite onto the research unit.

33.6	A student is permitted no more than two attempts to meet the criteria for the award of credit for a taught unit.
33.7	Students cannot take reassessment where they have already passed the unit, unless in exceptional cases where both the following apply:
a.	as mitigation made by an exam board in accordance with section 20 on student circumstances where their performance in assessment has been impacted by exceptional circumstances, and
b.	the exam board judges the student is reasonably likely to improve their overall unit mark.
If an exception is granted, the original mark for the affected unit is voided.	

Reassessment

33.8	A student who is permitted to undertake reassessment by the Summer Assessment exam board in units that exceed 80 credit points (e.g. where assessment has been affected by exceptional circumstances) will be required to take all reassessment as part of a supplementary year in the next academic year. i.e. the amount of credit that can be assessed in the reassessment period should not exceed 80 credit points.
33.9	Otherwise where a student has not passed a unit at the first attempt, they will be permitted to take the reassessment in the reassessment period.
33.10	Reassessment should only test those assessments in the unit that have not been passed.
33.11	For any unit which is passed by reassessment (i.e. at the second attempt), the student will receive the awarded mark for the assessment, however the unit 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).

Reassessment in a Supplementary Year

33.12	Students who have not achieved the credit points for a taught unit following the reassessment period but have not exceeded two attempts will be permitted to take any outstanding units in a Supplementary Year (subject to the requirements for a Supplementary Year in section 35), and an extension to the submission deadline and an extension to studies enacted (see section 34).
33.13	Reassessment should only test those assessments in the unit that have not been passed except where the assessment or unit has changed or is no longer running in the Supplementary Year, in which case the exam board may permit the student to take an alternative assessment or unit.

Conditions for entry onto the research unit

33.14	A student will be permitted to continue on a programme including onto the research unit, even if they have failed a taught unit twice, except where a programme has designated a single taught unit as a pre-requisite for entry onto the research unit (i.e. a student cannot start the research unit until they have achieved the credit points for the designated taught unit).
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33.15 A programme may only designate a single taught unit as a pre-requisite to the research unit, subject to approval by the relevant Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate, where:

i. the taught unit provides essential health and safety training for students to practically conduct their research safely (i.e. it would be deemed unsafe for a student to undertake the research without having demonstrated the necessary skills),

OR

ii. the taught unit teaches critical knowledge and skills that is essential for a student to demonstrate in order to undertake research in the discipline as required by a PSRB,

AND

iii. given the nature of research in the discipline of the programme, it is not possible for a student to pivot to an alternative project by amending the form of research or the means of collecting and analysing data/information.

33.16 If a student does not achieve the credit points for the designated taught unit after two attempts, they will be required to withdraw from the programme with an exit award, if appropriate.

33.17 Schools, with faculty oversight, will have in place a process for reviewing the academic progress of student outside of exam boards. Schools should arrange a discussion with a student about their academic prospects where they have failed a taught unit that is not a pre-requisite to the research unit twice (i.e. they are permitted to continue on the programme but will not be able to achieve a Master's degree).

In the research unit

33.18 Students must achieve the pass mark for the research unit to be awarded the associated credit.

33.19 Where a student has achieved a near-pass mark (between 45-49 out of 100) for the research unit, the relevant exam board will permit the student to re-submit the dissertation, or equivalent. In these cases, the research unit mark will be capped at the minimum pass mark (50 out of 100).

33.20 Re-submission of the dissertation for a full range of marks may also be permitted where failure is due to validated exceptional circumstances.

Awards

33.21 A student will be eligible for their intended award where they achieve the necessary credit points as set out in the University's credit framework (see section 5) and fulfil any other requirements for award as set out in the programme specification.

Exit Awards

33.22 If a student does not obtain the necessary credit points for progression or award following application of the academic regulations or chooses to withdraw from the

University, the student may receive a lower exit award according to the credit points they have obtained, as set out below.

Award	Credit points achieved		
	Taught units	Research unit	Overall
<i>PG Diploma (in the programme)</i>	120	0	120
<i>PG Certificate (in the programme)</i>	60-100	0	60-100
<i>PG Diploma in [discipline] (research)</i>	60-100	60*	120-160
<i>PG Certificate in [discipline] (research)</i>	0-50	60*	60-110

* Or higher credit point value in MRes programmes

Classification

33.23 A classification will only be awarded in the following qualifications:

- Taught postgraduate Masters degree, including a Master of Research (MRes)
- Postgraduate Diplomas and Certificates where these are specifically named entry-level qualifications (except the Postgraduate Certificate in Academic Practice, which is unclassified)
- Exit awards of Postgraduate Diplomas and Certificates in designated programmes (as set out in the programme specification) where students achieve the necessary credit points for the exit award but:
 - choose to withdraw from the programme, or
 - cannot continue on their programme due to the impact of exceptional circumstances, and
 - have achieved the credit points for all taken units on their registered programme.

33.24 A classification is not awarded for exit awards where students are required to withdraw from the programme on academic grounds.

Calculating the final programme mark

33.25 The overall final programme mark is calculated as the average of all unit marks in the programme, weighted by credit point value, and rounding the result to the nearest integer.

33.26 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 1/9 of the final programme mark, if the student must achieve 180 credit points. See [guidance](#) for an example of this calculation.

33.27 Units that solely contain assessments marked on a pass/fail marking scheme will not contribute towards the calculation of the final programme mark,. In such cases, the weighting of other units will increase accordingly.

Determining the classification

33.28 The classification of the award in relation to the overall programme mark is as follows:

- Distinction = final programme mark of 70+
- Merit = final programme mark of 60-69
- Pass = final programme mark of 50-59
- Fail = final programme mark of 49 or less

Note: the classification for a student who registered on a programme of study before 2024/25 will be calculated using the classification set out above **and** the methodology set out in the 2023/24 regulations, with the student receiving the higher classification, if any.

Exceptions

- See the [specific regulations](#) for the classification of degrees in the MA in Law

34. Extension of study in taught postgraduate programmes

34.1 An extension of study is used where circumstances necessitate an extension to the normal period of study in order for a student to complete the programme. An extension of study may be applied where:

- a student is required to undertake assessment in the reassessment period that necessitates an extension to the submission of the dissertation or equivalent
- a student is required to undertake and complete assessment in a supplementary year
- a student is required to resubmit their dissertation or equivalent due to academic failure
- a student has exceptional circumstances that has impacted their ability to complete the programme by the normal timeline.

34.2 An agreed extension may involve the payment of additional fees.

34.3 Students who hold a Student Visa and who need to extend their period of study should seek advice from the Student Visa Team on obtaining a Visa extension.

34.4 Students who receive an extension should be advised by their school of the latest date by which the dissertation or equivalent must be submitted in order for the student to be considered for award at the finalist exam board.

Students who are required to undertake reassessment in taught units

34.5 The relevant exam board will provide an extension to a student's dissertation (or equivalent) deadline **and/or** period of study where that student is required to undertake reassessment within the reassessment period or supplementary year, as set out below. This action may be undertaken prior to or post the exam board under chair's action.

In the reassessment period

34.6 Students receiving an outcome at the early Summer Assessment Exam Board⁴ to undertake assessment in the reassessment period will be granted an extension as follows:

⁴ Or equivalent exam board for programmes with non-standard dates

Amount of Assessment to be completed in the Reassessment Period	Length of extension to the dissertation deadline	Extension of Studies (extended end date) required?
20 credit points	One week	No
30-40 credit points	Two weeks	Yes**
50-60 credit points	Three weeks	Yes**
70-80 credit points*	Four weeks	Yes**

**Students will be permitted to complete no more than 80 credit points of assessment in the reassessment period. Students who have over 80 credit points outstanding must complete the assessment in the subsequent academic year as part of a supplementary year*

***As the extension will go beyond the programme end date (set 12 months from the programme start date), the student's period of study will also be extended.*

- 34.7 Students with reassessment outcomes should be advised by their School to consider the balance between working on their dissertation or equivalent compared to preparation for and to undertake reassessment. The extension is a mitigation for the additional work required of a student to prepare for and complete reassessment.
- 34.8 An extension to the deadline for the submission of a group project report where it is part of the research unit is not permitted for an individual student so as not to impact other students in the group. In this case, the relevant student may be permitted to pivot their group work into an individual piece of research with a new deadline for submission to accommodate for this change.
- 34.9 Students who are intercalating on a taught postgraduate programme and are granted an extension should discuss with their home school the consequences of not submitting by the original submission deadline to returning to their home programme.

In the supplementary year

- 34.10 Students receiving an outcome at the early Summer Assessment or Reassessment exam board to undertake assessment in a Supplementary Year will be granted an extension to the deadline for submission of their dissertation or equivalent AND an extension to their period of study as follows:
- if a student is scheduled to take all outstanding taught units in Teaching Block 1, then an extension to the submission deadline of their dissertation or equivalent and to the period of study should be given that allows the student's academic outcome to be considered at the mid-year exam board.
 - if a student is scheduled to take any outstanding taught units in Teaching Block 2, then an extension to the submission deadline of their dissertation or equivalent and to the period of study should be given that allows the student's academic outcome to be considered at the early Summer Assessment exam board.

Students required to resubmit their dissertation or equivalent due to academic failure

- 34.11 Students who are permitted to resubmit their dissertation or equivalent will be provided a new submission deadline and, where that deadline goes beyond the normal period of study, an extension of study by the School. Re-submission of the dissertation

is normally required within 3 months of the student being notified by the relevant exam board of its decision (and within 6 months for part-time students and 12 months for part-time variable students).

Students with exceptional circumstances

- 34.12 A student may also request an extension to the submission of the dissertation or equivalent and/or their period of study of up to 12 months to account for the impact of exceptional circumstances upon their ability to complete the programme in the normal timeline.
- 34.13 Students who do not request an extension prior to the deadline and do not submit their dissertation by the submission deadline may submit exceptional circumstances if they have circumstances they would like considered by the next exam board. An extension to studies may be considered mitigation for the impact of a student's exceptional circumstances, notwithstanding any further exceptional circumstances which may affect the extended period of studies.
- 34.14 Students who are permitted to resubmit their dissertation or equivalent as mitigation for the impact of exceptional circumstances will be provided a new submission deadline and, where that deadline goes beyond the normal period of study, an extension of study by the School. Re-submission of the dissertation is normally required within 3 months of the student being notified by the relevant exam board of its decision (and within 6 months for part-time students and 12 months for part-time variable students).

Considering a request for an extension

- 34.15 Requests for an extension of study of up to 12 months are considered for approval by the relevant Faculty Associate Pro Vice-Chancellor (Education and Students) or delegate. The request should be made at least two weeks prior to the end of the period of study.
- 34.16 Additional approval is required for a request for an extension of study for any period that takes the accumulative total over 12 months will also require the approval of the Pro Vice-Chancellor (Education and Students) or delegate. The request should be made at least four weeks prior to the end date of the original period of extension.
- 34.17 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 extension have been secured with any funding body that is involved.

35. Supplementary year

- 35.1 The Supplementary Year is an additional year of study within a programme that is provided for eligible students to enable them to meet the criteria for progression whereas otherwise they are not able to progress to the next year or component.
- 35.2 Where a supplementary year is agreed, the default will be for the units to be taken 'in attendance' i.e. with teaching and assessment. A Faculty may agree, on request by a student, that they are taken on an 'assessment only' basis where there are no overriding academic factors as to whether the student should be in attendance or not.

In undergraduate programmes

- 35.3 An exam board may permit a student on an undergraduate modular programme to undertake the Supplementary Year if a student does not have sufficient credit points to allow them to progress by the end of the academic year, because of:
- academic failure: if a student fails a unit/s* or is absent from assessment on a unit/s such that the credit points cannot be awarded, they may be permitted an opportunity to re-take the assessment. A student is only permitted to take a supplementary year for this reason once during their programme of study.
**a student is only permitted to take a unit up to 40 credit points as a third attempt for this reason in a supplementary year.*
 - exceptional circumstances: if a student's ability to fulfil the criteria for the award of credit points has been affected by medical or other circumstances and they have not met the academic conditions for progression or completion by the end of the year of study, the student may be permitted to attempt the relevant units again without academic penalty in the next academic year. A student will normally only be able to take a supplementary year due to exceptional circumstances once during their programme of study.
- 35.4 The Supplementary Year is not available to students on non-modular professional programmes.
- 35.5 Where a student experiences significant exceptional circumstances on two separate occasions or due to a combination of academic failure in one academic year and exceptional circumstances in another year such that they exceed the [maximum period of study](#), the relevant exam board may recommend that the student undertakes an additional supplementary year as mitigation for the presented exceptional circumstances. A request to extend the student's period of study should be submitted by the relevant faculty to the Pro Vice-Chancellor (Education and Students) or delegate for approval. The outcome of this consideration should return to the faculty to become a decision of the exam board.
- 35.6 Students with a Student visa registered on a four-year undergraduate Bachelors degree (i.e. at level 6) cannot undertake a second supplementary year due to UK Immigration Rules' application of a five-year study cap to study in the UK. Students should contact the Student Visas Team to determine whether they may be eligible.
- 35.7 In cases of (a): students who are placed on a supplementary year are required to undertake the units they have failed or a replacement unit from their programme structure. Marks for units that contribute to the final programme mark will be capped at the minimum pass mark.
- 35.8 In cases of (b): students who are placed on a supplementary year due to exceptional circumstances will undertake the affected units as determined by the relevant exam board. Marks will be awarded as normal (i.e. not capped if first attempt).

In taught postgraduate programmes

- 35.9 An exam board may permit a student on a taught postgraduate programme to undertake a supplementary year if a student does not have sufficient credit points for their intended award but are permitted to undertake reassessment in a unit/s as a first or second attempt in the next academic year.

- 35.10 A student will normally only be able to take a supplementary year due to exceptional circumstances once during their programme of study.
- 35.11 Where a student experiences significant exceptional circumstances on two separate occasions such that they exceed the maximum [period of study](#), the relevant exam board may recommend that the student undertakes an additional supplementary year as mitigation for the presented exceptional circumstances. A request to extend the student's period of study should be submitted by the relevant faculty to the Pro Vice-Chancellor (Education and Students) or delegate for approval. The outcome of this consideration should return to the faculty to become a decision of the exam board.
- 35.12 Students who are placed on a supplementary year are required to undertake the units they have yet to pass.

In all programmes

- 35.13 Students undertaking the supplementary year are expected to be in regular contact with the faculty / school / department, attend certain components of the unit and fulfil any specific attendance requirements as determined by the faculty.
- 35.14 Sponsored international students with a Student visa are subject to attendance monitoring requirements throughout the whole year and will be expected to be in regular contact with the faculty / school / department, such that the University's reporting responsibilities can be fulfilled (see [section 10](#)).
- 35.15 An appropriate fee will normally be charged for the supplementary year (including repeat years), except in severe exceptional circumstances, as determined by the University.

36. Student outcomes appeals

Resources to support these regulations:

- [Student Outcome Appeals Procedure 2025-26 \(PDF, 685kB\)](#)
- Student web page: [Make an appeal | Current students | University of Bristol](#)

Scope of these regulations

36.1 A student on a taught programme can request a consideration of a decision made by an exam board that is responsible for making decisions about student assessment, progression or award.

36.2 If, during the consideration of an appeal, at any stage, either:

- a) a material irregularity in the original decision of the exam board is identified; or
- b) any ground in the appeal is upheld

it will be referred back to the relevant academic body that made the original decision for consideration.

36.3 These Regulations and the associated [Student Outcome Appeals Procedure](#) ("Appeals Procedure") [add link] apply to all registered taught students enrolled on a programme of study that leads to a formal award or credit-bearing unit, including those who have received a final award or a decision that they are required to withdraw. Research

students seeking to appeal a decision are covered by the appeal regulations for PGR students.

36.4 The definition of a 'day' in this section refers to a calendar day in which the University is generally open and so includes weekends but does not include public holidays in England or University closure days as marked on the University's website, unless otherwise stated.

36.5 A material irregularity refers to a substantial error, omission, or deviation from regulation or procedure that affects a decision in a way that the outcome would have been different had the irregularity not occurred.

Stages of consideration for an appeal

36.6 Early Resolution

36.6.1 Students should first raise any concerns within 14 days. The timeframe starts the day after a student has received notification of their results.

36.6.2 This initial stage is intended to resolve straightforward concerns promptly by providing students with an opportunity to raise concerns with an appropriate member of staff and receive a prompt response, either at the time of contact or within 48 hours.

36.7 Formal Stage

36.7.1 If a student remains dissatisfied following Early Resolution or has provided reasons for not seeking to resolve their concerns at the initial stage, they can request for a decision to be considered under this stage by submitting an appeal form. The student is responsible for providing all the evidence and information that they wish to be considered at the time of submission of the appeal. Further guidance on appropriate evidence requirements can be found in the Appeal Procedure.

36.7.2 Appeals should be submitted as soon as possible after Early Resolution and within 21 days. The timeframe starts the day after a student has received notification of their results.

36.7.3 An appeal will only be considered at the Formal Stage once the Early Resolution stage has concluded, or where reasons for not engaging with Early Resolution have been accepted.

36.7.4 An appeal will only be permitted on one or more of the following grounds:

- a) there has been a material irregularity in the decision-making process sufficient to require the decision to be reconsidered;
- b) a student's performance in assessment has been affected by illness or other factors which the student was unable, for good reason, to disclose before the deadline prior to the exam board;
- c) a penalty for academic misconduct was disproportionate, or not permitted under the Regulations.

36.7.5 Students are informed of the outcome and the reasons for the decision within 14 days of receipt of the completed appeal form and all relevant evidence being submitted.

36.8 **Review Stage**

36.8.1 If a student is dissatisfied with the outcome of the Formal Stage, they may request a review of the process, provided they have valid grounds.

36.8.2 An appeal will only be permitted to progress to the Review Stage once the Formal Stage has concluded and where a student can demonstrate that one or more of the following grounds apply:

- a) New supporting evidence is available that could make a difference to the appeal outcome and which the student was unable, for good reason, to disclose at the time of the Formal Stage;
- b) There has been a material irregularity in the Formal Stage sufficient to require the decision to be reconsidered.

36.8.3 An appeal will only be allowed to progress to the Review Stage once the Formal Stage has concluded. A student will not be permitted to progress to the Review Stage if:

- a) all academic outcomes requested have been granted;
- b) those requested but not granted are not permissible under the regulations;
- c) those requested but not granted would not alter the student's academic outcome, classification or award.

36.8.4 Requests for a review should be made within 7 days of the Formal Stage decision. The student has responsibility for providing all the evidence and information that they wish to be considered at the time of submission of the appeal. Further guidance on appropriate evidence requirements can be found in the Appeal Procedure.

36.8.5 Matters previously raised in the appeal will not be reconsidered or reinvestigated, and no new grounds may be introduced at this stage.

36.8.6 A student will be informed of the outcome and the reasons for the decision within 35 days of receipt of the completed appeal form.

Notification of completion of appeal procedure

36.9 At the end of the appeal process, if the appeal is not upheld, the student will be issued with a Completion of Procedures letter.

36.10 If an appeal is upheld (fully or partially), a Completion of Procedures letter is not issued automatically. Students can request a letter within one month of the outcome if required.

Submission of Appeals Outside of Published Time Limit

36.11 In exceptional circumstances, the University may permit a student to:

- make a Formal Appeal without having accessed Early Resolution, or
- consider a request to submit an appeal at either the Formal or Review Stage outside of published time limits.

Students must provide a clear explanation for being unable to meet the deadline or access Early Resolution and include relevant supporting evidence.

- 36.12 If an appeal is not submitted within the permitted time limit, and no new deadline has been agreed, the appeal will be closed and no further consideration will be given.

Data Protection and Confidentiality

- 36.13 All information will be processed in accordance with the [Student Fair Processing Notice](#) and requirements of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.
- 36.14 Appeals will be handled with an appropriate level of confidentiality, with information shared only with those who need it for the purpose of investigating or responding to the appeal and the Office of the Independent Adjudicator (OIA).
- 36.15 The outcomes and recommendations from appeals may be shared across the University, in an anonymised and aggregated format, for institutional learning and reporting purposes.

Office of the Independent Adjudicator (OIA)

- 36.16 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.
- 36.17 Following receipt of the Completion of Procedures letter the student is entitled to submit a complaint to the [OIA](http://oiahe.org.uk) (oiahe.org.uk).

37. Results release and certificates / transcripts

Disclosure of marks and results

- 37.1 Marks are provisional until they have been approved by an exam board.
- 37.2 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.
- 37.3 Degree results may be published on school notice boards or websites at the discretion of the relevant school(s). The identity of the student must be protected when publishing these results (e.g. by using the students' University of Bristol numbers not names).
- 37.4 Schools should ensure that there are arrangements following the meeting of the relevant exam board for appropriate members of staff to be available to advise students of the results agreed by the exam board for individual papers or units and, where appropriate, to advise whether the exam board took account of any recommendation regarding exceptional 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 exam board.
- 37.5 Students making representations to staff, regarding any disputed decision of an exam board should be informed of their right to make a formal appeal.
- 37.6 Faculties and schools must bear in mind the need to comply with the Data Protection Act when disclosing personal information.

Transcripts and Award Certificates

- 37.7 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.
- 37.8 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.
- 37.9 The transcript in the approved format will show a single mark for each unit, which represents the mark agreed by the exam board. This might be a combined mark to take into account different elements of assessment such as written work, practicals, coursework etc.
- 37.10 A copy of the transcript, in the approved format, will be provided automatically to students on completion of their studies. Subsequently, a charge will be levied for the provision of transcripts to graduated students.
- 37.11 The University will issue award certificates in the student's legal name. No subsequent changes will be permitted to the name shown on a certificate except where a graduate, who has undergone gender reassignment, legally changes their name.

Amendments for 2025-26: approved by University Education Committee, June 2025
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