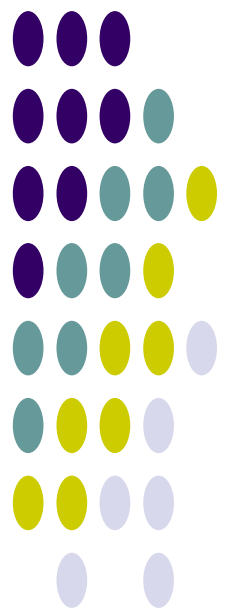


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University of Sussex

Examination and Assessment Regulations Handbook 2017/18



This handbook is published annually by the Academic Development and Quality Enhancement Office

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Summary of regulations

The 2017/18 examination and assessment regulations will be applied to all students taking assessment in 2017/18. The table below sets out the principle regulations included in section 1: assessment regulations.

Regulation	Brief summary	Rationale
Credit requirement for progression (undergraduate) (Regulation 1.4.3)	40% uncapped stage mean plus 120 credits (which may include a maximum of 30 credits given by compensation and/or trailed credits where criteria met).	Ensures stage mean achieved across stage.
Credit requirement for award (undergraduate) (Regulation 1.4.3)	40% capped stage mean plus 120 credits (which may include a maximum of 30 credits given by compensation and/or condoned credit where criteria met).	Ensures all credit secured with a maximum of 30 credits condoned at the award stage.
Credit requirement for award (postgraduate masters.) (Regulation 1.4.3)	50% capped stage mean plus 180 credits (which may include a maximum of 30 credits given by compensation and/or condoned credit where criteria met).	Ensures all credit secured with a maximum of 30 credits condoned at the award stage.
Compensation credit (Regulation 1.3.3)	Automatic compensation up to a maximum of 30 credits per stage will be awarded where criteria met.	Applied automatically to ensure equity of application. Ensures stage mean achieved across stage.
Trailed credit (Regulation 1.3.2)	PAB may allow a maximum of 30 credits to be trailed into the next stage, where criteria met.	May be used where compensation criteria not met and where PAB anticipates success at the next opportunity.
Condoned credit (Regulation 1.3.4)	PAB may allow a maximum of 30 credits to be condoned at the level of the award, where course learning outcomes and criteria met.	Allows for module failure in award stage provided good performance across stage. Avoids delay in achieving degree aims.
Cycle of assessment (Regulation 1.2.3)	An assessment cycle includes one first attempt and one resit attempt.	Resits are set in the Summer vacation assessment period.
Repeat stage (Regulation 1.2.6)	Entitlement for repeat of stage 1 and discretionary thereafter including the final stage (UG and PG) and foundation level.	Equity for all students in stage 1. Academic judgement for other stages.
Resit marks (Regulation 1.2.4)	Where a resit/sit is taken the mark achieved will stand. Where it is not taken the original mark will stand. Resit marks are capped at pass threshold for all modules.	Ensures student engagement and does not confer unfair advantage as a result of resit.
Accepted exceptional circumstances (Regulation 1.7.4)	No marks will be set aside. Students may be given a sit opportunity as a result of evident impact on module assessment, as determined by the PAB, to demonstrate full potential.	Equity for all students and does not confer unfair advantage as a result of sit.
PG exit awards (Regulation 1.5.2)	Lower level awards to be given as exit awards where these have been validated as a coherent academic award for the individual course.	Embedded within principles of Academic Framework to award achievement when learning outcomes met.
Absurd outcome (Regulation 1.5.7)	The PVC (T&L) may endorse a PAB recommendation where the outcome of the assessment regulations is exceptionally considered to be unacceptable for an individual student.	PAB rather than PVC decision to secure route to appeal. PVC may accept or reject to maintain academic standards.

Significant changes included for 2017/18

Section 1: assessment regulations

- 1.2.2. minor revisions, including approval process, to variation of study
- 1.3.5 Second resit permitted for dissertation/project weighted at 30 credits or less
- 1.4.6 Postgraduate candidates: Summer PAB may offer a choice of a repeat stage or resits in the summer vacation assessment period.
- 1.4.9 Foundation year criteria
- 1.6 addition of e-submission error procedure
- 1.7.4(iii) inclusion of deferral as a Reasonable Adjustment

Section 2: policy and procedure

- 2.3.2 inclusion of application process to defer PGT dissertation/project
- 2.9 Academic Misconduct: revisions include Panel discretion with penalties for a First Panel and amendment to personation definition.

Section 3: derogations

Some additions and revisions made.

Glossary of key words used in this handbook and their meaning:

Term	Meaning in this handbook
Academic Credit	Academic credit is awarded for the successful completion of a credit rated module.
Assessment period	Designated assessment periods are held in A1, A2 and A3. Assessments scheduled during the mid-year, end of year and resit assessment period are usually unseen examinations and more extensive written submissions (for example an essay, dissertation or project).
Award*	The academic award for the successful completion of a course (e.g. BA, BSc, LLB, Certificate, Diploma).
Capped marks/ capping	'Capping' is where the mark for a module is restricted to the bare pass mark. This applies to resits (see below).
Classification	The process that occurs at the end of studies for an Honours degree, where Progression and Award Boards (PABs) categorise students' overall results into classes of degree. This includes Distinction and Merit at postgraduate level.
Condoned credit	A PAB has discretion to give condoned credit at the award stage subject to the criteria being met.
Compensated credit	Compensated credit will be given automatically by the PAB for a marginal fail on a module, where the criteria has been met.
Conflation	The arithmetical process of producing a final mark based on weightings assigned to each element in an assessment.
Contributory assessment	Assessment that contributes to the mark for a module.
Core module	A module that must be taken. Compensation will be applied automatically where the compensation criteria has been met.
Course	A course is an approved 'course of study' comprising a number of modules and credits which leads to an award of the University. Students are registered on a course.
Coursework assessment	An assessment completed during the time that the module is being taught, or shortly afterwards.
Cycle of assessment	Comprises one sit and one resit attempt at module assessment in stage of study.
Derogation	Deviation from the standard regulations.
Joint Major*	For example BA English and History (where English and History are both major subjects, contributing equally to the overall degree).
Level*	Level refers to the difficulty of the module aligned to the national FHEQ. These levels are usually taken in the following stages of study: Foundation stage 0: Level 3 UG stage 1: Level 4 UG stage 2: Level 5 UG stage 3: Level 6 PG stage: Level 7 At each stage a student may take 30 credits at the level below but not above at any stage.
MAB	The Module Assessment Board (MAB) considers and assures marks achieved on a module by a cohort of students.
Major/Minor*	'Major' refers to the major element of a course and 'Minor' refers to a smaller element of a course in the ratio of 75:25.

Mode of Assessment	The description of an assessment type.
Moderation (Internal and External)	Internal moderation is a process that is required by the University to confirm that the marking process has been conducted appropriately, based on assessment outcomes. It is undertaken independently of the marking team following the completion of the marking process prior to external moderation by the External Examiner.
Module	A unit of study which usually leads to the award of credit.
Module assessment	The work required in order to obtain a mark for a module. Module assessment may take place during the term (known as coursework) or in the mid-year or end of year assessment period.
Non-contributory work	'Non-contributory work' is a term used to describe exercises which are required to be undertaken as part of the learning process, but for which the mark does not contribute to the mark received for the module.
PAB	The Progression and Award Board (PAB) reviews marks arrays for students and considers candidates for progression to the next stage and for award.
Progression	Undergraduate progression from one stage to another is achieved by meeting the progression requirements. Masters students are considered to be in a single stage of study.
Repeat	A repeat is an opportunity to retake the complete cycle of assessment (sit and resit) for progression/award or exceptionally a term or module. It will entail repeating the learning as well as the assessment. Marks for repeat modules are not capped.
Resit	A resit is an opportunity to retrieve an initial fail <i>without</i> repeating a module. Resit marks are capped at 40% on modules at levels 3-6 and at 50% on modules at level 7.
Rounding of marks	The mark for a module, stage or grand mean shall be a whole number rounded up (≥ 0.45) or down (≤ 0.44).
Sit	A Sit is an opportunity to take an assessment 'as if for the first time'. A Sit may be offered by a PAB due to accepted exceptional circumstances. 'Sit' marks are not capped at the pass threshold and will be weighted in accordance with the accepted exceptional circumstances.
Stage	The period of an award between two progression points.
Sussex Direct	The web-portal for students and staff.
Trailed credit	A PAB has discretion to allow credit to be trailed into the next stage subject to the criteria being met.

* Please see the University's Academic Framework for further details (**Appendix A**).

1.1 Principles governing the University examination and assessment regulations

The principles governing the University of Sussex examination and assessment regulations are as follows:

Principle 1: The adoption of UK sector norms as specified in the QAA HE national framework for higher education qualifications, including the requirement that students achieve the credit requirement as set out in the University's Academic Framework.

Principle 2: The requirement of 120 credits for progression on undergraduate awards, subject to specific rules on compensation and trailing of credit. Progression does not normally apply to postgraduate awards which are considered as one stage (with the exception of taught postgraduate awards which are part of a designed professional doctorate course of study).

Principle 3: The University of Sussex Academic Framework sets out the volume and level of credit required to achieve each specific award of the University. This includes the principle that Progression and Award Boards (PABs) are permitted to condone failed module(s) up to a maximum of 30 credits at the final award stage based on the academic judgement of the Progression and Award Board that the learning outcomes for the award have been met.

Principle 4: A 0-100 marking scale for all taught courses with pass thresholds at 40% on modules at levels 3-6 and 50% on modules at level 7 and standard thresholds across the institution for classification purposes at both undergraduate and postgraduate level.

Principle 5: The application of rules on compensation, trailed credit and condoned credit apply only to students who achieve a stage mean of 40% for undergraduate courses stages 1 to 3 and 50% for postgraduate taught courses, and stage 4 of an integrated masters degree, for progression and/or award. This principle assures the standard for all University of Sussex awards.

Principle 6: Module resits are permitted for all stages at undergraduate level, including for honours where course conditions allow. Resit at postgraduate level for taught modules are also permitted where course conditions allow. Where credit has been awarded by a PAB no student shall be permitted to resit to improve the mark.

Principle 7: Where a student has failed a module or been granted credit via condoned credit or automatic compensation (35-39% on a module at level 3 to 6 and 45-49% on a module at level 7 respectively) and takes a resit opportunity then the uncapped resit mark will normally be used for progression purposes but the capped resit mark will be used for transfer and award classification. The mark achieved at the resit will stand, where it has been taken, even where it is lower than at the original attempt. Where the resit has not been taken the original mark will stand.

Principle 8: A failing student in stage 1 only is entitled to an offer of a repeat year providing that they agree to abide by the additional conditions set down in the University Repeat Year Learning Agreement.

Principle 9: A repeat year for a Foundation Year course, Stage 2 and beyond for undergraduate courses, and masters awards is permitted at the discretion of the Progression and Award Board. Such students will be subject to an individual Repeat Year Learning Agreement

Principle 10: Individual exceptional circumstances is the University's description of conditions which are sudden and unforeseen and temporarily prevent a student from undertaking assessment, or significantly impact on student performance in assessment in general, including late submission: as such the measure of severity is not about impact on the student but the impact on the assessment at the level of the module.

Principle 11: All students are given a fair and equal opportunity to demonstrate academic achievement. A student with accepted exceptional circumstances will have this drawn to the attention of the PAB. The extent of the impact on the overall module assessment mark will be determined by the Progression and Award Board (PAB) based on academic judgement informed by the student's overall performance. If the PAB considers the impact to be significant on the overall module assessment then the PAB may offer a sit as for the first time for all or part of the module assessment. Where the 'sit' is taken the original mark shall be expunged from the student record. Where a lower mark is obtained at this new sit this mark shall be recorded. If the offered 'sit' is not taken the original mark shall remain on the student record. This principle applies in order to ensure equality of opportunity for all students. There shall be no setting aside of marks or reclassification of an award in any circumstances.

Principle 12: Ongoing or longer term conditions or circumstances are not in themselves individual exceptional circumstances as they are not sudden, unforeseen and temporary. Students will be referred to the Student Support Unit (SSU) for consideration of any reasonable adjustments which can be made. Ongoing or longer term conditions may give rise to valid exceptional circumstances impacting on assessment only if they are first confirmed/diagnosed or become suddenly, unexpectedly and markedly worse at a particular assessment point. In all such cases the exceptional circumstances process may be followed. Claims for circumstances not impacting on an ongoing or longer term condition may also be made via the exceptional circumstances process, but no claim of exceptional circumstances can be made citing lack of fitness to study. All claims must be specifically linked to a module assessment and must be sudden, unforeseen and temporarily impact on assessment.

1.2. DEFINITIONS AND EXPLANATIONS: COURSE AND MODULE, ASSESSMENT CYCLES, RESITS, EXEMPTION FROM RESIT, REPEAT STAGE AND PERMANENT AND TEMPORARY WITHDRAWAL

Preamble

The University has autonomy to award its own degrees which requires a comprehensive, consistent and coherent framework of regulations. The examination and assessment regulations and associated procedures are intended to:

- ensure the academic standards and integrity of University of Sussex awards
- ensure that all decisions regarding assessment, progression and award are transparent, consistent and equitable
- protect individual students from discrepancies in treatment between schools
- protect individual staff members from allegations of bias

The regulations are underpinned by the governing principles set out in Section 1.1. The regulations have been developed with a commitment to the [UK Quality Code for Higher Education](#) and the [Framework for Higher Education Qualifications of UK Degree-Awarding Bodies](#).

1.2.1 Scope of regulations

These regulations apply to all taught awards. Derogation from these regulations may be permitted by the University's Teaching and Learning Committee on recommendation from the School Teaching and Learning Committee to meet the accreditation requirements of Professional and/or Statutory Bodies (PSBs). Any such derogations will be specified in **Section 3** to this Handbook.

1.2.2 Definition of course and module

An approved University taught course may be defined by stages of study, and is comprised of a number of modules, weighted by credit at a designated stage, which provide a coherent learning experience, with an explicit set of learning outcomes that leads to an award of the University. A taught masters course is defined by a single stage of postgraduate study irrespective of the duration of study (full-time, part-time or Euro-Masters). FHEQ level 3 (foundation year zero), levels 4, 5 and 6 (undergraduate full time stages 1 to 3) and level 7 (masters and stage 4 of integrated masters courses), are set out in the University's Academic Framework (**see Appendix A**) which specifies the volume needed at each level to qualify for a particular award.

The University's courses are comprised of credit bearing modules which are defined as: A self-contained, formally structured and credit-bearing unit of study, with a coherent and explicit set of learning outcomes and assessment criteria. Modules must have appropriate learning outcomes set at the FHEQ level showing clear progression between levels.

Exceptionally, a particular course of study may specify a requirement to successfully complete a non-credit bearing module linked to a specific award title as specified in **Appendix B**. These non-credit bearing modules may be permitted by the University's Teaching and Learning Committee on recommendation from the School Teaching and Learning Committee.

All courses are validated as cohesive and comprehensive patterns of study. Requests for a variation of study to an undergraduate course for an individual student will not be considered other than a term of study abroad/placement, an International Summer School module to replace a failed module up to a maximum of 15 credits, up to 30 credits at Level 6 in the final stage to enable a pathway to be completed, up to 30 credits to enable the curriculum requirements to be met following course transfer or for a Level 7 module up to a maximum of 30 credits to be taken in the final stage of an integrated masters course. A study abroad/placement year is an additional voluntary year and does not constitute a variation of study. All applications for a variation of study must be approved by the School Director of Teaching and Learning (DTL). The DTL must ensure that the learning outcomes of any missed core modules can be met and that the level and credit volume of study is academically appropriate. Application for a variation of study may be rejected based on academic judgement regarding the proposed variation and/or the academic performance of the student.

Requests for a variation of study to a postgraduate course for an individual student may be considered up to a maximum of 30 credits. Directors of Teaching and Learning (DTL) need to be satisfied that the module learning outcomes clearly map to the learning outcomes of any core modules that will be missed. The DTL may approve any such variations provided these criteria are met. Credit from a module previously studied can only form part of the credit load requirement as set out in the University's Recognition of Prior Learning policy, provided it is approved pre-admission.

1.2.3 An initial assessment cycle and a repeat assessment cycle of the stage

Modules taken by a student in a given stage of study provide a single assessment cycle comprising one first attempt and (where necessary and available) one resit attempt for each module. This initial assessment cycle applies to each stage of study at undergraduate level and to postgraduate masters level.

Where a stage has been failed, a repeat assessment cycle may be available comprising one further cycle of a first attempt and (where necessary and available) one further resit (see Regulations 1.2.4 on resit opportunities and 1.2.6 on repeat assessment cycles).

1.2.4 Resit opportunities

A resit is an opportunity to retrieve an initial failed assessment *without having to repeat* the original period of teaching and learning. Resit opportunities will only be offered for modules where the relevant pass mark for the module has not been achieved (40% on level 3 to 6 modules and 50% on level 7 modules) and/or the credit *has not* been awarded by the Progression and Award Board (PAB), for example where there is a Professional and/or Statutory Body (PSB) requirement for passing the module as set out in **Appendix C**.

In cases where a single resit mode does not assess all the module learning outcomes a second resit component will be required to ensure that all the learning outcomes are tested. All students taking the resit/sit will take the approved resit mode. In cases where there are two resit mode components designed to test the learning outcomes of the original assessment mode components, a School may offer a resit of the failed assessment component to be conflated with the passed assessment component, provided that the weightings map to the original assessment mode weighting and that this strategy is applied to all students on the cohort. The conflated mark will be capped at the pass threshold for the module. Exceptionally, the conflated mark will not be capped at the module level where a module has been failed as a result of a Professional and/or Statutory Body (PSB) requirement, as set out in **Appendix C**. The conflated mark will not be capped at the

module level where an assessment component has been taken as an uncapped sit. See Regulation 1.7.3.

Resit marks are capped at the pass mark for the module (and not at a higher progression threshold stage mean requirement), to ensure that students who are offered resits do not have an unfair opportunity to improve their marks. The uncapped resit mark will be considered for progression purposes on all awards with the exception of integrated masters awards where the capped mark will be considered (see Regulation 1.4.3). The capped resit mark will be considered for all course transfer applications and for award purposes and will stand for all courses even where it is lower than the mark achieved at the first attempt. The original mark will stand where the resit opportunity, or a resit assessment component, has not been taken.

Resit opportunities are scheduled in the summer vacation assessment period. The exception to this rule is that a first resit of a PGT dissertation/project (and any associated assessments on the module scheduled at the same time) will be scheduled in the mid-year assessment period, where the original submission was not deferred by the PAB to the mid-year assessment period. In addition, Schools may provide a 'within year' resit opportunity to retrieve a coursework assessment that was scheduled during the teaching term. The 'within year' resit opportunity must be scheduled within 4 calendar weeks of marks being published. This will be a capped resit of the same mode and weighting, to enable timely retrieval of coursework and integration of teaching, learning and assessment. The mark achieved will replace the original first attempt mark and will therefore not be recorded separately on the student's record. The PAB will offer a resit of the resit mode in the summer vacation assessment period, in the usual way in cases where the module has been failed, including where a 'within year' resit opportunity was provided. A 'within year' resit opportunity may be uncapped by the PAB in accordance with accepted exceptional circumstances submitted in relation to the original deadline. Where a 'within year' resit is given for an assessment weighted at 100%, the PAB may offer a discretionary second resit. A 'within year' resit may be given where the DTL approves that a replacement file is accepted after the deadline, as a result of an e-submission error.

A resit will not be the automatic recourse for a dissertation/project of 30 credits or more in the final stage of an undergraduate course or at postgraduate level. Instead an appropriate retrieval opportunity will be given, which may include a resubmission for a capped mark.

Schools must provide an alternative mode of assessment for Visiting and Exchange students on all modules taken by these students where the mid-year assessment and resit assessment is an in-person assessment and the student will no longer be at the University. Exceptionally, the alternative assessment agreed for a Visiting and Exchange student may be offered to a student taking a study abroad/placement term. The School Director of Teaching and Learning can approve requests where these are supported by evidence to verify that the term abroad will start prior to the mid-year assessment period. Where the study abroad/placement term starts after the mid-year assessment period, the student will not be able to take the alternative assessment.

The other types of resit opportunity are a trailed resit and a second resit which may be offered at the PAB's discretion (see Regulation 1.3.1 on trailed credit and Regulation 1.3.5 on temporary withdrawal with a second resit).

These resit regulations also apply to sits. A Sit is an opportunity to take the resit mode weighted in proportion with the accepted exceptional circumstances, to be taken in the next summer vacation assessment period. See Regulation 1.7.3.

1.2.5 Modules exceptionally exempted from providing a resit opportunity

In some cases the nature of the mode of assessment may preclude the opportunity for a resit, for example, practice placements where assessment requires the execution of specified activities that are inextricably integrated with the practice-based learning. In such cases a student failing to pass the module may be required to repeat the module or year, in order to obtain the academic credit. Where there is a failure in the provision of a placement, another placement must be secured within the same stage.

In the case of 4 stage degrees with a 120 credit voluntary/integrated placement or study abroad year, failure in the placement or study abroad year will not normally result in a repeat year but rather a transfer to the 3 stage variant of the course (see Regulations 1.4.7).

The exemption of a module from the opportunity to provide a resit must be approved by the University Teaching & Learning Committee on recommendation from the School Teaching and Learning Committee. **Appendix D** provides a list of such modules which must be clearly flagged to students in all published materials including course handbooks.

1.2.6 Repeat stages of study including the automatic right to repeat a failed stage 1

The repeat of a stage of study means retaking the stage *ab initio* as published with attendance. That is a repeat of the teaching, learning and assessment. All previous marks and credit will be expunged from the student record and a new full assessment cycle undertaken. The offer of a repeat stage will normally be made at the September Undergraduate Progression and Award Board (PAB) or the Main Postgraduate PAB, following a resit opportunity. However, the summer Postgraduate PAB may offer a choice of a repeat stage or resits, to enable a repeat stage to be taken within the maximum period of registration.

Exceptionally, a trailed repeat module assessment cycle (with attendance) may be offered with marks capped at the first and the resit attempt (see Regulation 1.3.1 on trailed credit.)

The opportunity to repeat stage 1 (FHEQ level 4) is automatic for failing students providing the course of study is available in the following academic session. For Foundation stages, and for students at stages subsequent to stage 1 including the final undergraduate award stage and for masters students, there is no automatic right to repeat the stage. Any such offer will be at the PAB's discretion. However, the PAB is advised to seriously consider offering a repeat of a stage to a student who has not previously repeated a stage. Evidence of attendance and engagement during the failed stage should not be taken into consideration but academic performance in a previous stage may be a determining factor. Where the PAB exceptionally decides not to offer a repeat of a stage to a student who has not previously repeated a stage in the course, the PAB must set out the rationale for this decision in the minutes.

A student offered a repeat of a stage of study will be asked to agree to abide by the conditions set out in a University Repeat Year Learning Agreement. Where the repeat year is automatic at stage 1, the learning agreement will be the standard University model (available at **Appendix (i)**). Where the PAB offers a repeat year to a student in a stage subsequent to stage 1 or on a postgraduate course it may specify (or delegate to the Chair) amendments to the standard University model learning agreement, provided that the conditions are not more onerous. The School Student Progress Committee may commence withdrawal proceedings for any student in breach of their Learning Agreement.

No student shall be permitted to repeat/resit the same stage of study more than once, even where they have transferred course, and shall only be permitted to repeat where the stage

has been failed. Therefore, the credit requirement for a stage of study must be achieved within a maximum of two academic years. In offering a repeat stage to a student who has previously repeated a stage the PAB should be mindful of the maximum period of registration as set out in the University's Academic Framework at **Appendix A**.

The PAB may consider offering a repeat of a term, instead of a stage, provided that 60 credits have been secured in the other term. Exceptionally a PAB may offer a repeat of a module up to a maximum of 30 credits where the course structure does not enable a failed module to be trailed.

1.2.7 Permanent and temporary withdrawal requested by a student

A student may request to Permanently Withdraw (PWD) at any time. An undergraduate student may request to Temporarily Withdraw (TWD) at any time during a teaching period up until the end of the spring term. A postgraduate student may request to Temporarily Withdraw (TWD) at any time during a teaching period, prior to 30th June. Exceptionally, a request for a postgraduate student to TWD may be accepted up until 31st July with the date of TWD recorded as 30th June to enable the final fee instalment to be carried forward.

(i) Permanent Withdrawal (PWD)

If a student wishes to return to the University having permanently withdrawn (PWD), an application may be made in accordance with the procedure set out in the Recognition of Prior Learning policy.

In all cases the current published grade requirements must be met and the personal statement must address the reason for the initial PWD, acknowledging what has changed to improve the likelihood of a successful outcome on this occasion.

(ii) Temporary Withdrawal (TWD)

In the case of Temporary Withdrawal, students must normally restart at the beginning of the term that they did not complete, in order to avoid any gaps in teaching. Undergraduates have two points in the year where re-entry to study is permitted, at the start of the Autumn term or the start of the Spring term. Postgraduate students may restart at the beginning of any of the three terms (Autumn, Spring or Summer). Any assessment marks for the non-completed term, achieved prior to temporary withdrawal, will be removed from the student record prior to restarting the term/stage. Marks for a term completed prior to temporary withdrawal will be assured by the Module Assessment Board (MAB) and the student will be considered by the PAB at the next meeting.

A Notification of Temporary Withdrawal form must be completed for every student. In all cases the student decides when to take a period of voluntary temporary withdrawal, within the deadlines above, but the PAB reviews the academic performance for the term/stage and confirms the re-entry date and any assessments that will be set prior to re-entry or a repeat of the term/stage as appropriate.

In cases where the student does not resume their studies at the return date agreed by the PAB, the status of the student will change from Temporary Withdrawal to Permanent Withdrawal. Upon the approval of the Director for the Student Experience xxxxxx, students may exceptionally be permitted to extend TWD where their circumstances do not allow them to return by the date agreed by the PAB (for example disability).

Exceptionally a student may temporarily withdraw after the end of the teaching period but within the deadlines set out in the first paragraph. In such cases the PAB may exercise its discretion in considering the student's overall performance and may decide to offer a resit/sit of a failed/missed assessment to a student who has completed the teaching for the relevant term but has not completed the module assessment for the term. The opportunity to take a resit/sit will be scheduled in the summer vacation assessment period prior/after re-entry to the Spring term or to the next stage. The mark for a missed assessment scheduled after temporary withdrawal will not be capped whereas resits for failed modules will be capped. Alternatively, the PAB may decide to offer a repeat of the term/stage rather than a resit/sit of failed/missed assessment/s.

Where major changes have been made to the curriculum, it may not be possible for a resit/sit for a missed/failed assessment to be taken prior/after re-entry, for example, where the scheduled assessment is not appropriate for the original teaching that was completed. In these circumstances the student will be required to restart at the beginning of the term/stage to enable the credit requirement for the stage to be met. No individual assessments may be set.

1.3. RETRIEVING CREDIT: TRAILED CREDIT, COMPENSATION, CONDONED CREDIT AND TEMPORARY WITHDRAWAL WITH SECOND RESIT/S

1.3.1 Criteria for retrieving credit

The Progression and Award Board (PAB) may consider the following mechanisms for the retrieval of credit, normally following any resit opportunity, some of which are discretionary, provided that the stage mean requirement has been achieved. Please refer to Regulation 1.4.3 for details on the stage mean requirement.

1.3.2 Discretionary trailed credit

The Progression and Award Board (PAB) has discretionary authority to offer an undergraduate student (following any resit offered) the opportunity to progress to the next stage of study while trailing up to a maximum of 30 credits from the previous stage, provided that an uncapped stage mean of 40% has been achieved. Credit can be trailed at all stages, including into the final stage but not beyond the final stage.

Normally, trailed credit will result in the student taking a trailed resit for a module/s already studied with the aim of retrieving the initial fail *without* attendance. Exceptionally, a student may request to take an alternative non-core module/s for the same trailed credit value *with attendance*, subject to approval by the Director of Teaching and Learning and to timetabling. Such students trailing an alternative module/s will be entitled to a trailed repeat assessment cycle on this module (a first attempt and a resit attempt with marks capped at the first attempt and the resit attempt), whereas students trailing a module already studied will only be entitled to a single trailed resit. In all cases a trailed resit and a trailed module repeat assessment cycle will result in the capped mark being used for award purposes. A trailed resit is a further final opportunity to take the resit mode which tests all the module learning outcomes. The resit opportunity will be offered during the summer vacation assessment period of the next year. A trailed repeat assessment cycle is an opportunity to take the main cycle of assessment, for example coursework and an examination, and therefore the assessment will be taken along with the next cohort.

Permission to trail credit will normally only be granted by a September PAB following a failed resit. In exercising its discretion, the PAB will take into consideration evidence of attendance

and engagement across the stage such that the student is likely to succeed at the next assessment opportunity. The Resit PAB should be mindful of cases where a student has not attended for the resit opportunity as this may be due to course commitments (study abroad, placements, or field trips). In cases where the student is on a study abroad/placement year a trailed resit may be offered in the summer vacation assessment period at the end of the study abroad year or at the end of the final stage, following a study abroad/placement year, provided the total credit to be trailed does not exceed 30 credits. No marks may be carried forward from the original assessment attempt.

Where the trailed assessment has not been passed after the conclusion of the trailed resit or trailed module repeat assessment cycle, the PAB may consider other mechanisms available for the retrieval of credit (as set out in the Regulation 1.4).

A repeat stage given by the PAB must include a trailed module where it has not been passed in the failed stage.

1.3.3 Non-discretionary compensated credit

Compensation is automatically applied at each stage of study at the level of the module for a marginal fail of up to 30 credits provided the stage mean has been achieved on the basis that a strong performance by a student in one part of the curriculum may be used as the basis for the award of credit in respect of a marginal fail elsewhere.

Where a student has not achieved the credit requirement for progression or award but has met the following criteria, then up to 30 credits will automatically be granted by compensation provided that the remaining credits in the stage meet the pass threshold:

- (i) an uncapped stage mean of 40% for an undergraduate course, with the exception of integrated masters courses where the uncapped stage mean requirement in the final stage is 50%, or an uncapped stage mean of 50% for a postgraduate course (excluding the research project/dissertation);
- (ii) a marginal fail on the module/s (35-39% for undergraduate modules or 45-49% for a level 7 module).

Compensation is not discretionary to the Progression and Award Board (PAB) and is referred to as automatic compensated credit for a marginal fail. The actual mark achieved will stand for progression and award purposes. Exceptionally, a module may be exempt from the application of non-discretionary compensation based on a Professional and/or Statutory Body (PSB) requirement approved by the University Teaching and Learning Committee. All exemptions are set out in **Appendix E**.

A maximum of 30 credits per stage in undergraduate courses may be awarded by automatic compensation to enable progression or award. Compensation will be applied at the PAB where the criteria are met.

A maximum of 30 credits for taught modules may be awarded by compensation in postgraduate courses on the basis that a taught masters is defined as a single postgraduate stage of study. Compensation will be applied when the Postgraduate PAB convenes virtually in the summer to consider the completed taught modules, provided that the criteria are met. The mean requirement for compensation will not include the research project/dissertation. Compensation cannot be awarded for postgraduate research projects/dissertations regardless of the credit weighting.

Where automatic compensation has been applied the University will provide a single opportunity for students to register to take a resit instead of receiving the credit via compensation, to enable the pass threshold to be achieved and for any accreditation requirements to be met. The mark achieved at resit will be capped and will stand even where it is lower than the original mark achieved which may impact on progression where progression to the next stage had been offered. The resit mode will be offered in the summer vacation assessment period of that year or the following year, where appropriate.

In all cases compensated credit will not be applied automatically where the criteria have not been met or if more than 30 credits have been failed.

1.3.4 Discretionary condoned credit

Condoned credit is considered at the level of the award. It is defined as the process by which a PAB in consideration of the overall performance of a student decides that without incurring a penalty, a part of the course that has been failed need not be redeemed.

The Progression and Award Board (PAB) has discretionary authority to award up to a maximum of 30 condoned credits in the undergraduate or postgraduate final award stage where the course learning outcomes have been met, a fail mark (excluding a zero) has been achieved and the relevant uncapped stage mean has been achieved as set out in Regulation 1.4.3. Condoned credit is not dependent upon an individual module threshold mark being achieved and is limited to the final award stage. A failed postgraduate dissertation or research project may not be condoned. The original mark achieved will stand for award purposes. A maximum of 30 credits may be granted via a combination of compensated and condoned credit in the final award stage. Alternatively a PAB can give a resit. The PAB may not condone a module failed as a result of misconduct.

Where the PAB condones a credit shortfall the University will provide a single opportunity for students to register to take a resit instead of receiving the condoned credit, to enable the pass threshold to be achieved and for any accreditation requirements to be met. The mark achieved at resit will be capped and will stand even where it is lower than the original mark achieved. The resit mode will be offered in the summer vacation assessment period of that year or the following year, where appropriate.

1.3.5 Discretionary temporary withdrawal with a second resit

The Progression and Award Board (PAB) has discretionary authority to offer a second and final resit for one or more failed modules for a capped mark, provided 60 credits have been achieved in the stage. This may only be considered where the progression or award criteria for the stage have not been achieved, after any resit opportunities and other mechanisms to retrieve the credit have been exhausted, provided there is good evidence of attendance and engagement such that the student is likely to succeed at the next resit assessment opportunity. This is available to undergraduate and postgraduate PABs. The resit will be scheduled in the summer vacation assessment period of the next stage. The student will be required to temporarily withdraw and will be offered a second resit of the failed module/s without attendance. All marks for the second resit on the module/s will be capped at the pass threshold for award and transfer purposes. Uncapped marks can be considered for progression (but not transfer) purposes. A second resit may not be given for a dissertation/project on a postgraduate award, where it is weighted at more than 30 credits. A second resit may not be given where the stage has already been repeated on an undergraduate or postgraduate course. The marks achieved will be added to the first cycle marks for modules passed and confirmed by the Module Assessment Board (MAB). (See Regulation 1.4.5 and 1.4.6 on consideration of candidates).

1.4 PROGRESSION AND AWARD: AWARD OF CREDIT, ROUNDING OF MARKS, PROGRESSION AND AWARD CRITERIA, APPLICATION OF MECHANISMS TO RETRIEVE CREDIT, CONSIDERATION OF CANDIDATES

1.4.1 The award of credit

Credit is automatically awarded for all modules where the pass threshold for an individual module has been met, unless there is an additional Professional and/or Statutory Body (PSB) requirement for passing the module as set out in **Appendix C**. The pass threshold is set at 40% for modules at levels 3 to 6 and 50% for modules at level 7. Credit may also be awarded by automatic compensated credit or via condoned credit at the discretion of the Progression and Award Board (PAB) where the relevant criteria have been met, as set out in Regulation 1.3, to ensure the standard of the award.

1.4.2 Rounding of marks

The mark for a module, stage mean and grand mean (overall degree weighted mark) shall be a whole number rounded up ($\geq 0.45\%$) or down ($\leq 0.44\%$).

1.4.3 Progression and award criteria

Undergraduate students are required to achieve a stage mean of 40%, with the exception of integrated masters courses where the stage mean requirement is 50% in the final stage (as modules taken in the final stage of these degrees are at level 7), and 120 credits in order to progress to the next stage or to be considered for an award, following the application of rules on trailed, compensated and condoned credit. The uncapped stage mean is used for progression purposes as it indicates academic potential whilst the capped mean is used for transfer and award purposes and for progression on integrated masters degrees and 4 stage degrees with an integrated study abroad year. The stage mean includes all marks achieved on modules taken in the stage including marks of zero and fail marks.

Exceptionally, some courses of a 4 stage duration have higher progression thresholds for the next stage. See Regulations 1.4.7 and 1.4.8 for details. Regulation 1.4.7 also provides detail of higher progression thresholds required for a variation of study term.

Postgraduate students are required to achieve a capped stage mean of 50% and the credit requirement set out in the University's Academic Framework to be considered for individual postgraduate awards, following the application of rules on compensated and condoned credit.

The University's Academic Framework sets out the overall credit volume requirements for each taught award and the minimum credit requirement that needs to be achieved to be recommended for a degree (see **Appendix A**).

1.4.4 Application of mechanisms to retrieve credit for progression or award at the undergraduate and postgraduate Progression and Award Board (PAB)

The undergraduate and postgraduate Progression and Award Board (PAB) has discretionary authority to offer a combination of mechanisms to provide an opportunity for the student to retrieve the credit necessary for progression (following any resit opportunity) or the achievement of an award as set out below and illustrated in the flowchart at **Appendix F**. These mechanisms can be applied at the PAB's discretion, where the criteria have been met, in order to secure the standard of the award. This ensures that in addition to the stage mean being met that the pass threshold has been achieved on at least 75% of the credit in

the stage for progression and award (See criteria for application of mechanisms to retrieve credit in Regulation 1.3).

1.4.5 Undergraduate candidates

(i) Non achievement of stage mean

Where the stage mean requirement has not been achieved (see stage mean criteria in Regulation 1.4.3) following any resit opportunity, the student has no right to compensated, condoned or trailed credit nor has the PAB discretion to allow a student to progress or receive an award. Mechanisms available to the PAB to enable the student to retrieve the credit include a repeat stage/term (see Regulation 1.2.6) or exceptionally, temporary withdrawal from the course with a second resit for a capped mark where 60 credits have been achieved (see Regulation 1.3.5). Alternatively, following a first resit opportunity, the PAB may exceptionally decide that a further retrieval opportunity should not be permitted and so require permanent withdrawal with an exit award where the credit requirement set out in the University's Academic Framework have been met (**Appendix A**). Students failing to progress from stage 1 are automatically entitled to a repeat stage.

(ii) Achievement of stage mean

Where the stage mean requirement has been achieved (see stage mean criteria in Regulation 1.4.3) but the credit requirement has not been achieved, mechanisms available to the PAB to enable the student to progress or achieve the award include the application of a combination of compensated, condoned or trailed credit up to a maximum of 30 credits (see criteria in Regulation 1.3). Where this is not possible the PAB should consider a first/second resit opportunity to enable credit to be secured (see Regulation 1.3.5 for criteria for second resits) or exceptionally a repeat of a stage/term (see Regulation 1.2.6).

(iii) The PAB should consider undergraduate candidates as follows:

(a) The PAB should consider **progression** candidates as follows, following any resit opportunity:

(1) Where **the stage mean has been achieved and 90 credits or more awarded** then the PAB must seriously consider granting trailed credit in combination with compensated credit up to a maximum of 30 credits to enable the student to progress thereby not imposing any undue delay in the achievement of the award aims. Exceptionally, where there is a Professional and/or Statutory Body (PSB) requirement to achieve the pass threshold on all modules or where the PAB has significant concerns about the academic underpinning that could not be achieved through trailing credit the PAB must offer a choice of temporary withdrawal with second resits or a repeat of the stage/term. A clear minute must record the rationale in all cases where trailed credit has not been granted to enable progression.

(2) Where **the stage mean has been achieved but less than 90 credits awarded** the student may not progress. Students failing to progress from stage 1 are automatically entitled to a repeat stage. The PAB must seriously consider offering a repeat stage to students in stages subsequent to stage 1 and the foundation year irrespective of whether the student has previously repeated a stage. The PAB may offer a repeat stage, temporary withdrawal with a second resit/s where 60 credits have been achieved and where there is evidence of good engagement, or a repeat of a term. Once 90 credits or more have been awarded then the PAB may grant trailed credit in combination with compensated credit up to a maximum of 30 credits to enable the student to progress to the next stage.

(b) The PAB should consider **award** candidates as follows:

(1) Where **the stage mean has been achieved and 90 credits or more awarded** then the PAB may grant condoned credit in combination with compensated credit up to a maximum of 30 credits to allow 120 credits to accumulate and the award to be made. Alternatively a resit may be offered. Should the credits not be secured after a resit opportunity the PAB may offer an exit award, temporary withdrawal with second resits or exceptionally a repeat stage/term. Credit trailed from the previous stage may be condoned at the award stage provided that the credit granted via condoned credit for the trailed credit and any failed modules in the final stage does not exceed 30 credits in total.

(2) Where **the stage mean has been achieved but less than 90 credits awarded**, following any resit opportunity, the student may not graduate. The PAB must seriously consider offering a repeat of the stage irrespective of whether the student has previously repeated a stage. The PAB may offer a repeat stage, temporary withdrawal with a second resit/s where 60 credits have been achieved and where there is evidence of good engagement, or a repeat of a term. Once 90 credits have been accumulated the PAB may grant condoned credit in combination with compensated credit up to a maximum of 30 credits to allow 120 credits to accumulate and the award to be made. Alternatively, the PAB may give an exit award.

In all cases, the PAB must specify where undergraduate candidates may be offered a choice of retrieval opportunities (trailed credit, temporary withdrawal and second resits or a repeat of a term/stage). Where the PAB, exceptionally, decides not to offer a repeat of a stage to a student who has not previously repeated a stage in the course, the PAB must set out the rationale for this decision in the minutes.

1.4.6 Postgraduate candidates

A PAB will be convened virtually in July to offer resits/sits in relation to modules completed in the Autumn, Spring and Summer terms. Where less than 60 credits have been achieved at the Summer PAB, resits/sits for all failed taught modules will be scheduled in the Summer vacation assessment period with the dissertation/project deferred for submission in the mid-year assessment period. Where 60 credits or more have been achieved at the Summer PAB, resits/sits for all failed taught modules will be scheduled in the Summer vacation assessment period, with the dissertation/project only being deferred for submission in the mid-year assessment period where the PAB confirms that the relevant taught modules should be completed prior to submission of the dissertation/project. The Summer PAB may offer a choice of a repeat stage or resits, to enable a repeat stage to be taken within the maximum period of registration. No candidate achieving less than 60 credits, after taking resits in the summer vacation assessment period, will be permitted to submit a dissertation/project in the mid-year assessment period.

(i) Non achievement of stage mean

Where the 50% stage mean has not been achieved (see stage mean criteria in Regulation 1.4.3), usually following any resit opportunity, the student has no right to compensated or condoned credit nor the PAB discretion to allow a student to receive an award. Mechanisms available to the PAB to enable the student to retrieve the credit include a repeat of the stage/term (see Regulation 1.2.6) or temporary withdrawal from the course with a second resit where 60 credits have been achieved (see Regulation 1.3.5). Alternatively the PAB may decide that further retrieval opportunities should not be permitted and so require permanent withdrawal with an exit award if available as part of the validated provision of the course (see Regulation 1.5.2(v)).

(ii) Achievement of stage mean

Where the 50% stage mean has been achieved (see stage mean criteria in Regulation 1.4.3) but the credit requirement has not been achieved, mechanisms available to the PAB to enable the student to achieve the award include the application of a combination of compensated and condoned up to a maximum of 30 credits (see Regulation 1.3 for criteria), with the exception that compensation cannot be given for the project/dissertation.

(iii) The PAB should consider postgraduate candidates as follows:

(a) **Where the stage mean has been achieved and 150 credits or more awarded** (210 credits for Euro-Masters) including the dissertation/project, the PAB may grant a combination of compensated and condoned credit up to a maximum of 30 credits to allow the award to be made. Alternatively the PAB may offer a first resit/s or second resit/s with temporary withdrawal, or exceptionally a repeat of the stage/term.

(b) **Where the stage mean has been achieved and less than 150 credits awarded** (210 credits for Euro-Masters), or the dissertation/project failed, then no award can be made. The PAB may offer a first resit/s and a second resit/s with temporary withdrawal or a repeat of a stage/term. In the case of the dissertation/project the PAB may allow a resubmission for a capped mark as an alternative to a resit. Once 150 credits or more (210 credits for Euro-Masters) are awarded including the dissertation/project, the PAB may grant a combination of compensated and condoned credit up to a maximum of 30 credits to allow the award to be made.

(c) **Where fewer than 120 credits have been achieved** the PAB may consider offering a repeat of the stage/term, following failed resit/s.

In the cases above, the PAB must specify where postgraduate candidates may be offered a choice of retrieval opportunities (temporary withdrawal and second resits or a repeat of a stage/term). Where the PAB, exceptionally, decides not to offer a repeat of a stage to a student who has not previously repeated a stage in the course, the PAB must set out the rationale for this decision in the minutes.

(iv) Consideration of award candidates on postgraduate diploma courses

Candidates on postgraduate diploma courses are required to achieve 120 credits and achieve a stage mean of 50%, following any resit and/or repeat opportunity, in order to receive an award. This may include up to 30 condoned or compensated credits.

(v) Consideration of award candidates on postgraduate certificate courses

Candidates on postgraduate certificate courses are required to achieve the pass threshold on 60 credits, and achieve a stage mean of 50%, following any resit and/or repeat opportunity, in order to receive an award. Condoned or compensated credit may not be granted.

1.4.7 Consideration of candidates on a 4 stage bachelor course including study abroad/placement

(i) Criteria to continue on or transfer to a 4 stage course including study abroad/placement year

4 stage bachelor courses including an **integrated study abroad year/voluntary study abroad year** have higher progression thresholds. Students are required to achieve a

capped mean mark of 50% in stage 1 to continue on or transfer to a course including an integrated study abroad year/voluntary study abroad year. However, an appeal may be made to request the PAB take into consideration performance in Term 1 of stage 2. Where a candidate started a course in stage 2, they will be permitted to go on a Study Abroad year if they achieve a mean of 50% on the stage 2 Term 1 modules. Any cases will be reported to the next meeting of the PAB. Accepted exceptional circumstances may not be taken into consideration. **Appendix G(a)** sets out courses with a higher progression thresholds.

4 stage bachelor courses including a **voluntary placement year** do not have higher progression thresholds. The standard progression criteria set out in Regulation 1.4.3 apply to continue on or transfer to a course including a voluntary placement year (professional/industrial). **Appendix G(a)** sets out any exceptions that have higher progression thresholds.

All study abroad/placement years are subject to acceptance by the host institution/employer even where a higher threshold requirement has been met. A student who has met the criteria but who has repeated a stage must be given permission by the School, to ensure that the course is likely to be completed within the maximum period of registration. This decision may be made by the PAB virtually after the PAB meeting.

Exceptionally, a study abroad/placement term may be incorporated into a 3 stage course (or a 4 stage integrated masters degree). This constitutes a variation of study and as such is subject to the approval (see Regulation 1.2.2). Approval will only be considered for a study abroad term where a capped mean mark of 60% in stage 1 has been achieved.

A voluntary study abroad/placement year may be included in a course following a variation of study term, accumulating to a 4 stage bachelor course. It is not possible for a study abroad/placement term to be converted into a voluntary study abroad/placement year.

Occasionally, where the study abroad/placement year starts before the PAB meets to consider performance on resits, the Summer PAB may agree in principle that credit may be trailed into the summer vacation assessment period of the study abroad/placement year or of the final stage to enable a student to start the study abroad/placement year. Alternatively, the PAB may decide that a study abroad/placement year should be delayed until resits have been completed. In these circumstances the student will have to temporarily withdraw for the remainder of the year. Students who fail to achieve the higher progression threshold, after a resit opportunity, will transfer to the course variant without the study abroad year.

(ii) Study requirement during a study abroad/placement period

A Study Plan must be approved in advance by the School. For an integrated study abroad year this must be academically coherent and be equivalent to 120 credits. For a voluntary study abroad year this must include at least 50% of the modules related to the course and be equivalent to 120 credits. For a variation of study term, this must be approved by the PVC (Teaching and Learning) and be equivalent to 60 credits.

(a) Assessment requirement during a study abroad/placement year (integrated and voluntary)

To continue into the final stage of a 4 stage course title including a study abroad/placement year, an overall mean of 40% is required on the study abroad/placement year assessment. A voluntary study abroad/placement year will not contribute to classification. Students will however be required to achieve the pass threshold of 40% in order for the study abroad/placement year to be included in their degree title (see Regulation 1.4.7(iii)). For the placement year

the assessment will be based on the assessment submitted and marked at the University whereas the assessment for a study abroad year will be agreed in advance. This assessment model applies to courses where the study abroad/placement year contributes to classification and where it does not.

(b) Assessment requirement during a study abroad/placement term

Students taking a study abroad/placement term as a variation to a 3 stage course will be required to achieve an overall mean of 40% on the study abroad/placement assessments. For the placement term, the assessment will be based on the assessment submitted and marked at the University whereas the assessment for a study abroad term will be agreed in advance.

(c) Conversion of study abroad marks

All marks will be converted using the grade conversion scales approved by the University. However where a voluntary study abroad year has been taken, the mark achieved will not contribute to classification.

(d) Failure to achieve the assessment requirement during the study abroad/placement year (integrated and voluntary)

Where a student fails to achieve the assessment requirement following any resit opportunities at the host institution, the student will transfer to the course title without the suffix 'with a study abroad/placement year' and the fail mark will not contribute to classification. Exceptionally, where the student has been unable to take a resit/sit at the host institution the Sussex Abroad Office may at the request of the host institution facilitate a resit opportunity which may be an examination held at the University in the summer vacation assessment period.

(e) Failure to achieve the assessment requirement during the study abroad/placement term

Where a student fails to achieve the assessment requirement, they must pursue a resit opportunity at the host institution. Exceptionally, where the student has been unable to take a resit/sit at the host institution the Sussex Abroad Office may at the request of the host institution facilitate a resit opportunity which may be an examination held at the University in the summer vacation assessment period. Where the assessment requirement has not been met following the completion of resit opportunities the School PAB has the discretion to offer a repeat of the term during the next stage (see Regulation 1.2.6).

(iii) Inclusion of study abroad/placement year in the course title

Students graduating on both the integrated and voluntary 4 stage variants will have the study abroad/placement year recognised in the degree certificate 'Degree title (with Study Abroad Year or Professional/Industrial Placement Year),' as set out in the University's Academic Framework. Students who fail to complete or pass the study abroad/placement year or who have been exempted from the study abroad/placement year on personal grounds may exit on the course title excluding 'with Study Abroad Year or Professional/Industrial Placement Year', provided that the progression/award criteria have been met. A student can be referred to the Director of Teaching and Learning for consideration of transfer to an alternative course title for the final stage. **Appendix G(d)** sets out courses with an alternative course title.

1.4.8 Criteria for progression and transfer to a 4 stage integrated masters degree

Regulations for progression on, and transfer to, a 4 stage integrated masters degree are set out at **Appendix G(b)**.

The progression criteria set out in Regulation 1.4.7(i) apply to a voluntary study abroad/placement year which has been included in an integrated masters degree course, resulting in a 5 stage course. An overall mean of 40% is required on the voluntary study abroad/placement year assessment. For the placement year the assessment will be based on the assessment submitted and marked at the University whereas the assessment for a study abroad year will be agreed in advance. The voluntary study abroad/placement year is approved on a pass/fail basis and does not contribute to classification.

Students graduating on an integrated masters degree including a voluntary study abroad/placement year will have the study abroad/placement year recognised in the degree certificate 'Degree title (with Study Abroad Year or Professional/Industrial Placement Year)', as set out in the University's Academic Framework. Students who fail to complete or pass the study abroad/placement year or who have been exempted from the study abroad/placement year on personal grounds may exit on the course title excluding 'with Study Abroad Year or Professional/Industrial Placement Year', provided that the progression/award criteria have been met.

1.4.9 Criteria for progression from the Foundation Year into stage 1 and the University of Sussex Certificate of Education (Foundation Year)

There is no automatic progression onto an associated award as students are required to achieve the assessment criteria for progression to stage 1 of a University degree as set out in **Appendix H(i)**.

A University of Sussex Certificate of Education will be issued in cases where a student meets the assessment criteria for progression to stage 1 of an associated bachelors award but decides not to continue into stage 1 and in cases where a student does not complete stage 1. The rules on trailed credit do not apply.

There is no automatic right to repeat the foundation year.

1.4.10 Criteria for Year in a Specialist Subject

Students may apply for admission to an Specialist Subject Year that has been designated as academically appropriate to their main course of study. The requirements for admission are a minimum of 40% in each module and a stage 2 mean of 50%. Credit and marks achieved on the year will not contribute to classification. Students who achieve 120 credits with a stage mean of 40% on the specialist subject year will have their achievement recognised in their degree certificate 'with a year in (subject)', as set out in Appendix A. Regulations on trailed credit do not apply. Students who do not successfully complete the specialist subject year will not receive the suffix on the degree certificate but will have the credits achieved recorded on their transcript.

1.4.11 Pathway titles (including language pathways)

Where all the designated modules within a pathway have been passed this will be recognised on the degree certificate, in the format set out in the University's Academic Framework (Appendix A). The main award title without the pathway will stand, where the criteria have been met, in cases where compensation and/or condoned credit is given on a designated pathway module.

1.5. AWARD REQUIREMENTS, CLASSIFICATION DIVISIONS, BORDERLINES, SPECIFIC LEARNING DISABILITY AND ABSURD OUTCOMES

The credit requirement at the level of the award is set out in the University's Academic Framework for all awards (see **Appendix A**).

Courses with alternative award requirements are set out in **Appendix H**.

1.5.1 Credit volume and weighting for classification of undergraduate awards

(i) 3-year honours degree

A 3-year honours degree will be awarded to students who achieve 360 credits across stages 1, 2 and 3, following the application of rules on compensation and condoned credit. Award classification shall be calculated according to the grand mean based on a ratio of 40:60 for stages 2 and 3.

(ii) 4-year honours degree

A 4-year honours degree with an integrated/voluntary Study Abroad Year or Placement year will be awarded to students who achieve 480 credits across stages 1, 2, 3 and 4, following the application of rules on compensated and condoned credit. This may be a 4 stage course started on entry or a 3 stage course with a voluntary study abroad/professional placement year included between stage 2 and the final stage following transfer, where the course permits. Award classification for an integrated year shall be calculated according to the grand mean based on a ratio of 40:25:60 for stages 2, 3 and 4. Therefore the marks achieved on the study abroad/placement year will contribute to classification based on the lowest of the weightings. **Appendix G(c)** sets out courses where an integrated year contributes to classification. Award classification for a voluntary study abroad/placement year shall be calculated according to the grand mean based on a ratio of 40:60 for stages 2 and 4. Therefore, the voluntary study abroad/placement year will not contribute to classification.

(iii) Integrated Masters degree

An Integrated Masters degree will be awarded to students who achieve 480 credits across stages 1, 2, 3 and 4, following the application of rules on compensated and condoned credit. Award classification shall be calculated according to the grand mean based on a ratio of 40:60:65 for stages 2, 3 and 4. Exceptionally, approval may be given as a variation of curriculum to replace stage 3 of a 4 stage integrated masters course with a study abroad or placement year at level 6. In these circumstances the marks achieved on the study abroad/placement year will contribute to classification based on the lowest of the weightings set out above. This will ensure that classification is predominantly based upon at least two stages of marks achieved at the University. The award title will not include the 'with a study abroad year' suffix where a variation of study has been agreed, as the study abroad year is not an additional integrated or voluntary year. In addition, it will not be possible to exit with a BSc after 3 years where a variation of study has been taken. Where a voluntary study abroad/placement year has been added as an additional year to an integrated masters degree this will be taken after stage 2 and will not contribute to classification.

(iv) Year in a specialist subject awards

Classification for students who have taken the Year in a Specialist Subject shall be determined on the basis of performance in the designated stages of study in their primary

course. The Year in a Specialist Subject will be recognised on the degree certificate where it has been successfully completed, as set out in Appendix A.

(v) Ordinary degree exit award

An Ordinary degree will be awarded to students as an exit award where 300 credits have been achieved across stages 1, 2 and 3, including 60 credits at level 6 in the final stage, following the application of compensation in the earlier stages of study. There is no requirement to achieve a stage mean for an Ordinary award. In some cases, a student who does not meet the progression criteria for a named award may be transferred onto the Ordinary variant for the final stage. The PAB has discretion to not award an Ordinary degree, where the criteria have been met, where this would conflict with a Professional and/or Statutory Requirement.

(vi) BSc and BEng Hons as an exit award on an integrated masters degree

A BSc/BEng Hons degree will be awarded to students by a PAB as an exit award where the criteria for an integrated masters degree have not been met but the criteria for the bachelors degree have been met and/or where a student wishes to leave the course at the end of stage 3, provided that a variation of study year has not been included in the course. In some cases, a student who does not meet the progression criteria for an integrated masters degree may be automatically transferred onto the BSc/BEng variant for the final stage, provided that a variation of study year has not been included in the course. With the exception of the MEng, a BSc exit award in the course title will be awarded unless an alternative course title was approved at validation.

(vii) Diploma/Certificate of Higher Education as an exit award

A Dip HE or Cert HE award can be given to students who have permanently withdrawn from the University, provided that the relevant credit requirement has been met as set out in the Academic Framework (**Appendix A**).

1.5.2 Credit volume and weighting for postgraduate awards

(i) Euromasters award

A Euromasters degree will be awarded to students who achieve 240 credits across the course, following the application of rules on compensation and condoned credit.

(ii) Masters award

A masters degree will be awarded to students who achieve 180 credits across the course, following the application of rules on compensation and condoned credit.

(iii) Postgraduate diploma

A postgraduate diploma will be awarded to students who achieve 120 credits across the course, following the application of rules on compensation and condoned credit.

(iv) Postgraduate certificate

A postgraduate certificate will be awarded to students who normally achieve 60 credits across the course. Credit may not be granted by compensation or condoned credit.

(v) Postgraduate diploma and certificate exit awards at postgraduate level

Postgraduate diploma and certificate awards may be awarded at the discretion of the PAB where the student has achieved the credit and stage mean requirement and where the exit award forms part of the validated provision of the course. Exceptionally, an exit award can be made where the credits achieved on the taught modules enable the credit requirement for the postgraduate certificate or diploma to be met. Credit achieved on research based dissertation/projects cannot contribute to the credit requirement as this is not part of the certificate/diploma course structure. In addition, the mean mark should be calculated from the credits achieved and should not include the dissertation/project. A postgraduate diploma exit award may include a maximum of 30 credits given via compensation and/or condoned credit which will be included in the grand mean calculation. A classification cannot be given on an exit award.

1.5.3 Aegrotat awards

An Aegrotat undergraduate degree is a degree that may be awarded where a student has achieved 60 credits in the final stage and is unable to complete their studies in the foreseeable future because of serious illness or death. A student achieving 60 credits in the final stage may be eligible for an Aegrotat degree on the credit achieved and/or on work completed to that date. The Aegrotat degree will be reserved for those circumstances in which the PAB recognises higher level academic achievement, subject to the approval of the Pro Vice-Chancellor (Teaching and Learning) following a recommendation from the PAB. An undergraduate Aegrotat degree may be an unclassified honours or an Ordinary (without honours). Alternatively a Diploma/Certificate of Higher Education may be awarded.

A postgraduate Aegrotat degree may be awarded at Masters, Diploma or Certificate level depending on the credit achieved, subject to the approval of the Pro Vice-Chancellor (Teaching and Learning) following a recommendation from the PAB. A postgraduate Aegrotat may be classified where academic performance at the higher level has been demonstrated.

An Aegrotat degree does not provide eligibility for registration with a Professional and/or Statutory Body (PSB).

1.5.4 Classification divisions

The class of an award, both undergraduate and postgraduate shall be as follows:

Undergraduate Division	Less than	Greater than or equal to
First Class (1 st)	Not applicable	70%
Upper Second Class (2.1)	70%	60%
Lower Second Class (2.2)	60%	50%
Third Class (3 rd)	50%	40%

Postgraduate Division (Masters & PGDip/PGCert entry awards)	Less than	Greater than or equal to
Distinction	Not applicable	70% threshold plus 50% of credit at 70 or above

Merit	70% plus 50% of credit at 70 or above	60% threshold plus 50% of credit at 60 or above
Pass	60% plus 50% of credit at 60 or above	50%

1.5.5 Borderline for degree classification

Rounding of marks may result in a grand mean mark coming close to but below a degree classification boundary. The PAB shall give consideration to such students falling within a borderline area of one percent below each classification boundary as follows:

- 69-70 Boundary for 2:1/1st and for postgraduate merit/ distinction
- 59-60 Boundary for 2:2/2:1 and for postgraduate pass/ merit
- 49-50 Boundary for 3rd/2:2 and for postgraduate borderline fail
- 39-40 Borderline fail for undergraduate

To ensure equity in the consideration of borderline candidates at undergraduate level, it has been agreed that a borderline candidate will be automatically reclassified where they have achieved 50% of the credit that contributes to classification in the higher class. When considering undergraduate candidates with less than 50% of the credit that contributes to classification in the higher class, the PAB has discretion to reclassify based on the individual student profile, on the marks array, for all stages of study contributing to the award. The PAB should note that the borderline grand mean may have occurred as a result of exceptional performance in a heavily weighted component of assessment which does not reflect performance overall. The PAB may take the final stage mean into consideration along with performance on a particular module.

When considering postgraduate candidates, the PAB has discretion to reclassify postgraduate borderline candidates where (a) a borderline grand mean has been achieved as well as 50% of the credit that contributes to classification in the higher class or (b) a grand mean in the higher class has been achieved but 50% of the credit that contributes to classification in the higher class has not been achieved. The PAB may reclassify a borderline student based on the individual student profile, on the marks array. The PAB must use its discretion in cases where the grand mean has been achieved as a result of good performance across the taught modules in addition to good performance in a heavily weighted research based project/dissertation.

The External Examiner may exceptionally review assessments in the final stage for borderline candidates where the PAB has the discretion to reclassify, and make a recommendation for reclassification based on his/her academic judgement. Where such a review is undertaken by an External Examiner, Schools must ensure that all such assessments are reviewed for all candidates on that course where the PAB has discretion to reclassify. No marks may be changed as a result of this activity.

Exceptional Circumstances does not provide grounds for reclassification of an award as adjustments will have already been made to lateness penalties on the marks array and the PAB has the opportunity (at each stage) to offer such students a sit to retrieve their performance as a result of their circumstances where the overall module mark appears to be out of line with the marks array for the individual.

1.5.6 Specific learning disability (SpLD) and late diagnosis of mental health

In cases of late diagnosis of Specific Learning Disability (SpLD) and mental health the Progression and Award Board (PAB) has the discretion to base classification on the marks achieved during a year or years of study where the student had been offered the necessary support which enabled them to demonstrate their full learning potential, provided that this is

not detrimental to the student. The PAB is guided to look for evidence of improved performance on all assessments taken after support was put in place. No mark should be set aside and a minimum of a full year of marks must be considered.

For postgraduate students the Progression and Award Board will be advised of cases where support had been offered after the start of the course so that a Sit may be considered.

1.5.7 An absurd outcome for an individual student

Where the strict application of the rules results in an absurd outcome for an individual student in the view of the PAB, that cannot be remedied within the existing discretion of the PAB, the PAB may make a recommendation to the Pro Vice-Chancellor (Teaching and Learning). The Pro Vice-Chancellor has authority to accept or reject the recommendation. The final application of the accepted recommendation rests with the PAB to enable the normal appeals procedures to apply. The PAB should therefore agree on an alternative outcome should the recommendation not be accepted. Please note that marks will not be changed or set aside.

For example:

A recommendation may be made for a finalist candidate with accepted exceptional circumstances against a missed or impaired assessment component weighted $\leq 40\%$ of the module assessment, where it can be demonstrated that the higher classification would be achieved had the student's stage mean been achieved on the missed or impaired assessment component.

A recommendation may be made for a second repeat of a stage provided that there is evidence on the marks array of previous engagement and good performance in assessment such that the student is likely to achieve the award aims within the maximum period of registration.

1.6. LATE SUBMISSION

Assessments must be submitted in the format specified in the assessment task, by the deadline and to the submission point published on Sussex Direct.

A penalty deduction of 5 percentage points (not 5% of the actual mark) shall be applied to work submitted up to 24 hours late although the application of such penalties shall not reduce the overall conflated mark below the minimum pass mark. This means that such penalties cannot in themselves prevent progression or require the student to resit assessments that have been academically passed.

A penalty deduction of 10 percentage points (not 10% of the actual mark) shall be applied to work submitted after 24 hours and up to 7 days late, although the application of such penalties shall not reduce the overall conflated mark below the minimum pass mark. This means that such penalties cannot in themselves prevent progression or require the student to resit assessments that have been academically passed.

Work will not be accepted more than 7 days after the original deadline. A mark of 0 and a non-submission will be recorded. Occasionally the 7 day late submission period will be reduced should the University be closed towards the end of the late submission period. Any reduction to the late submission period will not normally be applied to students registered with the Students Support Unit.

Work that has been submitted on time, or during the late submission period, will be marked once the original deadline has passed and therefore a revised version, or additional elements, cannot be resubmitted after the deadline for a penalty. However, a procedure is provided to consider cases where an e-submission error has been made. This is set out at:

<http://www.sussex.ac.uk/adqe/standards/examsandassessment>

The School may approve the exclusion of some assessment components from the full late submissions scheme where the teaching pattern provides rapid feedback within 7 days of the original deadline. In such circumstances, late submission would only be permitted up to 24 hours of the original deadline, and not up to 7 days. Occasionally, where a feedback session is timetabled within 24 hours of the deadline 24 hour late submission will not be possible. In addition, Schools may exclude other forms of assessment such as Take Away Papers where the short deadline set is an integral part of the learning outcome/s being assessed. In all such cases the module handbook must make this clear to students at the start of the academic year.

Late submission of group submissions will not be permitted.

1.7. CONSIDERATION OF EXCEPTIONAL CIRCUMSTANCES CLAIMS

1.7.1 Exceptional Circumstances Claims sub-committee

The University's Exceptional Circumstances Claims Sub-Committee considers the impact of exceptional circumstances claims on module assessment, in accordance with the University's exceptional circumstances policy and procedures (see Regulation 2.7).

1.7.2 Waiving of late submission penalties

To facilitate early feedback to students in relation to an exceptional circumstances claim regarding a lateness penalty, authority is delegated by the Committee to a designated member of staff to review the evidence submitted to support a claim by an individual student and to waive the lateness penalty as appropriate.

1.7.3 Progression and Award Board (PAB) consideration of an exceptional circumstances claim

The PAB will consider offering a Sit for an uncapped mark in accordance with the weighting of the accepted exceptional circumstances, as recommended by the Committee. A Sit is an opportunity to take the resit mode weighted in proportion with the accepted exceptional circumstances, to be taken in the next summer vacation assessment period. No setting aside of missed, failed or impaired assessments, or components of assessment, will be permitted. The PAB may consider that due to the extent of the missed, failed or impaired assessments across the stage that it is more appropriate to offer a repeat stage to be undertaken instead. The PAB may decide not to offer a Sit if the mark achieved on the module is not significantly out of line. In all cases the PAB must ensure that the academic standards of the award, or decision to progress a student, is upheld in accordance with the University's assessment principles and academic framework.

Where a Sit is taken for the full weighting of the module assessment the marks achieved at the first attempt will be removed from the student record and will be replaced with the mark achieved at the Sit, even where this is lower than the original mark achieved. Equally, where

a claim is accepted in relation to a component of the module assessment and the Sit offered is taken, the marks achieved at the first attempt on this component will be removed from the student record and will be replaced with the mark achieved at the Sit. Marks achieved for a Sit on a component of the module assessment will be conflated with any existing marks achieved for any non-mitigated assessment components and with any marks achieved where exceptional circumstances were not accepted. In cases where the Sit offered is not taken, the original mark achieved will stand for progression and award.

Where a student submits a claim against a Sit in the summer vacation assessment period, and this is accepted, the PAB may consider allowing the student to trail the further Sit into the next stage (provided that the criteria are met and that a maximum of 30 credits are trailed). Alternatively the PAB may require the student to temporarily withdraw and Sit up to a maximum of 60 credits prior to being considered by the PAB for progression or award, or to repeat the stage/term. In all cases the PAB must consider the academic performance overall and offer further retrieval opportunities where there is evidence on the marks array that the student is able to achieve the degree aims within the maximum period of registration. This means that the PAB must review a previous decision in cases where a Sit/resit opportunity has not been taken and there is an accepted claim and may determine that no further assessment opportunities are given.

1.7.4 Other circumstances where a sit may be determined outside the PAB

Very occasionally a Sit may be offered outside of the consideration of the PAB as set out below. All Sits will be offered in the next designated resit assessment period and will be a Sit of the approved resit mode. This is distinct from cases where a student has failed assessments and has an accepted claim for exceptional circumstances. For exceptional circumstances claims, the PAB must consider the impact on the module assessment and the student's performance overall.

(i) Examination clash with a scheduled event

Students wishing to observe/attend religious festivals and holy days, or who have a scheduled competitive sporting event or a work placement or internship commitment which may clash with a scheduled examination may be offered a sit in the summer vacation assessment period (see Regulation 2.3.2(ii)). The Student Systems and Records Office (SSRO) will notify the Progression and Award Board (PAB) that a Sit of the resit mode has already been agreed and the timing of this assessment.

(ii) Rescheduling of an assessment as a result of severe weather or other extreme circumstances

The University may reschedule an in-person assessment to take place during the summer vacation assessment period in the event of a University closure as a result of extreme weather conditions or other unforeseen circumstances where the University is not able to schedule an assessment as planned.

In cases where a claim for exceptional circumstances has been accepted in relation to a presentation or a laboratory scheduled for an individual student during a teaching period, the DoSE can arrange for the assessment to be rescheduled provided that this can be accommodated before the published assessment deadline for the assessment.

(iii) Deferral of an assessment

The University Reasonable Adjustment Panel may approve the deferral of an assessment to the summer vacation assessment period of the current stage of study. In all cases this will be a sit of the resit mode, weighted in line with the missed assessment.

The School Director of Student Experience (DoSE) may approve an application to defer a PGT dissertation/project from the summer vacation assessment period to the mid-year assessment period of the following academic year (see Regulation 2.3.2(ii)).

2.1 GENERAL MATTERS

2.1.1 Anonymity

The marking of assessed work should be conducted anonymously by candidate numbers rather than names as far as reasonably practicable (for some types of assessments, anonymity is impossible, such as presentations). Candidate numbers must be used in the marking of submissions and unseen examinations that contribute to progression and award. The principle of anonymity extends to marks confirmation by Module Assessment Boards (MABs) and to the consideration of marks arrays and assessment outcomes by Progression and Award Boards (PABs).

2.1.2 Exemption from anonymity

In cases, where adhering to the policy of anonymity causes significant issues of concern, for example, where the conferral of the award embeds a professional qualification that requires a fuller discussion of individual performance, an exemption from the policy may be sought. A request, with rationale, should be submitted to the University Teaching and Learning Committee via the School Teaching and Learning Committee. Exemptions are included in **Appendix (ii)**.

2.1.3 Confidentiality

The following are general principles on confidentiality:

- (i) the content of unseen examination papers must not be revealed in advance to students;
- (ii) the names of internal Markers of assessed work are, formally, confidential until feedback is provided;
- (iii) access to students' marks before and after examination board meetings should be restricted to members of staff who require access in their work capacity;
- (iv) Faculty/members of staff are not permitted to inform students of their recommended classification/award outcome or module results before these are published (this does not preclude providing feedback to students, based on the marking criteria for the assessed work, indicating areas of strength and weakness and does not preclude a discussion with a student who has failed to achieve an award prior to publication of results);
- (v) the discussions of Module Assessment Boards (MABs) and Progression and Award Boards (PABs) are strictly confidential (this does not preclude publishing decisions or providing students with a rationale following a MAB decision);

2.1.4 Protocol relating to personal interest and/or knowledge

The following should be observed in relation to personal interest and/or knowledge of a student:

- (i) If there is any personal interest, involvement or relationship between a Marker and a student, the Marker should not mark the student's work and should declare the interest to the Director of Teaching and Learning;
- (ii) Members of examination boards must likewise declare any such personal connection

with a student being assessed either in advance to the Chair of the examination board or at the meeting before the student is considered. The Marker must leave the meeting while the student in question is being considered;

- (iii) Advocacy is not permitted on behalf of students about whom a Marker has special knowledge (such as academic advisee). Board members' knowledge of exceptional circumstances affecting students should not be discussed regardless of whether a student has made an exceptional circumstances claim within the published deadline.

2.1.5 Conflated marks

Modules are usually assessed by more than one assessment mode. Each assessment mode is given a weight that is used in the calculation of the overall module mark. Marks must be recorded and conflated in Sussex Direct or as directed by the Student Systems and Records Office. The conflated module mark will be rounded up ($\geq 0.45\%$) or down ($\leq 0.44\%$) to an integer for the MAB. Marks for individual assessments marked on the percentile scale are always held as integers.

2.2. STRUCTURE, TERMS OF REFERENCE, COMPOSITION AND QUORACY OF BOARDS OF STUDY (BoS), MODULE AND ASSESSMENT BOARDS (MABs) AND PROGRESSION AND AWARD BOARDS (PABs); AND DUTIES OF OFFICERS

2.2.1 Structure and roles of Boards of Study and examination boards

Each School will have one or more Boards of Study which will be convened at discipline level. The Board of Study is responsible for the management and administration of the modules and courses within its remit. Boards of Study may make recommendations to the School Teaching and Learning Committee (STLC) but it is for STLC to make the final decision to progress the actions recommended.

Examination Boards deal with examination and assessment matters via two types of examination board: Module Assessment Boards (MABs) where marks assurance is undertaken and School Progression and Award Boards (PABs) where outcomes for students are determined.

2.2.2 Board of Study (BoS)

BoS Terms of Reference:

- (i) To consider and convey views and recommendations to the School Teaching and Learning Committee (STLC) concerning any academic matter relating to Courses and/or Modules within its remit and any other matter requiring consideration as may be referred from time-to-time.
- (ii) To keep under review delivery of courses within the remit of the Board in order to ensure course objectives are achieved and to assure the effective operation of the course, including receipt of the annual course report.
- (iii) To keep under review course admission criteria, placement and study abroad arrangements and ensure the accuracy of information, advice and guidance to applicants and students in published information for courses within the remit of the Board, including the approval of course handbooks.

- (iv) To ensure the administration of the examination and assessment arrangements is conducted in accordance with the agreed course requirements, following University procedures, and to recommend improvements to the School Teaching and Learning Committee (STLC) and/or the Course Co-Convenor as necessary.
- (v) To advise STLC on External Examiner nominations for approval by the PVC (Teaching and Learning), and to ensure External Examiners are appropriately briefed on course examination and assessment requirements and related matters.
- (vi) To consider issues arising from students and staff in relation to course delivery and management and to recommend action as appropriate or to refer matters for consideration and approval to the appropriate authority as required.
- (vii) To keep under review the resources required for the effective delivery of the course(s) under its remit and to ensure STLC and the School management team are apprised of requirements as appropriate, including library and e-resources on Study Direct.
- (viii) To make recommendations to STLC on in-year assessment changes arising from unforeseen issues to ensure the effective delivery and assessment of the course(s) under its remit and to provide regular reports as required to relevant School committees. The Chair of the Board of Study will be responsible for ensuring that the majority of students sign to agree to any in-year assessment change.
- (ix) The Chair of the Board of Study will be the main point of contact with the Chair and Deputy Chair of the PAB. The Chair of the Board of Study will be responsible for ensuring the proper and timely setting of all assessments including collation and submission of exam questions for scrutiny to the Deputy Chair of the PAB. The Deputy Chair of the PAB will seek the approval of the External Examiner and confirm that the standards required by the Student Systems and Records Office (SSRO) have been met. The Deputy Chair of the PAB is responsible for sending examination papers to the SSRO.

BoS Composition:

Chair (Senior Academic Subject Lead, appointed by the Head of School); Academic Staff; Course Convenor(s) (if not subject lead); Module Convenors; Students agreed by the School; elected Student Representatives; Administrative Staff/Secretary and Course Co-ordinator.

Conduct of Business:

Boards of Study should meet at least once per term and as required and provide a regular report to the School Teaching and Learning Committee. Reports on resource matters should be referred to SMT. Detailed discussion of examination papers should be conducted under reserved business in the absence of the elected student representatives.

A derogation to the terms of reference for the Postgraduate Certificate in Higher Education is set out **Appendix (iii)**.

2.2.3 Module Assessment Boards (MAB)

MAB Terms of Reference: Marks assurance:

- (i) To confirm and maintain standards of assessments for all modules for which the MAB is responsible in conjunction with the Board of Study and the External Examiner(s).
- (ii) To confirm marks for each module for which the MAB is responsible. Assuring the marks allows credit to be accrued where the pass threshold has been met for students who are not registered for an award with the University and allows a resit to be offered to these students, where appropriate. The mark achieved at resit may be uncapped for such students, in proportion with the accepted exceptional circumstances.
- (iii) To recommend action to be taken in the case of question papers where there are errors or assessments about which there are evidenced major concerns. The Chair of the MAB will consult the relevant External Examiner before making recommendations to the Pro Vice-Chancellor (Teaching and Learning) for approval to remedy the situation. The Chair will also report the matter to the Board of Study responsible for the module management to ensure the issue is not repeated for future cohorts.
- (iv) To exceptionally recommend proposed outcomes for approval by the Pro Vice-Chancellor (Teaching and Learning) in all cases where external moderation has not been conducted on a module, to ensure that progression and award decisions are not unduly delayed. All such cases must be reported to University Teaching and Learning Committee and Senate.
- (iv) To transmit marks for modules to the Student Systems and Records Office (SSRO) who will ensure they are available to the appropriate PABs.

MAB Composition:

Chair (nominated by Head of School); Deputy Chair (nominated by the Head of School usually for a minimum of three years); a representative group of the internal Markers of the assessments to be conducted by the examination board; the External Examiner(s). School Teaching and Learning Committee recommends the appointment of officers and members to University Teaching and Learning Committee for formal approval. Markers who are not members of the Board have the right to be in attendance.

MAB Quoracy and attendance:

For the MAB, the minimum quoracy is the Chair, Deputy Chair and 2 other examiners. External Examiners are not required to attend meetings but should be available for consultation if necessary.

2.2.4 School Progression and Award Boards (PAB)

School PAB Terms of Reference: Progression and Award:

Schools will have an Undergraduate and a Postgraduate PAB

- (i) To determine, in accordance with the rules and procedures determined by University Teaching and Learning Committee, whether students for certificates, diplomas or

degrees have satisfied the rules for progression from one stage of the course to the next.

- (ii) To recommend to the University Teaching and Learning Committee the award of certificates, diplomas or degrees to those students who have satisfied the assessment requirements for these awards. Where an External Examiner has exceptionally not been consulted regarding award decisions, the Pro Vice-Chancellor (Teaching and Learning) will review and approve the awards recommended, to ensure that classification is not unduly delayed. All such cases must be reported to University Teaching and Learning Committee and Senate.
- (iii) To make academic judgements in relation to the Exceptional Circumstances Claims sub-committee recommendations submitted to the PAB and to grant further resits as sits or a repeat stage to allow students a fair chance to demonstrate academic ability.
- (iv) To consider academic performance and award academic credit, in accordance with the regulations set out in the University's Examinations and Assessment Regulations handbook, and to apply the discretionary assessment regulations.
- (v) To confirm the award of academic credit via condoned credit in the final stages of an award.
- (vi) To determine the resit or repeat requirements, in accordance with the regulations and procedures set out in the University's Academic Framework and Examinations and Assessment Regulations Handbook, in the event of failure of a stage or the award.
- (vii) To report to the School and University Teaching and Learning Committee annually at the beginning of the Autumn Term, on the conduct and outcomes of previous year's assessments.
- (viii) To award prizes in accordance with School prize criteria.

School PAB Composition:

Chair (Head of School or nominee); Deputy Chair (nominated by the Head of School in consultation usually for a minimum of three years); Director of Teaching and Learning; Director of Student Experience, a representative group of the internal Markers of the assessments to be conducted by the board; the External Examiner(s). School Teaching and Learning Committee recommends the appointment of officers and members to University Teaching and Learning Committee for formal approval. Markers who are not members of the Board have the right to be in attendance.

School PAB Quoracy and attendance:

Where a final award is to be made, the PAB must meet in full. The quorum is the Chair, Deputy Chair and at least one third of the appointed members of the Board. At least one External Examiner should be present at each PAB where an award is made. Attendance at a PAB where a final award is not to be made may be reduced to a minimum of the Chair and Deputy Chair and at least one member representative of the internal markers. Where a PAB is held in two consecutive sittings, both meetings must be attended by the Chair, the Deputy Chair, at least one External Examiner and at least one representative member.

2.2.5 External Examiner involvement and attendance at the PAB

It is recommended that External Examiners are communicated with in good time to:

- (i) let them know that they are a full member of the MAB and the PAB, and are all expected to attend the main meetings of the PAB, to participate in the work of the board and the final award of students (including exercising discretionary powers and making recommendations on borderline students);
- (ii) let them know when the meetings will take place and remind them of the main purpose;
- (iii) clarify that at least one External Examiner, who has also attended the main PAB, is required to attend the PAB following a resit opportunity, where an award is made;
- (iv) clarify that External Examiners are invited but not required to attend the PAB meetings which solely consider progression, or the MAB where marks assurance takes place;
- (v) request, if possible, contact details (telephone or email) of all External Examiners for the day of the meeting where they are not able to attend, as a precaution in the unlikely event that the recommendation of the subject specialist External Examiner is required to advise on an area of academic judgement. In such cases, it remains highly desirable that the subject specialist External Examiner is involved (remotely) in this discussion and that they are in agreement with the proposed outcome.

2.2.6 Timing of undergraduate and postgraduate MABs and PABs

The dates of undergraduate and postgraduate MABs and PABs will be published by the Academic Development and Quality Enhancement Office:

The undergraduate, postgraduate and Study Abroad/Placement year MAB will meet as required following every designated assessment period to assure marks.

Undergraduate PAB:

Main Award PAB: June*

Main Progression PAB: July

Resit PAB: September

* Undergraduate PABs may include consideration of postgraduate courses where scheduling allows students to be included in summer graduation, subject to approval of PVC (Teaching and Learning) (**Appendix (iv)** provides a list of courses approved for inclusion in the Undergraduate PAB) .

Postgraduate PAB:

In-year PAB: July (usually a virtual meeting)

Main Award PAB: Autumn

Resit PAB: March (usually a virtual meeting)

PABs convening virtually

Where a PAB has previously considered a candidate at the level of the award and offered a further assessment opportunity, the PAB may convene virtually to reconsider the candidate and make an award. The PABs terms of reference will apply. However, the minimum quoracy for a PAB to convene virtually will be the Chair, Deputy Chair, at least one External Examiner (for decisions at the level of the award) and at least one member. In making any award the PAB should ensure equity for any borderline candidates with those considered at the main PAB. The outcome of all PAB decisions made by a PAB that has been convened

virtually must be reported to the Student Systems and Records Office and be reported to the next meeting of the PAB and recorded in the minutes.

2.2.7 Dealing with students following exam boards

It is strongly recommended that Schools devise means of pre-warning (by phone or email) students who have failed to achieve an award immediately before the award pass lists are published, so that students may receive the information in private. Clearly, however, this will not always be possible.

Schools are also asked to arrange for key officers (Deputy Chairs of Exam Boards and/or Chairs of Boards of Study or nominees) to be available for consultation on academic issues by students who have failed once results have been published on Sussex Direct. This is particularly important for those students who may have failed to progress to the next stage.

Students who have failed to progress after the summer vacation assessment period need to be given as much information as possible in the limited time available to consider their next step. It is therefore important that the formal communication to students from the Student Systems and Records Office are sent quickly. Hence there are very tight deadlines for return of information from PABs to the Student Systems and Records Office.

Pastoral support and more general advice from the Student Life Centre will be available to students. Any student considering making an appeal should refer to Regulation 2.10.

2.2.8 Duties of Examination Board Officers (Chair and Deputy Chair) , Chair of the Board of Study, Course Convenor, Module Convenor and External Examiners

(i) Chair of the examination board

The Chair of the examination board (MAB or PAB respectively) is responsible for the following:

(a) convening the meetings of the MABs and PABs:

1. the School will agree with the Chair of the examination board (or deputy) and the Chairs of Boards of Study the allocation of modules to MABs, ensuring that all elective modules owned by the School are assigned to a MAB;
2. School PABs must convene at School level and incorporate all courses owned by the School. Where a School has more than 500 students in the final stage the School may apply for permission to schedule the PAB over more than one sitting. If approved, the division of business between these days will be organised by the Academic Development and Quality Enhancement Office;

(b) ensuring that the examination board functions in accordance with its *Terms of reference*;

(c) ensuring the effective conduct of business.

(d) ensuring that a PAB annual report is drafted for consideration by the STLC in the Autumn term.

(ii) Deputy Chair of the examination board

A Deputy Chair should normally be appointed for all examination boards (MABs and PABs). In the exceptional absence of the Chair, the Deputy Chair will take over the

responsibilities of the Chair. The Deputy Chair will assist the Chair in convening the meetings and ensuring smooth functioning.

The Deputy Chair of the PAB is responsible for:

(a) Being the main point of contact with the External Examiner/s including:

1. ensuring that each course has at least one External Examiner appointed to it in advance of the academic session. Where a course has more than one External Examiner a lead External Examiner should be appointed as part of the appointment process;
2. providing briefing and induction materials in accordance with the Policy on External Examining of Taught Courses – to include a list of courses/modules to be examined and their aims, objectives and learning outcomes; a copy of the previous External Examiner's report; a copy of the latest annual course review; the names of course and module convenors and tutors; all relevant marking criteria;
3. ensuring that the External Examiner externally moderates an appropriate sample of the assessments in accordance with the core duties set out in the Handbook on the policy and procedures for the external examining of taught courses and the University Examination and Assessment Regulations Handbook (Regulation 2.6);
4. for hard copy submissions, providing External Examiners with the sample of internally moderated assessments including the comments of internal Markers on marks assigned and feedback to students;
5. dispatching sample of assessments with completed batch mark sheet, and including relevant materials such as question-papers for unseen exams, and return envelopes; generally keeping accurate records of what has been sent to the External Examiner.

(b) Seeking the approval of the External Examiners and signing off examination papers to ensure that they meet the standard required by the Student Systems and Records Office and ensuring appropriate contacts are available during an examination:

1. Seeking approval from the School Teaching and Learning Committee where an examination paper or other heavily weighted assessment task has not been signed off by the External Examiner.
2. proof-reading prior to printing and final checking of printed papers;
3. Ensuring that the rubric refers to any handout that should apply to the examination paper;
4. ensuring that copies of rubrics are sent to the School Administrator or nominee and the Student Systems and Records Office and that any significant changes in format or rubric of question-papers are flagged to the Student Systems and Records Office;
5. ensuring that the final proof-read versions of question papers are sent to the Student Systems and Records Office in the prescribed format by the appropriate deadline;
6. ensuring that the person responsible for the exam is available for consultation, at the time of the exam(s), including evenings and weekends, and for providing the appropriate Officer in the Student Systems and Records Office with a contact telephone number;
7. investigating complaints on question papers and/or via the conduct of examinations report, supported by the Chair of the Board of Study.

- (c) ensuring that the following information is published to students and examiners in a timely manner:
1. rubrics for all examination papers;
 2. changes to the format of examination question papers;
 3. updated and approved versions of relevant marking criteria against which marking should be undertaken.
- (d) ensuring the preparation of marks arrays, including relevant calculated mean marks, for students on courses falling within the remit of the PAB are presented appropriately, in respect of:
1. stage-to-stage progression;
 2. consideration for final award, and where relevant, classification.

(iii) Chair of the Board of Study

The Chair of the Board of Study is responsible for the following:

- (a) managing (in consultation with the Course and Module Convenors, School Administrator or nominee) the production of question papers for examinations by the deadlines specified by the Deputy Chair of the examination board to ensure the Student Systems and Records Office deadlines published at the beginning of the year can be met;
- (b) The Chair of the Board of Study will be the main point of contact with the Chair and Deputy Chair of the PAB. The Chair of the Board of Study will be responsible for ensuring the proper and timely setting of all assessments including collation and submission of exam questions for scrutiny to the Deputy Chair of the PAB:
1. ensuring that the Module Convenor drafts relevant question paper(s) for unseen examinations and that all papers are produced obtaining the necessary approval from relevant internal Marker/s. The Chair of the Board of Study should receive the final version of an examination paper from the Module Convenor for academic sign off prior to the Deputy Chair of the PAB seeking the approval of the External Examiner;
 2. ensuring, where appropriate, model answers to quantitative questions and indicative answers to other questions are provided to the Deputy Chair of the PAB for forwarding to the External Examiners;
 3. ensuring consistent style and correct question numbering;
 4. arranging for members of the Board of Study to vet draft question-papers.
- (c) ensuring the appointment of internal Markers for each module falling within the remit of the Board of Study including:
1. securing the appointment of an experienced Marker to mentor an inexperienced Marker;
 2. briefing all Markers;
 3. providing all Markers with the relevant marking scales and marking criteria.
- (d) the Chair of the Board of Study (or nominee) oversees the allocation of Markers in agreement with the Module Convenor (or nominee responsible for marking the assessments) and appoints an independent Moderator (responsible for the quality

assurance). For assessments exempt from moderation the Chair of the Board of Study should agree with the External Examiner an appropriate process for the moderation of such assessments that is proportionate to the value of credit;

(e) ensuring that the Module Convenor, is responsible for ensuring that the marking of assessments is undertaken as agreed and in accordance with the University marking policy and procedures (set out in Regulation 2.6) within published timetables, ensuring oversight of relevant aspects of data-entry to the central marks database, including:

1. providing a list of Markers for all modules with unseen examinations by the deadline published by the Student Systems and records Office;
2. managing the timely collection and distribution of students' assessments for marking by Markers;
3. ensuring that internal marking is completed and moderated and ensure that marks returned to the School Office by the specified deadlines;
4. oversight of the process of local inputting of marks that contribute to progression or award to the central marks database by the deadline specified, and responsibility for ensuring that mechanisms are in place to check and confirm the accurate input of marks.

(iv) Module Convenors

Module Convenors are responsible for:

- (a) marking, or for overseeing the marking process, for all assessments that contribute to progression or award, as agreed by the Chair of the Board of Study within the policy and procedures set out in Regulation 2.6;
- (b) drafting unseen examination papers on the module/s that they convene within the procedure set out in Regulation 2.5. Approval of the examination paper with input from the External Examiner is the responsibility of the Deputy Chair of the PAB.

(v) External Examiners

The detailed duties of External Examiners are set out in the *Handbook on the policy and procedures for the external examining of taught courses* which can be accessed from the following URL:

<http://www.sussex.ac.uk/adqe/standards/externalexaminers>

External Examiners are required to confirm the appropriateness of the application of the marking and internal moderation processes, based on the assessment outcomes, and where appropriate confirm that any Professional and/or Statutory Body (PSB) requirements related to assessment have been met. They should not act as additional Markers on a par with internal examiners in any circumstances. Regulation 2.6 provides more information regarding moderation.

(a) Powers of External Examiners

In their independent capacity External Examiners have the power to:

1. review proposed assessment tasks and make recommendations for improving the structure or content of the proposed module

- assessment including examination paper or other heavily weighted assessment;
2. request and obtain reasonable access to assessed parts of any course, including evidence about a student's performance on a placement;
 3. for hard copy assessments, agree with the Deputy Chair of the PAB and the Chair of the Board of Study requirements for a suitable sample of assessments for external moderation drawn from the internal moderation process in line with Regulation 2.6;
 4. review and critique the outcome of the internal moderation process, based on the assessment outcomes in the sample;
 5. not endorse the outcome of the internal moderation process;
 6. request that the decisions of the PAB are consistent with the requirements of any PSB.

(b) Limits of External Examiners' powers

Where an External Examiner is unwilling to endorse the outcome of an individual student at the PAB, the final decision rests with the Chair of the PAB and not the External Examiner. Where such action is taken, the Chair must report the fact to the Pro Vice-Chancellor (Teaching and Learning) immediately. External Examiners retain the right to make a separate confidential report to the Vice-Chancellor on such occasions.

It is not University policy normally to involve External Examiners in participating in decisions relating to misconduct, except indirectly as a member of an examination board.

2.3 CONDUCT OF EXAMINATIONS AND SPECIAL ARRANGEMENTS

2.3.1 Conduct of Examinations

(i) Examinations timetables

The timetables for examinations are made available towards the middle of the Autumn term and end of the Spring Term for the respective mid-year assessment and end of year assessment periods and are published via School or Departmental Examination notice boards. Students can also access personalised individual timetables via their Sussex Direct Study Timetable. Timetables are also published on the University website at the following URL:

<http://www.sussex.ac.uk/ssro/studentassessment/examtimetable>

Changes to the published timetable will only be made if a previously overlooked clash between exams is identified or in special cases as set out in Regulation 2.3.2(ii), where this is requested early in the academic year. Unseen examinations are currently scheduled in three daily sessions – mornings, afternoons, and evenings and also, if necessary, on Saturdays and Bank Holidays. Although efforts are made to avoid scheduling students with more than one exam on a given day, regrettably this cannot always be avoided.

(ii) Invigilation and availability of examiners

The Student Systems and Records Office will arrange for appropriate invigilation throughout the published examination periods. However it is the responsibility of the Module Convenor (or nominee) who set the paper to be available throughout the duration of the paper in the event of a query. Unless instructed otherwise, the Chief Invigilator will direct any queries on a particular paper to the responsible examiner. In the event of a query, the Chief Invigilator will contact:

Student Systems and Records Office Reception ext: 7093 (except for evening and weekend sessions when direct contact numbers will be provided)

In the event of it not being possible to contact the responsible examiner the Chief Invigilator will seek the advice of the Chair of the Board of Study. In the absence of the Chair of the Board of Study the Assistant Registrar (Student Systems and Records Office) will proceed on their best judgement.

If an error is discovered it is the responsibility of the Chief Invigilator (with the Student Systems and Records Office) to ensure that all examination centres (where the examination is being sat in more than one location) are informed of the error.

(iii) Late arrival and early departure

Students who arrive late, but within 30 minutes of an examination commencing, will be allowed to join the examination, but no extra time will be allowed. No student will be admitted to the examination room more than 30 minutes after the start of an examination. Arrival more than 30 minutes late will be deemed as absence from the examination, for which a zero mark is recorded.

Students may not leave the examination room during the first 60 minutes or the last 10 minutes of an examination.

(iv) Attendance lists

A record of attendance will be taken as soon as possible after the start of the examination. At the end of the examination session, any absences will be reported to the Student Systems and Records Office by the Chief Invigilator. A record of the scripts submitted by each student will be made on the attendance sheet. Copies of these attendance sheets will be sent to Deputy Chairs of PABs on request or may be checked in the Student Systems and Records Office in the event of any queries over the number of scripts submitted by students.

(v) Examination aids

For certain papers, specific aids or handouts will be provided by the invigilators where questions necessitate their use. The use of other aids (such as dictionaries) is not permitted.

(vi) Calculators

Students are allowed to use any of the following non-programmable CASIO calculators: fx50 fx82, fx83, fx85, fx115, fx350, fx365 fx570 and fx-991 (all with any suffix). Students are not allowed to take instruction notes or booklets relating to their calculator into an examination or to transfer their calculator to another student.

If a student has forgotten to bring a calculator or their calculator breaks down or where they have brought an unauthorised calculator, the invigilators will provide one if available.

(vii) Recording of music performances

The recording by students of music performance or other examinations is forbidden (as is recording by members of the audience).

(viii) Open Examinations

Where seen examinations are permitted, students must not bring any materials into the examination hall.

2.3.2 Special examination and assessment arrangements

(i) Reasonable adjustments for students with disabilities, mental health conditions and specific learning difficulties such as dyslexia, dyspraxia or AD/HD

Reasonable adjustments to assessments including deadlines and examination arrangements are applied for and processed through the Student Support Unit (SSU). Students should contact the SSU at the start of their course in order to allow time for any reasonable adjustments to assessment to be implemented. The Student Systems and Records Office will inform staff and students of the arrangements that have been made, following approval of a proposal from the SSU. In some cases the University Reasonable Adjustment Panel will determine the outcome of a proposal. Further information is provided in Regulation 2.8, the flowcharts at **Appendix (v)** and at:

<http://www.sussex.ac.uk/adge/standards/examsandassessment>

See also Regulation 2.6.7 Assessments by candidates with a dyslexia flag.

(ii) Deferral of a scheduled examination (not a resit)

Students wishing to observe religious festivals and holy days, or who have a scheduled competitive sporting event, a work placement or internship commitment which may clash with a scheduled examination may make a formal request to the Director of Student Experience (DoSE) accompanied by a letter from the religious/sporting/placement event leader confirming the student's intention to observe/attend the event and the date/duration of the event. Any requests must be made as early as possible in the academic year. The Director of Student Experience (DoSE) will consider the request and the evidence and inform the Student Systems and Records Office (SSRO) of any requests approved in order that SSRO can attempt to schedule the examination at a suitable time for all candidates (there will be no opportunity to take the same examination paper at a separate time). Where this is not possible SSRO will inform the DoSE so that the student may be given the option of a deferred Sit during the next resit assessment period, for an uncapped mark. Having already approved the evidence, the DoSE will confirm to the student and to SSRO that the student has been excused from the examination. SSRO will notify the Progression and Award Board (PAB) that a Sit to be taken in the summer vacation assessment period has been agreed. This will be a Sit of the resit mode. Please refer to Regulation 1.7.4.

The DoSE may exceptionally consider an application for a student to defer one examination within the duration of their degree course, in order to attend a significant event, for example, a wedding of a close relative. An application may only be made for an exam scheduled in A1 or A2 and will result in a sit of the resit mode being given in A3. The application must be made within one week of the examination schedule being published. Such applications will not be taken into consideration in the production of the examination timetable. This will be a Sit of the resit mode. Please refer to Regulation 1.7.4.

(iii) Rescheduling of a resit

The School Director of Student Experience (DoSE) may consider a request for a resit assessment scheduled in the summer vacation assessment period to be taken in the following summer vacation assessment period. This can only be agreed for a student who will be taking a period of temporary withdrawal or a study abroad/placement year. The same process may be used to consider requests from students as a result of a delay in the issuing of a visa for the summer vacation assessment period, provided the visa was requested in a timely manner.

Exceptionally the DoSE may consider an application for a trailed, second or optional resit (including following condoned/compensated credit) to be taken in the mid-year or end of year assessment period (at the time scheduled for the next cohort), instead of in the summer vacation assessment period at the end of the academic year. Applications may only be approved where the assessment cycle has been exhausted and where the assessment scheduled for the next cohort tests all the module learning outcomes. In addition, the application must be approved at least 20 working days before the start of the assessment period in which the resit would be offered and the application may not be approved before the confirmed examination timetable has been published, in order that the DoSE may take the student's assessment load into consideration alongside the student's performance to date. In approving an application the DoSE must ensure that the assessment load does not exceed 150 credits per stage of study. Exceptionally, the DoSE may approve the rescheduling of up to 60 credits for a student taking second resits. An application may be refused on logistical grounds, including where the assessment set for the next cohort is not appropriate or where a special paper is already being set in the summer vacation assessment period for the preceding cohort, as a result of a change in curriculum. An application may also be refused based on the student's assessment load or previous attendance. A rationale must be provided where an application is refused. Decisions are not subject to appeal.

(iv) Deferral of a PGT Dissertation/Project

The School Director of Student Experience (DoSE) may consider an application from a PGT student who wishes to defer their dissertation/project from the summer vacation assessment period to the mid-year assessment period of the following academic year. Applications must be considered after the summer PGT PAB has met and may be refused where the applicant does not indicate that they are likely to complete or where the School has logistic or resource related concerns.

(v) Variation to a submission deadline

A student may make a formal request to the Director of Student Experience (DoSE) for a submission deadline to be extended. A request will only be considered where it is supported by evidence and where it can be demonstrated that the student will not

be able to benefit from the provision of feedback to the cohort. This process may only be used to consider individual requests resulting from a delay in teaching provision, for example, a delay in the provision of a placement provided through a placement provider. A request may also be considered for a postgraduate student to defer the submission of the dissertation where they take up a sabbatical officer role with the University. No requests for an extension to a deadline for a cohort may be considered and requests related to individual exceptional circumstances may not be considered.

(vi) Study after deregistration

Deregistration as a result of non-payment of fees will result in a student being unable to take part in teaching, learning and assessment. In cases where the period of deregistration is within the teaching term the Student Progress Committee will determine if re-entry is appropriate, dependent upon the teaching missed. Where re-entry is not approved and in cases where the student was deregistered during an assessment period, the PAB will review academic performance in the same way as for candidates on a period of temporary withdrawal. This does not apply in cases where the registration status is 'provisional'.

(vii) Progression and classification after temporary withdrawal/repeat

Any student who has taken a period of temporary withdrawal or who has repeated a stage/term will be progressed and classified in accordance with the assessment regulations which relate to the year/stage in which the student is considered for progression or award (and not the regulations in operation when the student initially registered).

(viii) University errors with printing and technical services

Exceptionally where there has been a systematic University printing error, or an error with specialist equipment provided by the University, the Student Systems and Records Office will reset the assessment deadline, provided that the University service where the error occurred provides appropriate evidence of such an error.

2.4 PUBLICATION OF INFORMATION ABOUT ASSESSMENT TO STUDENTS

2.4.1 Modes of assessment

The University uses a range of approved modes of assessment. The modes and their descriptors can be found at the following URL:

<http://www.sussex.ac.uk/adqe/documents/modes-of-assessment.docx>

2.4.2 Marking Criteria

Marking criteria are statements of the characteristics of assessed work that attract different ranges of marks from the marking scale. They are produced by the Board of Study and vary in ways appropriate to different disciplines but are kept under review by School Teaching and Learning Committees. Every year students should receive, or be directed to, a set of up-to-date marking criteria relevant to their assessed work.

2.4.3 Assessment information and schedule

Information about contributory module assessments and schedules (modes, weightings and deadlines) are formally agreed by School Teaching and Learning Committees and are not subject to local variation by tutors. General information about assessments is published to students via a combination of course and module documentation, school or departmental notice boards, the modules listing on departmental web pages. The definitive and complete assessment details for all contributory assessments are provided via Sussex Direct. School Curriculum and Assessment Officers are the first point of contact in case of a query.

2.4.4 Availability of past question papers

Copies of relevant question papers used in examinations over the previous two years where available, are published by the Student Systems and Records Office to students via Sussex Direct (Module Resources).

Previous examination papers reflect what occurred in previous years and do not necessarily reflect the form or content of examinations for the current year. It is the duty of the Chair of the Board of Study to flag to students where the examination format has changed from the previous year or where there is a change to the format of a resit paper compared to the main paper.

2.4.5 Notice boards and/or web pages

Schools and departments must provide notice boards and/or web pages dedicated to examination information (including format and rubric of individual question papers including resit papers, where significant changes from previous years can be flagged). The Deputy Chair of the PAB will send copies of such information to the Student Systems and Records Office.

2.4.6 Submission of assessments that contribute to progression or award

Assessments must be submitted in English (unless stated otherwise in the assessment task), in the format specified in the assessment task, to the location and by the deadline published on Sussex Direct.

Students should be asked to submit two copies of written assessments to the School Office that owns the assessment, unless the assessment is submitted electronically. This allows a sample to be retained as set out in Regulation 2.6. Any assessments submitted by post must be received by the School Office by the relevant assessment deadline.

2.5. QUESTION PAPERS AND TITLES OF WRITTEN ASSESSMENTS REQUIRING AGREEMENT

2.5.1 Question papers

(i) The preparation of question papers

All question papers relating to assessment which contribute to progression or award must be set by the Module Convenor and at least one other Marker, under the oversight of the Chair of the Board of Study. In drawing up the examination paper, the Module Convenor setting the paper should normally consult with all members of the module teaching team. Once the Module Convenor signs off the academic content of the draft question paper, the Chair of the Board of Study will check it prior

to passing it to the Deputy Chair of the PAB for formal approval of the External Examiner and confirmation that the standards required by the Student Systems and Records Office (SSRO) have been met. Question papers relating to stage 1 assessment do not normally require External Examiner approval, unless there is a Professional and/or Statutory Body (PSB) requirement.

The questions set must take account of the module learning outcomes and the content that will be delivered. Students should not be invited to choose the subjects they wish to write about in an unguided way, but a choice from prescribed topics is permissible. Question-papers should not be used repeatedly year after year without reformulation. There should not normally be a repetition of exact questions from year to year.

The Deputy Chair of the PAB is required to submit the resit question papers at the same time as the first attempt papers for both the mid-year and end of year examinations, where the resit mode for the module is an examination. Unused resit papers may be retained for use at future resit examinations.

The following process for the approval of question papers should be followed:

(ii) Production and formatting of question-papers

The Student Systems and Records Office does not produce question papers on behalf of the School. The Deputy Chair of the PAB is provided with the house-style for the layout of question papers and should ensure that any examiners who are setting papers are provided with the appropriate style template. Electronic copies are available in School Offices.

In particular, question-papers must be headed correctly in the following convention:

BA [or LLB, or BSc, or BEng, or MChem, or MMath, or MPhys, or MEng]
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The module code, as set out in the course specification must appear on each page (first page top right, subsequent pages top left). It is also important to ensure that an adequate margin is left to avoid printing difficulties.

Question papers must be returned to the Student Systems and Records Office in the prescribed format after scrutiny and approval by External Examiners, where this is required. Email attachment of exam papers is NOT permitted.

The Student Systems and Records Office will arrange for finalised question-papers to be reproduced by the University Print Unit. Papers will be printed in A4-size unless otherwise specified. Printing instructions (such as backed/unbacked) must be flagged at time of submission.

(iii) Print Deadline for question papers

The Student Systems and Records Office oversees and arranges a schedule for the production of question papers. The deadline by which the master copy of a question paper must be submitted to the Student Systems and Records Office will be published early in the Autumn term by the Student Systems and Records Office. In order for papers to be reproduced in accordance with the schedule and costs agreed with the Print Unit, original copies of the question papers must be submitted by the deadlines specified. Failure to present papers by these deadlines means that the

Print Unit will have to complete the job at short notice and a 15% surcharge will be imposed in such cases.

(iv) Procedures if errors on question papers are discovered post-printing

Once question papers have been sent for copying they cannot be further revised, unless a late error is identified. The Student Systems and Records Office will notify the Deputy Chair of the PAB when question papers have been printed. The Deputy Chair of the PAB will be provided with a copy of the relevant question paper(s) to check for collation errors and quality of reproduction. The Deputy Chair of the PAB will inform the Student Systems and Records Office of any problems uncovered by the checks. The Student Systems and Records Office will decide on any action required. The Deputy Chair of the PAB may be required to be responsible for amending papers manually or producing correction slips.

Should any errors be discovered during the examination itself a note and explanation should be incorporated in the annual report for the Module Assessment Board. The Chair of the MAB will recommend any remedy for the cohort to the PVC (Teaching and Learning). A report of the error and any action taken will be included in the Chief Invigilator's report and be reported to the Chair of the Board of Study which owns the module to ensure the error is not repeated for future cohorts.

2.5.2 Titles of written assessments requiring agreement

Where the title of a written submission must be agreed between the student and the Module Convenor such as for a dissertation, project or an essay, the following procedures apply. Before the end of the module, the student must collect a title form from the School Office and consult either the Module Convenor or another specifically designated member of academic faculty. The Module Convenor should discuss the title with the student and signs the form in approval, after:

- (i) ensuring that the subject is relevant to the module;
- (ii) reminding the student that the onus is on them to avoid overlap in the subject matter of written submissions that contribute to progression or award.

Students must submit the assessment together with the approved title form. The Marker should check whether a title form is attached to the assessment where these are required. Assessments without title forms will not be marked. The Marker must accept and mark approved titles as dealing with an appropriate topic.

2.6 MARKING, MODERATION AND FEEDBACK POLICY AND PROCEDURES

2.6.1 Definitions

Moderation

Moderation is a process that is undertaken following the completion of the marking and marks checking process. It determines if the marking process has been conducted appropriately, in a fair and reliable manner, consistently in accordance with the approved marking criteria and the assessment task. No marks or feedback may be changed as part of the moderation process.

Internal moderation

Internal moderation is conducted by an internal member of faculty who is not involved with the marking process. Their role is to review a sample of assessments following the completion of the marking process. They determine if the marking and feedback are appropriate based on the assessment outcomes in the sample and the statistical data provided, not on the marks checking process that has led to the assessment outcomes.

External moderation

External moderation is conducted by the External Examiner who will have access to the same sample of assessments and statistical data that has been reviewed as part of the internal moderation process. They will also have access to the Internal Moderator's decision and any comment made. Like the Internal Moderator, they determine if the marking and feedback are appropriate based on the assessment outcomes in the sample and the statistical data provided, not on the marks checking process that has led to the assessment outcomes. This ensures that evidence is provided to the External Examiner that marking, feedback and moderation have been completed. Specific duties of the External Examiner are set out in the Handbook on the policy and procedures for the external examining of taught courses.

Contributory module assessments

Contributory module assessments are the assessments that are approved for each module. Module assessments contribute to progression and/or award.

2.6.2 Policy

The marking and moderation of all module assessment must be conducted in accordance with the general principles of marking and moderation set out below in order that the University may demonstrate that the academic standards have been upheld and that the approved marking criteria have been applied consistently on the assessment for the cohort as evidenced by the sample moderated. A flowchart is provided as well as a guide for assessments submitted in hard copy (**see Appendix (vi)**).

2.6.3 General principles of marking and moderation

The following general principles apply to all contributory module assessments.

- (i) The School strategy on marking should ensure a robust marking process is in place that is proportionate to the level of the assessment and to the volume of credit and must take account of the experience of the Marker:
 - (a) the Module Convenor is responsible for overseeing the marking and marks checking on their module/s. They must ensure that assessments are marked in line with the marking criteria and assessment task and that appropriate feedback is given. They determine when marking is complete and moderation may begin;
 - (b) marks and feedback may be changed or agreed between Markers as part of the marking process but not as part of the moderation process, as moderation is a separate process to assess the robustness of the marking and feedback;
 - (c) in order to support the notion of transparency, the marking and feedback of all contributory module assessments must clearly indicate the rationale for the

- proposed mark. The feedback will be made available routinely, along with the proposed mark, as part of the moderation process;
- (d) Markers should mark using a numerical scale of 0-100 and *not* use decimal places in marking *single* assessments;
 - (e) Markers must *not* accept written contributory module assessments direct from students;
 - (f) marking should be conducted anonymously in line with Regulation 2.1.1;
 - (g) a Marker should not mark any assessed work where they have any personal interest, involvement or relationship with a student. The Marker should inform their Director of Teaching and Learning as soon as any such situation arises so that appropriate arrangements can be made;
 - (h) It is part of a Marker's responsibilities to be alert when marking for signs of academic misconduct (such as collusion or plagiarism) and, if necessary, to instigate the procedures set out in Regulation 2.9.

(ii) Proposed marks and feedback should be internally moderated as part of a separate moderation process, based on a sample of assessments and statistical data, following the completion of the marking process. The Chair of the Board of Study is responsible for appointing a Moderator to each module who has not been involved in the marking process. A flowchart is provided as well as a guide for assessments submitted in hard copy (**see Appendix (vi)**). The size and range of the sample are set out below:

- (a) the sample for internal moderation must include assessments from all marking bands and must include between 7 and 25 assessments (10% of assessments on a large cohort of 70 students or above, up to a maximum of 25 assessments, or a minimum of 7 assessments (whichever is the higher)) and all fails. The sample must not include assessments where internal Marker/s cannot decide on the mark, as a mark must be allocated for all assessments as part of the marking process prior to moderation. This means that marks must not be agreed between an internal Marker and the Moderator. For assessments submitted electronically, the sample will be automatically generated. For all other assessments the Chair of the Board of Study (or nominee) will select the sample. Any examination answer paper considered to be illegible should also be included in the sample. This sample must be reviewed by an internal moderator to ensure that the marking and feedback are appropriate, and that the marking is conducted consistently in accordance with the approved marking criteria and the assessment task;
- (b) all module assessments which contribute to progression and/or award must be moderated with the exception of the following assessments which may be excluded from the moderation process:
 - assessment components weighted at 30% or below of the module assessment. Where all assessment components are weighted at 30% or below, up to 30% of the module assessment may be excluded from moderation. Exceptionally, for modules that only include e-submission assessments, a single assessment component will be automatically selected for moderation, in order to support e-submission;
 - assessment modes which include a substantial individual or practical element (postgraduate and undergraduate dissertations/final stage projects, presentations (individual/group), teaching practice modes). (The Chair of the

Board of Study must agree with the External Examiner an appropriate process for the moderation of assessments with an individual element stated below);

- stage 0/ 1 assessments at levels 3 and 4.
- (c) where the Moderator confirms that the marking and feedback on the sample is robust and appropriate, the marks and feedback can be released as provisional to the cohort. This ensures that normally only moderated marks are released and that marks for the cohort on any given assessment are released at the same time. Marks will be automatically released within 15 term time working days for assessments in the mid-year assessment period, whereas marks for end of year assessments and resit assessments will be released after the PAB;
- (d) where the Moderator does not confirm that the sample marks and feedback are robust, a different sample must be reviewed by a second moderator. The School may undertake a remark to address the issues raised by the Moderator in advance of a second sample being reviewed by the second moderator. Where the second moderator does not approve the sample, the marks for the cohort are discounted and the marking process must be restarted with a different marker not involved in the first marking process. Exceptionally, a remark may be limited to a specific area of concern, for example, the first class band or a particular examination question provided this is applied to the cohort. In all cases the students should be advised of a second date when marks are expected to be released or that the unmoderated marks have been released. (All marks released are provisional and subject to ratification by the exam board).
- (e) Where the batch is rejected due to an administrative error (such as a mistake in the adding up of marks from different sections of an exam paper), the entire cohort must be checked by the Module Convenor to confirm that no other administrative errors have been made.
- (f) Schools may request exemption from the University Moderation Process for particular assessments. Any proposals must be supported by the DTL and the STLC and referred to UTLC along with a rationale indicating how the assessments would be quality assured.
- (g) The same sample and statistical data must be made available to the External Examiner for external moderation. This ensures that the sample reviewed by the External Examiner will demonstrate evidence of marking, feedback and moderation;
- (h) the External Examiner may request a second sample for scrutiny or may refer the assessment back for a partial/full remark for the cohort.
- (i) No assessment submitted late (within 24 hours or 7 days) needs to be moderated provided that it is marked by the same Marker.

2.6.4 Policy on provision of marks and feedback on module assessments

Assessments on all modules contributing to progression or an award:

- (i) a mark must be given where the assessment contributes to progression and/or an award unless the assessment is pass/fail. The mark should be communicated to the student via Sussex Direct, in accordance with approved University policy, along with the following proviso under which marks are released:

- (a) that all marks are provisional and subject to external moderation until assured by the relevant Module Assessment Board (MAB);
 - (b) MAB and Progression and Award Board PAB decisions are not open to appeal until after publication of results by the relevant PAB.
- (ii) the University's policy is that marks and feedback will be released on module assessments that contribute to progression and/or an award normally within 3 weeks from the published assessment date. Marks and feedback release dates must allow for feedback to be published in a timely manner to be considered for the next assessment (feed-forward). However, marks and feedback for end of year and summer vacation assessments will normally be published after the Progression and Award Board has met. Where there is a delay in moderation, unmoderated marks may be released or students informed of a new feedback and marks release date. No timescale guarantees can be given for assessments submitted after the published deadline, within the permitted lateness period;
 - (iii) written feedback should be given on all contributory module assessments Including examination papers, presentations and oral examinations. Feedback may be provided via Sussex Direct or via a feedback sheet and/or annotated script, including examination scripts, as agreed by the School;
 - (iv) Markers are asked to ensure that feedback is specifically related, at least in part, to marking criteria (either the approved School generic, subject specific marking criteria or the marking criteria for that assessment mode), and that the comments are appropriate as 'feed forward' for future assessments.

2.6.5 Collection of unseen examination scripts from Student Systems and Records Office (SSRO)

- (i) Enclosed with each batch of examination scripts is a batch marks sheet recording the number of scripts to be marked and a list of any students who are prohibited by the rubric from answering certain questions, based on information provided by the Chair of the Board of Study.
- (ii) In cases involving more than two Markers in the marking process, the Module Convenor is responsible for collecting and distributing the scripts, together with a copy of the batch marks sheet, to appropriate Markers.

2.6.6 The marking of special cases

(i) Incomplete work

- (a) Where an assessment has been unanswered (such as where there is a requirement for a specific number of questions but some are wholly unanswered) or has been answered but is illegible, a zero on the marks sheet should be entered for each question not attempted and for each question that is illegible. The mark for the whole paper is arrived at by including these zero marks in the calculation. The legibility of an assessment is not based on the academic judgement of a single member of staff and is open to appeal. Any assessment considered to be illegible should be included in the moderation sample. In cases where a mark of zero is applied the School must arrange for the students other assessments to be checked to determine if there were any concerns regarding legibility. This will enable Schools to refer students to SSU where appropriate.

Where the student has dyslexia or a disability impacting on their handwriting, the SSU can arrange for a PC or in cases of late diagnosis for the assessment to be typed at the expense of the University.

- (b) Where an assessment has been partly answered - the answer being unfinished - Markers must mark the incomplete answer as it stands and should not try to estimate what mark might have been merited had it been answered in full. In arriving at the mark for the paper as a whole, the mark for an incomplete answer should be treated in exactly the same way as a mark for a completed answer.
- (c) Where an assessment is assessed by several assessment components and one or more assessment components have not been submitted, the assessment will be treated as incomplete work. A mark must be given for the assessment component(s) which have been completed.

(ii) Failure to observe limits of length

The maximum length for each assessment is publicised to students. The limits as stated include quotations in the text, but do not include the bibliography, footnotes/endnotes, appendices, abstracts, maps, illustrations, transcriptions of linguistic data, or tabulations of numerical or linguistic data and their captions. Any excess in length should not confer an advantage over other students who have adhered to the guidance. Students are requested to state the word count on submission. Where a student has marginally (within 10%) exceeded the word length the Marker should penalise the work where the student would gain an unfair advantage by exceeding the word limit. In excessive cases (>10%) the Marker need only consider work up to the designated word count, and discount any excessive word length beyond that to ensure equity across the cohort. Where an assessment is submitted and falls significantly short (>10%) of the word length, the Marker must consider in assigning a mark, if the argument has been sufficiently developed and is sufficiently supported and not assign the full marks allocation where this is not the case.

(iii) Overlapping material

- (a) Unless specifically allowed in module or course documentation, the use of the same material in more than one assessment exercise will be subject to penalties. If Markers detect substantial overlap or repetition in the subject matter of a student's assessments within a single module or across other modules they must adjust the mark of the latter assessment so that the student does not receive credit for using the same material twice. The Markers must inform the Student Systems and Records Office which will then inform the Deputy Chair of the relevant PAB. Such cases are not processed as academic misconduct.
- (b) Examination questions should take into account the full range of the subject matter of the module and test specific module learning outcomes. Where examination questions touch on previously assessed material, the examination question should be constructed in such a way that a sufficiently different line of argument or mode of analysis is necessitated by way of answer. This does not apply to resit examination papers. It should be noted that in unseen examinations students are free to choose the questions to be answered within the limits set by the rubrics. Any overlap between unseen examination papers and other forms of assessment which is permitted by the unseen examination rubric cannot be penalised by Markers.

(iv) Marking late submissions

Work submitted late must be recorded as such but should be marked as normal. Penalties for late submission are set out in Regulation 1.6.

2.6.7 Assessments by candidates with a dyslexia flag

(i) Process for flagging assessments for marking

Students assessed by the Student Support Unit (SSU) as being eligible for a dyslexia flag will be supplied with a flag indicating this so that consideration can be taken in the marking. It is the student's responsibility to attach the flag to their submitted work – where flags are left off a submission, for whatever reason, the Marker will not be able to give particular consideration to errors symptomatic of specific learning difficulties. The Student Systems and Records Office will attach flags to the unseen examination scripts of such students before they are distributed to internal examiners.

(ii) Protocols for marking flagged assessments

(a) When marking flagged assessments, the Marker is asked to try to separate marking of transcription errors and marking of content. However, while sympathetic treatment of assessed work submitted by students with a specific learning difficulty implies the disregarding of errors of spelling and grammar, the communication itself must be effective. If academic standards are to be safeguarded, sympathetic treatment cannot extend to written expression so poor that coherence and intelligibility are at issue. In effect, the Marker ought not to penalise errors that a good copy editor could put right.

The written work of students with specific learning difficulties may be characterised by one, or in some cases, several, of the following:

1. omitted words or punctuation;
2. excessive or misplaced punctuation;
3. repeated information or phrases – this would not be detected by a spellchecker or by a student with specific learning difficulties proofreading their own draft;
4. unsophisticated language structures – in order to avoid grammatical errors, many students with specific learning difficulties adopt simplified language structures, which do not necessarily denote unsophisticated thinking;
5. simplified vocabulary – in order to avoid spelling errors, many students with specific learning difficulties students adopt a simplified vocabulary when writing;
6. difficulties with sequencing or word-finding may produce a stilted style of writing

(b) Although assessed work, other than examination scripts, is likely to be word-processed and spell-checked, Markers should be aware of the limitations of a spellchecker. Some of the problems likely to remain in the work of students with specific learning difficulties after spell-checking include:

1. homophone substitutions (such as there/their, effect/affect,);
2. phonetic equivalents (such as frenetic for phonetic, homerfone for homophone);
3. incorrect word substitution (distance for disturbance);

4. American spelling (such as colorful, fueling).

(iii) Assessment produced by students using a scribe

Students whose circumstances cause them difficulty writing may be allowed the use of a scribe to transcribe their examination answers, provided that a scribe has been approved as a result of an application through the Student Support Unit. In such cases the student must have the work flagged with a sticker which indicates that the work has been produced with the help of a scribe. Although the scribe is only permitted to write exactly what the student has dictated to them, and the student is responsible for checking the work produced, it is still possible that, in the pressure of the examination-with-scribe situation, minor spelling and grammatical errors may go unnoticed. Markers are asked to ignore minor spelling and grammatical errors on assessments flagged as being produced with the help of a scribe. In all cases the scribe will not be expected to bring specialist knowledge to the work. See also Regulation 2.6.6(i)(a).

2.7. EXCEPTIONAL CIRCUMSTANCES IMPACTING ON MODULE ASSESSMENT

2.7.1 Definitions

Individual exceptional circumstances is the working definition for circumstances that are sudden, unforeseen which may temporarily affect a student's module assessments, resulting in non-submissions, absence from in-person assessment, incurring lateness penalties or significant adverse effects on work submitted on time. Absence from study does not come under the remit of the exceptional circumstances procedures nor do ongoing and longer term conditions or circumstances.

An exceptional circumstances claim is the record by which the student provides details of the sudden and unforeseen circumstances affecting specific module assessments.

2.7.2 Policy

The exceptional circumstances policy ensures all students are given a fair and equal chance to demonstrate academic achievement without gaining an unfair advantage as a result of an accepted exceptional circumstances claim. The circumstances themselves are not the focus of consideration in this process; instead the focus is on the impact of the module assessment to ensure that the student has been given a fair and equal chance. The policy is implemented across the University within the process outlined below, designed to ensure equitable treatment for all students.

2.7.3 Principles underpinning the exceptional circumstances policy

Extracted from the Examination and Assessment Regulations Handbook (Section 1: assessment regulations)

Principle 10: Individual exceptional circumstances is the University's description of conditions which are sudden and unforeseen and temporarily prevent a student from undertaking assessment, or significantly impact on student performance in assessment in general, including late submission: as such the measure of severity is not about impact on the student but the impact on the assessment at the level of the module.

Principle 11: All students are given a fair and equal opportunity to demonstrate academic achievement. A student with accepted exceptional circumstances will have this drawn to the

attention of the PAB. The extent of the impact on the overall module assessment mark will be determined by the Progression and Award Board (PAB) based on academic judgement informed by the student's overall performance. If the PAB consider the impact to be significant on the overall module assessment then the PAB may offer a sit as for the first time for all or part of the module assessment. Where the 'sit' is taken the original mark shall be expunged from the student record. Where a lower mark is obtained at this new sit this mark shall be recorded. If the offered 'sit' is not taken the original mark shall remain on the student record. This principle applies in order to ensure equality of opportunity for all students. There shall be no setting aside of marks or reclassification of an award in any circumstances.

Principle 12: Ongoing or longer term conditions or circumstances are not in themselves individual exceptional circumstances as they are not sudden, unforeseen and temporary. Students will be referred to the Student Support Unit (SSU) for consideration of any reasonable adjustments which can be made. Ongoing or longer term conditions may give rise to valid exceptional circumstances impacting on assessment only if they are first confirmed/diagnosed or become suddenly, unexpectedly and markedly worse at a particular assessment point. In all such cases the exceptional circumstances process may be followed. Claims for circumstances not impacting on an ongoing or longer term condition may also be made via the exceptional circumstances process, but no claim of exceptional circumstances can be made citing lack of fitness to study. All claims must be specifically linked to a module assessment and must be sudden, unforeseen and temporarily impact on assessment.

2.7.4 University Teaching and Learning Committee

The University Teaching and Learning Committee includes the following in its terms of reference:

'to oversee the operation of processes for considering mitigating evidence in the context of student assessment, including processes for determining individual cases that raise issues of case law, and monitoring the consistency of decision-making'.

In practice claims are considered by a designated member of staff with delegated authority to consider claims in relation to the evidence submitted. More complex claims, or those where the evidence is less clear, will be discussed with the Chair of the University Teaching and Learning Committee in confidence.

Where a claim is accepted the PAB will be notified of the weighting of accepted exceptional circumstances on the module assessment. Only the PAB has the authority and the responsibility for all academic decisions relating to progression and awards including determining cases where a Sit may be offered as a result of accepted exceptional circumstances. In relation to a claim for a late submission penalty, the acceptance of the evidence will result in the late penalty being waived. Where a claim is accepted in relation to an in person assessment scheduled during the teaching term, for example a presentation or a laboratory, the DoSE may reschedule the allocated date, provided this can be accommodated within the final assessment deadline for the cohort.

The University Teaching and Learning Committee will receive an annual report on exceptional circumstances claims decisions.

2.7.5 One to One review meeting with the Director of Student Experience

The Director of Student Experience (DoSE) will hold a one-to one review meeting with any student who submits an exceptional circumstances claim for more than 4 assessments per

year. The meeting will focus on attendance and engagement with assessment and is intended to support the student to continue with their studies and engage with the support services available at the University. In cases where a claim for more than four assessments has been made, no decision will be made beyond the fourth assessment until a one-to-one review meeting has been held. Following the meeting, a recommendation regarding the claim will be made to the designated officer in order that a claim decision is made in time for the Progression and Award Board. The DoSE will report to the School Student Progress Committee on one-to-one review meetings held.

2.7.6 Procedures

(i) Criteria for an exceptional circumstances claim

Students must provide evidence that confirms sudden, unforeseen and temporary conditions/events which may have significantly impacted on performance in assessments. Minor illness and everyday problems, normally experienced in the course of daily life, will not be accepted nor will long term conditions or health issues for which anticipatory forms of support exist.

Students with pre-existing or recently declared disabilities may only submit a claim if they experience a sudden exacerbation, or issues that are unrelated to the disability, and meet the criteria for making a claim (see Regulation 2.8 for further information). Students whose claim refers to incapacity of an ongoing nature (over 3 weeks duration) will be referred to, and expected to take up, appropriate support rather than make repeated claims, even if the initial claim is accepted (see **Appendix (v)**).

(ii) An exceptional circumstances claim may be submitted as a result of the following assessment situations:

- (a) Missing an assessment deadline with subsequent late submission or non-submission.
- (b) Absence from in-person examination or practical assessment.
- (c) Work that has been submitted on time or an in-person assessment attended as scheduled, where performance is seriously and unexpectedly impaired. Impairment may not be claimed on a late submission.
- (d) Forthcoming in-person assessment where an absence is anticipated, and exceptionally an anticipated non-submission or late submission, where the evidence covers this. Claims in advance may *not* be made for impaired performance.

(iii) Types of evidence

The evidence to support a claim must be robust and dates must correspond to the assessment deadlines/scheduled examination.

(a) Examples of acceptable written evidence include:

1. Medical certificate from a GP surgery or hospital with dates of recent consultation and diagnosis.
2. Death certificate of close relative or someone you are close to.
3. In the absence of a death certificate a letter from a relative or another person external to the University who is able to confirm your relationship to the deceased (the person must be a householder and provide full contact details), or an order of funeral service (where applicable) will be acceptable.

4. Letter from a Counsellor (employed by the local NHS or otherwise HCPC registered) confirming a treatment programme is in place (Note: the Counsellor has discretion to not provide a letter, for example, where a treatment programme has not been approved or has not started).
 5. Letter from Planning, Governance and Compliance Office or the Director for the Student Experience confirming a case of sexual violence or harassment or other similar circumstances where a letter from a GP or the policy is not available. In addition, a letter from a parent or organisation such as Rape Crisis would be considered.
 6. Hospital admissions report/appointment letter or crime statement verifying the circumstances and timing.
 7. A letter from SSU confirming that 'reasonable adjustments' were not yet in place or were in need of revision due to an acute flare up of a long term stable condition, such as asthma. For the latter, a GP certificate would constitute evidence if the condition was usually stable. A claim may be rejected if a student fails to register with SSU for support as multiple claims cannot be made for a period of instability of a long term condition that should be managed by a 'reasonable adjustment'.
 8. A report from the Student Systems and Records Office confirming the circumstances of an individual student during an invigilated examination, for example, illness.
- (b) Examples of rejected claims and insufficient evidence (an opportunity to submit additional evidence will be given):
1. Student indicates an acute medical condition but no medical evidence is submitted or medical certificate lacks detail to support claim.
 2. 'Retrospective' medical note – consultation dates do not confirm that a consultation took place at the time of the assessment and therefore do not support the claim.
 3. Long term events and conditions which have already been claimed for and Student Support Unit has offered to review and/or consider reasonable adjustments.
- (c) Examples of inadmissible cases and evidence (no further opportunity to submit evidence will be given):
1. Circumstances that you could have reasonably foreseen or prevented (such as suspension, intoxication or conviction for illegal activity).
 2. Minor illness or ailment (cold, minor allergy) .
 3. Holiday arrangements.
 4. Wedding arrangements.
 5. Financial issues (including employment or visa related issues).
 6. Religious observance, competitive sporting event, work placement.
 7. Personal computer problem, theft/loss, data loss and/or printer problems (students should ensure that work is backed up separately).
 8. Jury service.
 9. School administrative error (student to seek appropriate solution with the School or to refer to the appeals process).

(iv) Exceptional circumstances claim deadlines

A claim may be opened online, prior to an assessment deadline, but the claim must normally be submitted online within 7 days of the first assessment deadline cited. A claim may be submitted after 7 days, stating the reason for lateness.

The documentary evidence should be scanned and uploaded within 21 days of the first assessment deadline cited in the claim. Evidence that arrives later than 21 days should be sent via email to mec.chair@sussex.ac.uk for consideration, where it is not possible to upload it to the claim.

A claim is late when either the claim or the evidence is not submitted within the deadlines given above. Late claims may only be made for the current academic year. A student wishing to submit a claim after the Progression and Award Board (PAB) has met may do so via an Appeal following the decision of a PAB where there is good reason for withholding the claim. Due to the compressed scheduling of assessments submitted/taken during the summer vacation assessment period and the Progression and Award Board, the full timescale for the submission of a claim and the evidence may not be available. The School should refer all students to the appeal process where the claim is submitted after the final submission date for claims prior to the PAB.

This does not preclude the right of appeal in relation to a PAB decision, including a decision in relation to an exceptional circumstances claim submitted during the current academic year. The standard 21 day deadline against a decision by the Progression and Award Board and related grounds of appeal apply (see section 2.10.3).

(v) Process for handling claims

The flowchart at **Appendix (v)** illustrates how the principle of ‘a fair and equal chance to demonstrate academic capability’ is applied in practice for the following types of student:

- (a) Students who have a known disability or SpLD and who have registered with SSU for support, but may also make a claim.
- (b) Students with no known disability making a claim.

(vi) Notification of outcome of a claim

In most cases, the outcome of a claim will be visible on the student’s Sussex Direct screens and an automatic email will be sent regarding evidence decision. In certain cases, there may be emails to request additional evidence, or to notify the student that the claim is inadmissible. Evidence will be judged to be accepted, rejected or inadmissible. Where additional documentation is required the period allowed is 21 days from the date of the email requesting this.

(vii) Consideration of an accepted claim by the PAB

The notification from a Progression and Award Board’s decision about the offer of a ‘sit’ of the resit mode, or any offer to repeat the year will be provided via Sussex Direct following the PAB meeting, at the end of the academic year for undergraduate students, during the Autumn term for postgraduate students, and following the relevant resit PAB. (Details on how the PAB considers accepted claims for exceptional circumstances are set out in Regulation 1.7.3).

2.7.7 Students on study abroad or placement (Regulation 1.4.7)

Students on a period of study abroad must take any opportunity to retake an assessment during the period of study abroad, where they have failed an assessment, where this is possible. It is not possible for students studying abroad to submit an exceptional circumstances claim. Regulation 1.4.7 sets out the ways in which credit may be retrieved. All resit opportunities must normally be held prior to the completion of the summer vacation assessment period to enable the candidate to maintain the pace of their studies.

A student on a placement should use the sickness reporting system of the employer that they are working for and notify the School Office in the usual way if they are absent for 6 consecutive days or more. They do not need a claim to cover short periods of absence. The assessment will be by portfolio or project with a claim only appropriate if circumstances arise relating to non-submission or late submission of the portfolio.

If a student finds that their difficulties are not resolving themselves and seem to be 'ongoing' they cannot use an exceptional circumstances claim to resolve matters but instead should contact the Sussex Abroad Office, as there may be other ways of supporting them to complete their studies/placement. If the issues relate to a 'complaint' about the administration or teaching of the course/placement, or to lack of provision of disability/learning support, this will not meet the criteria for a claim. These issues must be notified, *without delay*, to the relevant department representative and the Sussex Abroad Office as well as the Student Support Unit (if they are registered).

In all cases no setting aside of marks will be permitted.

2.7.8 Students not registered on an award at the University

Students registered on modules at the University but not registered for an award are not considered by a Progression and Award Board (PAB). Such students may submit a claim for exceptional circumstances via email to mec.chair@sussex.ac.uk. A resit opportunity will be offered in the summer vacation assessment period for all modules that have been failed. The resit mark will be uncapped in proportion with the accepted exceptional circumstances. Students who are not considered for progression or award at the University will not be given a sit opportunity for modules that have been passed or for any resit/sit not passed in the summer vacation assessment period. Students in such circumstances may pursue a sit opportunity with their host institution.

2.7.9 Confidentiality and handling of sensitive information

The University recognises that students may be disclosing sensitive and personal details in an exceptional circumstances claim. All claims will be handled with due regard for confidentiality and where discussion is essential confidentiality is maintained. However, in order to offer support to students whose issues appear to be ongoing, claims may be referred to the Student Support Unit who will offer advice and guidance.

Progression and Award Boards (PABs) do not see claim forms and do not have any information about the nature of the exceptional circumstances. PAB decisions are based on whether or not the claim has been accepted and the impact on the assessment at the level of the module, visible on a candidate's marks array.

Any requests from students (currently or previously registered) for information held regarding exceptional circumstances will need to be made in accordance with the Data Protection Procedures. Information is provided via the following link:
<http://www.sussex.ac.uk/ogs/policies/information/dpa>

Further information for students is provided via the Exceptional Circumstances Frequently Asked Questions.

2.8 STUDENTS WITH A DECLARED DISABILITY

The University is committed to ensuring that disabled students are fully supported in their learning and assessment, in line with current legislation. A student is considered as disabled if they have a physical or mental impairment which has *'a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'*. Teaching and assessment activities at the University fall within this definition. Impairments that may meet this definition include:

- Specific learning difficulties such as dyslexia and dyspraxia;
- Autistic spectrum disorders including autism and Asperger's syndrome;
- Sensory impairments, especially those impacting hearing or vision;
- Mobility difficulties and chronic pain impacting on mobility;
- Long term health conditions, including cancer, HIV, diabetes and immune system disorders;
- Chronic mental health difficulties including depression, bipolar disorder, psychosis and eating disorders.

The University will seek to provide reasonable adjustments (RAs) to learning and assessment for students whose disability meets the definition in the Equality Act 2010 if it is likely to impact on their learning and assessment. The purpose of a RA is to remove or minimise the barriers that a disabled student may face in order to provide them with a fair and equal opportunity to succeed. Examples of RAs for examinations include the provision of an examination paper in an alternative form, such as an enlarged typeface, provision of a small group or individual room, additional examination time (up to a maximum of 4 hours to be used for writing or resting) and the use of assistive software on a computer.

The University will take an anticipatory approach to the provision of RAs when individual students disclose an impairment, and also takes a broader anticipatory approach by designing its teaching and assessment in such a way that it is accessible to all our students. However, where an assessment mode is used to measure a 'competence standard', the ability and legal duty to provide some types of RA to assessment may be limited. Schools of Study will identify such modes of assessments in their course and module handbooks. *'A competence standard is an academic, medical or other standard applied for the purpose of determining whether or not a person has a particular level of competence or ability.'* (Equality Act 2010 Section 98 4(3)).

2.8.1 Role of the Student Support Unit (SSU)

The Student Support Unit (SSU) provides advice and support for disabled students and can also provide help for students who have a short term condition, such as a limb fracture, that may impact on learning and assessment. Students with an existing disability should contact the SSU as early as possible after their place at the University is confirmed, and by week 3 of Term 1 at the latest, to allow time for RAs to be considered and implemented for the whole of the academic year. In order to register with SSU a student will need to provide recent evidence from an appropriate specialist (e.g. a medical practitioner or HCPC-registered psychologist) to demonstrate that their disability meets the definition in the

Equality Act. After registration SSU and the student will jointly review the likely impact of the student's disability on their learning and/or ability to engage with particular modes of assessment. The SSU, in collaboration with the student, may then prepare an application for RAs to assessment by setting out the nature of the student's disability and the issues that they are likely to encounter in engaging with the generic categories of assessment used in their course. The SSU may suggest RAs that should remove or minimise any disadvantage that they might otherwise experience. The generic categories of assessment and modes of assessment are available at:

<http://www.sussex.ac.uk/adqe/documents#M>

2.8.2 Learning Support Plans

SSU will submit an application, based on medical/professional evidence, for reasonable adjustments (RAs) to be considered to support a student registered with the SSU in an anticipatory manner with their learning and assessment. The procedure for considering an application is set out below.

The Learning Support Plan will record the RAs that have been agreed to support the student in learning and assessment. Normally RAs will be agreed for the duration of a student's course of study but in some cases SSU will suggest that the RAs should be for a fixed period of time, or that the RAs should be reviewed after a stated period of time. RAs to assessment that involve a change in assessment mode, rather than an adjustment to the mode itself and those that involve a variation to the examination rubric, will need to be confirmed on a module by module basis. The agreed RAs set out in the Learning Support Plan will be made available to the student and to members of University staff, as necessary. The student is responsible for raising concerns if the agreed RAs to learning and assessment in their Learning Support Plan are not being delivered.

The University will carry out an annual review of all students who receive RAs to assessment, seeking to identify situations in which these may not have been effective for individual students.

2.8.3 Consideration of an application for Reasonable Adjustments to assessment

The process for considering and approving an application from SSU for RAs to assessment is set out below. Further information is provided by the web link below and the flowchart at **Appendix (v)(b)**.

<http://www.sussex.ac.uk/adqe/standards/examsandassessment/ra>

The University will use academic judgement to decide whether a particular RA to learning and assessment is appropriate or possible, whilst also maintaining academic standards in delivery and assessment of module learning outcomes. An agreed RA to assessment should result in a fair and equal opportunity for a disabled student to succeed without conferring an advantage over other students, in order to comply with the principles of assessment.

(i) The Student Systems and Records Office

The Student Systems and Records Office (SSRO) can approve some applications for assessment arrangements including 25% additional time up to a maximum of 4 hours in examinations and scheduling of examinations separately to the main cohort in a small group room. The SSRO will review examination arrangements in relation to approved RAs to assessment at the beginning of each academic year.

(ii) School Director of Student Experience

The School Director of Student Experience (DoSE) can approve an application from the SSU to extend submission deadlines up to 7 days beyond the cohort deadline providing the application is made in advance. In addition, all students registered with the SSU may submit within the permissible lateness period, which is normally also 7 days, without the usual penalties and without approval from the DoSE. Therefore, a disabled student may be able to make use of both the permitted late period published for the assessment and a further 7 day extension approved by the DoSE, accumulating to a total of 14 days after the cohort deadline.

The SSU application may also recommend that the DoSE should review the pattern of submission deadlines to ensure that they are appropriately staggered. This may result in the cohort deadline standing for some assessments. The DoSE will also ensure that the security of the assessment is maintained where an extended deadline is approved, given that late submission may also be permitted, so that a student cannot benefit from feedback already given to the cohort. An extended deadline may not be approved on a group submission for an individual student. Extended deadlines must not be agreed where this could result in a submission deadline on a weekend or bank holiday (excludes e-submissions).

The standard regulations apply in relation to re-submission of an assessment after the cohort deadline or the individual extended deadline. It is not possible to re-submit during the late period once a submission has already been made. This applies both to late submission after an individual extended deadline and to late submission after the cohort deadline.

The School Director of Student Experience (DoSE) can also approve applications for a variation to the arrangements for a presentation for an individual student, provided this enables the module learning outcomes to be achieved. For example, a presentation may be given on a one-to-one basis to the same Marker, rather than to a student group and Marker. However, it is not acceptable for a presentation to be made to a different tutor not involved in the marking for the cohort.

The DoSE will review submission deadlines and presentation arrangements at the start of each year or term in accordance with the approved RAs to assessment set out in the Learning Support Plan. Sussex Direct provides details of module assessments for each student.

(iii) University Reasonable Adjustment Panel

All other applications for RAs are exceptional and will be considered by the University Reasonable Adjustment Panel. This includes applications for an individual room during examinations, additional time beyond 25% and approval of a variation to the examination rubric where the provision of additional time would otherwise result in the overall duration of the examination exceeding 4 hours. It is University policy that no examination should exceed 4 hours, as a result of additional time, unless a Professional and/or Statutory Body prohibits any adjustment to the examination rubric. The External Examiner should normally sign off a variation to the examination rubric and review the exam answer paper as part of the sample for external moderation.

An application for an alternative mode will exceptionally be considered, provided that the mode approved for the cohort is not required to test competence standards, and where it can be demonstrated that possible arrangements to support the approved mode of assessment are not appropriate due to the nature of the disability. In some modules it may not be possible to provide an alternative mode due to the specific module learning outcomes to be tested, or to Professional and/or Statutory Body accreditation requirements. The Panel will

receive relevant clinical evidence together with the application from SSU in addition to academic input from the School of Study in order to make its decision. When an application for alternative modes is considered by the Panel, it will be subject to academic consultation within the School in relation to each module to ensure that academic standards and accreditation requirements can be met. The assessment tasks and submitted work for all written alternative modes must be sent to the External Examiner in advance of the examination board to ensure that the academic standards of the award have not been compromised.

2.8.4 Notification of approved RAs to assessment

SSRO will inform students and SSU of the outcome of applications for RAs to assessment. Extended deadlines and alternative modes will be shown on Sussex Direct but details of other RAs to assessment will not be shown on Sussex Direct, but will be confirmed to the student by email. This email will also contain details of the steps that a student should take if they wish to discuss their agreed RAs to assessment.

2.8.5 University Reasonable Adjustment Panel terms of reference and composition

Terms of reference:

- (i) To consider all proposals for Reasonable Adjustments (RAs) to support students in assessment proposed by the Student Support Unit (SSU) that cannot be approved by the Student Systems and Records Office (SSRO) or the Director of Student Experience in line with University policy.
- (ii) To use academic judgment to (a) ensure that academic standards are maintained in line with the University principles of assessment and (b) to consider equity for all students across the University in making decisions on individual cases.
- (iii) To ensure that all decisions made allow the University to meet any legal obligations and requirements.
- (iv) To enable oversight of University resources in relation to reasonable adjustments to teaching, learning and assessment, to ensure that adequate resources are available to meet its legal obligations.
- (v) The Panel will meet once per term, or as required.
- (vi) The Panel reports to the University Teaching and Learning Committee.
- (vii) The minimum level of quoracy will be two academic members of staff.
- (viii) To authorise the Chair to make decisions by chair's action on individual cases between meetings, where appropriate.

Composition:

Pro-Vice-Chancellor (Teaching and Learning) (or nominee) (Chair), Director of Teaching and Learning from each cluster; Director for the Student Experience; SSRO Manager (or nominee), USSU Education Officers (UG and PG), USSU Welfare Officer and ADQE Manager (Academic Standards) (Secretary).

2.8.6 Changes in Circumstances and Exceptional Circumstances Claims

The Learning Support Plan can be revised as appropriate should circumstances change (for example, a significant change in a student's condition or a change in teaching or assessment).

When there is a sudden and unforeseen exacerbation of the known registered condition, or where the condition is first diagnosed and confirmed shortly before a particular assessment it may not be possible to provide RAs to assessment that would otherwise be appropriate. An Exceptional Circumstances claim may be submitted for all such cases.

A student may also claim for exceptional circumstances that are unrelated to their long term condition via the on-line claims process.

The evidence must relate to the original cohort deadline or the extended deadline, not to any late submission deadline. The flowcharts at **Appendix (v)** and the Frequently Asked Questions (provided via the web link below) provide further guidance to disabled students who are considering making an exceptional circumstances claim.

<http://www.sussex.ac.uk/adqe/standards/examsandassessment/ec>

The Chair of the University Reasonable Adjustment Panel may be asked by the Chair of the University Teaching and Learning Committee to exceptionally hold a review meeting with a student, if it appears that the Exceptional Circumstances Claims process is being used in a situation where RAs to assessment would be more appropriate, or where a revision of the agreed RAs to assessment may be appropriate. However, a RA to assessment will only be considered for a student registered with SSU. The Director of Student Experience would normally be included in any such meeting.

Although transfer from full-time to part-time study is not a RA, a student may apply to extend the period of study of a single stage over two academic sessions, where this is supported by the SSU, providing the curriculum structure permits this and the DoSE believes that the student is likely to achieve a successful degree outcome. All extensions to a period of study must be approved by the Director for the Student Experience to ensure that the degree can be achieved within the maximum period of registration permitted by the University Regulations for taught courses.

2.8.7 International Summer School (ISS)

The Director of the International Summer School (ISS) will consider applications from International Summer School students, provided the student registers with SSU and an application is submitted for consideration 3 weeks before the start of the Summer School. (The agreed RAs to assessment will stand for a student already registered on a course at the University, where they decide to take an ISS module.) The Director of ISS can consider applications for additional time, room requirements in consultation with SSRO, presentation arrangements and extended deadlines. In relation to presentation arrangements and extended deadlines, the Director of ISS will ensure that the principles set out in the procedures above are adhered to in approving an application. Therefore, a presentation may be made to the same Marker and an extended deadline may be agreed provided it does not enable a student to benefit from feedback given to the cohort. The Director of ISS will refer any applications for an alternative mode or additional exam time, where this would result in an exam duration exceeding 4 hours, to the Chair of the University Reasonable Adjustment Panel.

2.8.8. Students registered with the University of Brighton

The University of Brighton regulations and procedures apply to students registered on a course owned by BSMS. However, the University of Sussex regulations apply where a module owned by the University of Sussex is taken, in accordance with the course structure. Where this occurs, the University of Brighton will advise the Student Support Unit (SSU) of the RAs to teaching and assessment that have been agreed. The SSU will process the

application in accordance with the procedure above, without the need to review the evidence provided. Exceptionally, the evidence will be requested and reviewed, should the RAs to assessment require Panel approval.

2.9 ACADEMIC MISCONDUCT

2.9.1 Definitions

Academic Integrity

Academic integrity represents a set of values which operate as the foundation of academic practice. These values include honesty, trust, fairness, respect and responsibility.

Module assessment

Module assessment includes any work undertaken by a student for which marks contributing to a module are awarded, including those modules which are marked pass/fail. This includes oral, electronic, physical and written material, including examinations.

Collusion

Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the assessment. An act of collusion is understood to encompass those who actively assist others or allow others to access their work prior to submission for assessment. In addition any student is guilty of collusion if they access and copy any part of the work of another to derive benefit irrespective of whether permission was given. Where joint preparation is permitted by the assessment but joint production is not, the submitted work must be produced solely by the student making the submission. Where joint production or joint preparation and production of work for assessment is specifically permitted, this must be published in the appropriate module documentation.

Plagiarism

Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. Where such copying or paraphrasing has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged. See Regulation 2.6.6(iii) regarding the re-use of work.

Personation

The University takes personation extremely seriously and any concerns raised will result in an investigation of potential academic misconduct. **Personation in written submissions** is where someone other than the student prepares the work, part of the work, or provides substantial assistance with work submitted for assessment. This includes but is not limited to: purchasing essays from essay banks; commissioning someone else to write an assessment; writing an assessment for someone else (including where no benefit is gained by the student producing the assessment); using a proof reader where this is not allowed; using substantive changes proposed by a proof reader or third party (person or electronic service) that do not adhere to the University guidance on proof reading; work that has been

written in a language other than the language required for assessment and translated (for language based assessments only); work including sections that have been translated without acknowledgement. **Personation in examinations** includes asking someone else to sit an examination. Students who attend an examination without their student ID-card or other acceptable form of photo-ID will not have their examination script marked until their identity has been confirmed.

Cases of personation will usually be considered to be major misconduct with the exception of proof reading and translation transgressions where they are limited in their extent and may be considered to be minor misconduct.

Misconduct in examinations

Misconduct in examinations includes having, or attempting to gain access, during an examination, to any books, memoranda, notes, unauthorised calculators, phones or other internet enabled devices or any other material, except such as may have been supplied by the invigilator or authorised by official university bodies. Having these items on the student's person in the exam room is a breach of examination room protocols and as such misconduct, regardless of whether or not they are accessed or are relevant to the examination. Misconduct also includes aiding or attempting to aid another student or obtaining or attempting to obtain aid from another student, or any other communication within the examination room. The University takes misconduct in examination extremely seriously and any concerns raised will result in an investigation of potential major academic misconduct.

Fabrication of results

Fabrication of results or observations in practical or project work.

2.9.2 Policy

It is University policy that the values of academic integrity are promoted and that academic misconduct is prevented through educating students in appropriate academic conduct. All cases of academic misconduct must be seriously considered and appropriate penalties applied as determined by the Misconduct Panel. A First Case of collusion/plagiarism will not be penalised, provided a previous occurrence of academic misconduct has not taken place. Instead the student will be given feedback and referred to an Academic Practice Workshop, provided that the student is not at the end of their course, for example, in the final stage of an undergraduate course or the misconduct is not on the dissertation/project or other assessment at the end of a postgraduate course.

All instances of plagiarism, collusion, fabrication of results, or misconduct in an unseen exam are serious failures to respect the integrity and fairness of the examination process.

2.9.3 General Principles

- (i) All work submitted for assessment should be the student's own work undertaken in the language required by the assessment. For language based assessments, work, or sections of work, written for assessment cannot be written in a language other than that required for the assessment and then translated by a third party (person or electronic service). Such action could result in a case of personation. Where a translation service is required for an official document that is not available in English or the language required for the assessment, the student

must confirm the section/s of the assessment that has been translated and whether this has been translated by themselves or a third party.

- (ii) Where a proof reading service is used the student must ensure that no substantive changes are made to the content of the assessment prior to submission. It is the student's responsibility to ensure that any changes made comply with University guidance regarding proof reading. Proof reading will not be permitted on some assessments, for example, where language use and/or the formal accuracy of the work are being assessed. Where there are concerns that proof reading has led to substantive changes, a case of personation may be taken forwards based on the authorship of the assessment. The University guidance on proof reading is provided at:

<http://www.sussex.ac.uk/adqe/standards/examsandassessment>

- (iii) It is an offence for any student to be guilty of, or party to, collusion, plagiarism, the fabrication of research results, or any other act which may mislead the Markers about the development and authorship of work presented in assessments, including misleading Markers about the source of information included in an assessment.
- (iv) Schools must agree and provide students with information on discipline specific referencing norms at the start of their studies. These norms must be notified to students at induction, through course/module handbooks and assessment briefings, as appropriate. Markers must ensure that discipline specific referencing norms have been adhered to.
- (v) All sources of information used in preparing the work being submitted must be fully acknowledged, in an approved format. This includes acknowledging all written and electronic sources. Where work is produced under examination conditions it will be sufficient to acknowledge the source without providing a full reference.
- (vi) Students must not take notes or other unauthorised materials/devices into an examination room, unless the instructions explicitly state that this is allowed.
- (vii) Unless explicitly allowed in the module documentation or specified in the mode of assessment, students must work alone on preparing their assessment and must protect their work prior to submission.
- (viii) The development of academic skills is an important part of student learning. It is recognised that students new to UK higher education may be inexperienced, and may need time to develop good academic referencing skills. For this reason, first year undergraduate students and those new to UK higher education are strongly recommended to refer to the following University web pages:

SkillsHub: <http://www.sussex.ac.uk/skillshub/?id=1>

- (ix) Schools should develop assessments that minimise the potential for academic misconduct.

<http://www.sussex.ac.uk/adqe/standards/academicmisconduct>

2.9.4 Identifying Academic Misconduct

The University assessment procedures are designed to enable the identification of plagiarism, personation and collusion, and the University may make use of electronic means in reviewing student work. Where there is evidence indicating that there may be a case of collusion, plagiarism or personation, the assessment is referred to the School Investigating Officer who will initiate an investigation.

Investigating Officer

An Investigating Officer is appointed for each School to investigate cases on modules owned by the School. The role of the Investigating Officer is to make a preliminary determination of major or minor based on the extent of the academic misconduct set out in the evidence file provided by the Module Convenor. The Investigating Officer should ensure that cases of overlapping material are not processed as plagiarism cases and that Regulation 2.6.6(iii) is applied instead. Investigating Officers may also act as Misconduct Panel members in cases where they have not determined the *prima facie* case. Where Investigating Officers believe misconduct has occurred in work done by students they have taught or by students that they are the Academic Advisor for, they will pass the case to the Investigating Officer of another School. A role descriptor for the Investigating Officer is provided at:

<http://www.sussex.ac.uk/adqe/standards/academicmisconduct>

2.9.5 Types of Misconduct

Misconduct is categorised as ‘minor’ or ‘major’ by the Panel.

(i) Determination of minor and major cases of misconduct

The Investigating Officer should bear in mind the following when making a preliminary determination of a misconduct case as either major or minor:

- (a) the assessment *impact* is not a relevant issue. For example, cheating will not be condoned just because the work in question is not heavily weighted in terms of the overall mark for the unit, or the module itself is not a significantly weighted module within the course. Stage of study is not germane to the decision;
- (b) the *extent* of the misconduct is a key factor: a piece of work which has been downloaded verbatim from the internet will inevitably be regarded as a *prima facie* case of major misconduct whereas the lack of proper citation in one or two articles or where it is incorrectly formatted might be seen as a minor case of misconduct;
- (c) consideration of the extent of the *pre-meditated intention* involved in the misconduct is a key factor. For example, where the evidence suggests the student has been sophisticated in their use of unattributed material, such as deliberate minor editing of plagiarised text to give the impression that it is their own work, what appears initially to be a quantitatively minor breach might instead be deemed major. Conversely, a large but single and un-edited example of non-attribution within an essay which is otherwise properly referenced might justify deeming an apparently major case as minor.

(ii) Minor misconduct

- (a) Minor misconduct is where a small proportion of assessed work is plagiarised or subject to minor collusion (for example, where two students work together on producing a small section of an assessment.).
- (b) Misconduct is more likely to be considered 'minor' when a student is inexperienced **and** the misconduct relates mainly to the poor use of referencing protocols.
- (c) Multiple instances of minor misconduct are likely to lead to a case of 'major' misconduct. Multiple cases will be considered as separate cases provided they are not processed as a First Case of plagiarism/collusion that occurred at the same time.

(iii) Major misconduct

- (a) Major misconduct cases usually include instances where a significant proportion of assessed work is found to be plagiarised, where there is substantial collusion or fabrication of results or abuse of any examination room protocols, or where there is evidence of repeated minor misconduct.
- (b) Cases of pre-meditated intention will usually be major cases. For example, personation where a student submits work described as their own but which has been produced on their behalf by another person (for example by commissioning someone to write an essay for them), or where the student undertakes to solicit or prepare an assessment on behalf of someone else.
- (c) Where the Investigating Officer is unable to make a preliminary determination on whether a case is major or minor misconduct based on the evidence, they should make this clear to the Misconduct Panel.

(iv) No case

If the Investigating Officer believes that the evidence presented does not constitute a *prima facie* case, they will return the material to the Marker with a request for more information. If this is not forthcoming, the Investigating Officer will not proceed with the case. In a case of minor collusion/plagiarism the mark should be reviewed as it will have been marked taking the suspected collusions/plagiarism into consideration.

2.9.6 Misconduct Panel

The Misconduct Panel is a sub-committee of the University Teaching and Learning Committee. Members of the Misconduct Panel are appointed by the Committee for periods of three years and are expected to consider both undergraduate and taught postgraduate cases of misconduct. Membership of a Misconduct Panel will include a minimum of a Chair, at least one member and one member drawn from the designated officers of the Students' Union. The role of the Misconduct Panel is to consider all cases of academic misconduct, with the exception of First Cases, to ensure that the academic standards of the award are maintained and to apply appropriate penalties in accordance with the regulations. Role descriptors for the misconduct panel Chair and member are provided at:

<http://www.sussex.ac.uk/adqe/standards/academicmisconduct>

2.9.7 Procedures for determining allegations of misconduct

- (i) Where a concern has been raised regarding misconduct in the preparation and/or presentation of an assessment, the Marker, under the oversight of the Module Convenor, should take appropriate steps to identify all instances of

misconduct in the assessment exercise and highlight these for easy reference. Where a registered doctoral student is involved in the marking process, the Module Convenor should undertake this work to avoid a situation where a student would be reviewed by another student.

- (ii) In all cases the Module Convenor will be responsible for ensuring that the Investigating Officer receives appropriate assistance in undertaking the preliminary determination in relation to reviewing the submitted assessment. This will enable the Module Convenor to reflect on the cases raised and review the assessment task for the following cohort to secure academic standards.
- (iii) If the suspected assessment has been submitted in hard copy, and returned during the module, the Module Convenor should retain one of the copies submitted and give the other copy to the student with coversheet etc. and inform the student and the Academic Advisor that the assessment is being investigated for possible misconduct.
- (iv) **Where the allegation is collusion/plagiarism**, the Marker should mark up the sections where there is concern, cross referencing to the text where collusion is suspected or to the source text where plagiarism is suspected. For minor misconduct (collusion/plagiarism), the Marker should mark the assessment and only attribute marks for work that is believed to be the student's own and not the same as another student's work. For major misconduct (collusion/plagiarism), the Marker should not assign a mark. The Marker should fully mark up the sections where there is concern to support the Investigating Officer and Misconduct Panel in their review of the material presented. No mark will be recorded on the system. Where a case of collusion involves a student in a higher level of study, both students must be invited to the Panel to help establish how the collusion occurred. However, no penalty may be applied to a student in the higher stage of study.
- (v) **Where the allegation is another form of misconduct**, the assessment should be given a mark which reflects the Marker's opinion of the work, as far as possible with the suspicion of misconduct discounted so that the mark awarded reflects the quality of the work as it stands.
- (vi) The marked-up original should be sent to the Investigating Officer by the Module Convenor, together with the Module Handbook and the source material in cases of alleged plagiarism. The TurnItIn Similarity Report should also be provided as part of the evidence base where the assessment is submitted electronically and the TurnItIn service is used by the University. However, academic judgement and interpretation of the Similarity Report should be used to determine a case, rather than any numeric threshold.
- (vii) The Investigating Officer may consult with the Module Convenor, Markers, relevant examination board officers, invigilators (where allegations relate to unseen exams), and will determine whether or not a *prima facie* case for suspecting a student of misconduct has been presented.
- (viii) If a *prima facie* case has been presented, the Investigating Officer shall make a preliminary determination of either minor or major misconduct.

- (ix) The Investigating Officer will check to establish via the Misconduct Panel Secretary if there have been any previous cases, including a First Case of collusion or plagiarism.
- (x) Once the Investigating Officer has made a preliminary determination of minor or major, the student should be notified by the School that their work is under investigation for potential academic misconduct. This decision should be provided to the student within 10 days of the marks/feedback release date.

NB: Where the evidence file alone is not sufficient for the Investigating Officer to categorise the misconduct precisely (such as where a case might be plagiarism or personation; or plagiarism or collusion) the Investigating Officer must make this clear to the Academic Misconduct Panel for a fuller investigation into the facts.

2.9.8 Procedure for a first case of collusion or plagiarism¹

- (i) Where collusion or plagiarism is identified in work submitted for assessment, and the Investigating Officer confirms that no previous case of academic misconduct has been logged on the student's record, the student will be given feedback by the Module Convenor and invited to attend an Academic Practice Workshop (collusion or plagiarism). This will apply whether the case is determined to be minor or major. In both instances, for a First Case, a mark will be given based only on the sections believed to be the student's own work, including work which has been correctly referenced. No further penalty is applied. The First Case procedure may be used where multiple cases of plagiarism/collusion occurred at the same time, for example, in an assessment period. This is the only circumstance within which cases may be considered as concurrent.
- (ii) The evidence file will be forwarded to the School Investigating Officer who will determine whether the case is minor or major. First Cases will not be considered by the Misconduct Panel.
- (iii) The Module Convenor (or nominee) will be responsible for arranging to see the student to explain why the work is problematic, and will refer the student to an Academic Practice Workshop (collusion or plagiarism). The student should be seen within 10 working days of the marks being released. For a First Case of collusion/plagiarism (minor/major) the Module Convenor will tell the student the proportion of the work judged to be colluded/plagiarised, and explain that marks are not given for the sections of the work that are not judged to be the students own or are the same as another students work.
- (iv) The student may accept the referral to the Academic Practice Workshop, or decline and choose to challenge the allegation. Challenging the allegation of collusion or plagiarism involves electing to go to a Misconduct Panel. For a case of collusion, this will result in all the students involved being referred to

¹With the exception of final year Undergraduate work and Postgraduate dissertations/projects and resits or assessments submitted in the summer vacation assessment period, which will be considered by the Misconduct Panel. In addition, where collusion/plagiarism is discovered in Postgraduate work marked after the end of the summer term (where the student is due to complete) this will also be considered by the Misconduct Panel, as it will be too late for the student to engage with an Academic Practice Workshop.

the Misconduct Panel. However, not all the students involved will necessarily receive a penalty.

- (v) The collusion or plagiarism incident will not be recorded against the student's assessment record as a misconduct case. The attendance and satisfactory engagement at the Academic Practice Workshop or the decision not to attend will be recorded by the Sussex Centre for Language Studies (SCLS). The SCLS records will be checked in all cases where a further concern of collusion /plagiarism is raised. Any further case of misconduct will be recorded on the student's assessment record as a misconduct case, regardless of whether or not the student attended and engaged satisfactorily with the Academic Practice Workshop.
- (vi) After seeing the student, the Module Convenor will return the evidence file to the Student Systems and Records Office for retention.
- (vii) Where a further concern of misconduct occurs (major or minor), the case will be considered by the Misconduct Panel. In relation to a further concern of collusion, this will result in all the students involved being referred to the Misconduct Panel, even where it is a First Case for one or more of the students. The First Case of collusion/plagiarism procedure cannot be used where a previous case of another type of misconduct has occurred. In these circumstances, the case will be considered by the Misconduct Panel and the student may be referred to an Academic Practice Workshop.

2.9.9 Procedure for consideration of misconduct in examination

Any instance of misconduct including infringement of examination room protocols in an examination will be investigated as major misconduct. Misconduct includes having the following on the student's person in the exam room after the start of the exam: a phone or other internet enabled device (for example a smart watch), any notes including notes on paper or transcribed on the student's skin. Having these items on the student's person in the exam room is a breach of examination room protocols and as such misconduct, regardless of whether or not they are accessed or are relevant to the examination. A plastic bag will be provided for students to store mobile phones or other valuable item in. This must be placed on the floor in front of the students desk. Where a concern has been raised regarding misconduct in an examination and the candidate has not been considered by the Panel previously, the case may be processed by the Misconduct Panel Secretary, under the delegated authority of the Misconduct Panel Chair. In these circumstances the student will not be invited to a Panel meeting, even where they have previously had a First Case of plagiarism or collusion. The standard appeals procedure will apply. The process below applies where the student has been considered by the Panel previously.

2.9.10 Procedure for minor and major misconduct (other than a first case of collusion/plagiarism or misconduct in examination where the student has not been considered by the Panel previously)

(i) The Investigating Officer shall send the details to the Misconduct Panel Secretary who will inform the Chair of the Progression and Award Board that an investigation is under way. No mark will have been entered on the student's marks array for any assessment under consideration as a major collusion/plagiarism case.

(ii) The Misconduct Panel Secretary will organise a Misconduct Panel which will comprise a Chair and two members from the membership of the Misconduct Panel, including one

member drawn from the designated officers of the Students' Union. The Module Convenor will normally act as Presenter at the meeting. In cases where the Module Convenor cannot be the Presenter they will be asked to identify an appropriate substitute Presenter, who may be the original Marker or the Investigating Officer, or another appropriately briefed member of the School.

(iii) The student shall be informed in writing by the Misconduct Panel Secretary of the date and purpose of the Misconduct Panel which will be at least 5 days (including weekends) from the date of the letter. The student will be provided with notice of the allegation made against them stated in broad terms and shall be directed to the relevant sections of the Examination and Assessment Regulations Handbook. The student has a right to be accompanied at the Panel meeting by a member of University of Sussex faculty or the University of Sussex Students' Union Advice and Representation team.

(iv) Students are entitled (but not required) to attend a Panel meeting and may submit a written statement. The student shall notify the Misconduct Panel Secretary at least 48 hours in advance of the Panel meeting whether they will attend and who will accompany them. The evidence file will be available at an appropriate place for the student and their representative to review prior to the Panel meeting and copies of the evidence will be provided to the student on request. Panel meetings may proceed in the absence of the student unless the Panel Chair decides the student's presence is key to reaching a conclusion.

(v) An annual workshop will take place for Chairs of Misconduct Panels to review an anonymised set of misconduct case histories. Panel members are required to familiarise themselves with the evidence before the Panel meeting. The Panel discussion must be based on evidence provided and not rely on the presentation of the case on the day of the Panel meeting.

2.9.11 Procedure for cases of personation to be considered

A suspected case of personation may be investigated by a School team, based on a paper based review of the students other written assessments (submissions and exams) to date in the stage of study. The School team should normally include the Head of School, the Course Convenor and must include the Investigating Officer. The School team would review the assessments and consider issues such as consistency of style, formatting, use of language/grammar as well as the student's academic performance in assessment. The School team may refer a case for consideration by the Panel or confirm a 'no case'. Where the case was referred to the Panel, the student would be invited to attend the Panel to discuss the findings of the School team and to provide information on how the assessment was completed. A VIVA on the student's knowledge of the assessment or the discipline would not be conducted at the Panel. The Investigating Officer would meet with the student before the Panel to discuss the concerns raised.

2.9.12 Conduct of the Panel meeting

The Panel meeting will be conducted as follows:

- (i) The Chair will explain to the student the meeting procedure. It will be made clear that the Panel will seek, initially and as far as possible, to exclude the issue of 'intent' from the stage of determining whether misconduct had occurred or not, and will reach a decision on that point on the basis of the facts presented. Exceptional Circumstances may not be taken into consideration.
- (ii) The Chair will read out the accusation, including the relevant definitions of misconduct, and will then ask the student whether they admit or deny that misconduct had occurred.

Admission of accusation

- (iii) If the student admits that misconduct occurred, the meeting will be concerned with assessing the gravity of the actions and considering the circumstances. The Presenter will be invited to assess the extent of the misconduct. The student will be invited to respond with the help of their representative.

Denial of accusation

- (iv) If the student denies that misconduct occurred, the meeting will first be concerned with establishing whether misconduct has taken place. The Presenter will make the case against the student. The student will defend their case with the help of their representative. Members of the Panel may intervene from time to time to raise a question.
- (v) Where the Chair of a Panel considers it to be beneficial in resolving a case (either in advance of a meeting or during a meeting), the Chair may invite an academic from the relevant department (but not the person responsible for marking the work). The purpose of the questioning will be to establish the student's knowledge of the work in question, knowledge of the methods used to produce the work, and knowledge of the sources (cited or otherwise) informing the work. In the case of this requirement emerging during a Panel meeting, or in cases where new evidence is presented that require fuller consideration outside the Panel, the meeting will be adjourned and a new date established.

- (vi) Once the Chair deems that all the relevant evidence has been heard, they will invite the student, the student's representative and the Presenter to withdraw, while the Panel members reach a conclusion. The Chair will then ask the student, the student's representative and the Presenter to return for the Panel's conclusion on whether the student has been found guilty or not guilty. The Chair may give permission for the Presenter to leave after presenting the case, provided they are not required;

Not guilty

- (vii) If the student is found not guilty of academic misconduct, where appropriate, the work will be sent back to the Marker in order for the work to be marked (in a major collusion/plagiarism case) and the mark used for progression and classification purposes.

Guilty

- (viii) If a student is found guilty of academic misconduct, the Panel will agree an appropriate penalty as set out below.

Notification

- (ix) The student will normally be told the outcome, at the end of the meeting, and the penalty to be applied. The Panel Chair has the right to defer the decision for consultation regarding the regulations for a short period but the student will be informed informally as soon as possible once a decision has been reached. The Secretary to the Panel will formally inform the student, in writing, within ten working days from the date of the meeting of the outcome and the penalty (if any) and will give the student a copy of the report sent to the Progression and Award Board.
- (x) The decision of the Panel will then be sent to the Progression and Award Board and will not be open for revision.

Second case of academic misconduct presented to the Panel

- (xi) If a student is found guilty of a second or further case of academic misconduct presented to the Panel, the Panel meeting will, in determining the penalty for the subsequent case, take into account any previous case(s) and reserve the right to disqualify the student from the award of a degree.

2.9.13 Penalties to be applied

(i) The Panel has discretion to apply one of the following penalties, where the candidate has not previously been considered by the Panel (attendance at an Academic Practice Workshop for a developmental First Case of collusion/plagiarism does not constitute attending a Panel).

- (a) Reduce the mark for the assessment by 10% percentage points (not 10% of the mark). This penalty should be applied for Minor cases where the Panel confirm that the extent of the academic misconduct is relatively limited.
- (b) Confirm the mark of 0 for the assessment component. This penalty should be applied for Major cases where the Panel confirm that the extent of the academic misconduct is not limited. This penalty may also be applied by a Panel for a

candidate with a case of Minor misconduct, provided they have been considered by the Panel previously.

(ii) The penalties below may be applied singly or in combination where the Panel has previously considered a candidate:

The Panel may also apply one of the above penalties for a candidate who has been considered by the Panel previously.

- (a) Reduce the mark for the module to 0. Where the resultant loss of credit leads to failure to progress or to qualify for an award the student will normally be given a resit of the module by the PAB.
- (b) Reduction of the grand mean for the course by up to 10 percentage points (value to be specified by the Misconduct Panel) (Note: this penalty may be applied by more than one Panel resulting in a reduction greater than 10 percentage points overall. The penalty is not available for first year undergraduates).
- (c) Reduce classification by one or more class (Note: this penalty is not available for first year undergraduates).
- (d) Disqualify from honours (Note: this penalty is reserved for undergraduate final year students).
- (e) Disqualify from the University for a period of at least 3 years.

Notes:

A record of the academic misconduct decision and penalty will be held on the student record.

Loss of credit and consequent failure to progress or to qualify for an award may result in the student being given a resit by the PAB.

Loss of credit cannot be readdressed by granting condoned credit where a fail is the result of the application of a misconduct penalty. However, a resit opportunity may be given by the PAB.

In the case of undergraduate finalists on some courses where no resit opportunity exists, the reduction of a mark to 0 with no possibility of condoned credit being granted will result in the student being precluded from receiving a classified honours.

The Panel may refer any cases to the Student Discipline Committee for consideration in addition to conducting the academic misconduct procedure.

2.9.14 PABs

PABs will not proceed to confirm progress or determine classification whilst an allegation of academic misconduct is outstanding in relation to a student. However, candidates must be considered to enable any resits/sits to be offered and to enable the candidate to be considered by a virtual PAB if necessary, once the outcome of the misconduct process is known.

2.9.15 Appeals

Students shall have the right of appeal against decisions concerning academic misconduct. Please refer to the appeals criteria available at:

<http://www.sussex.ac.uk/ogs/complaintsappeals/academic/groundsfor>

2.10 RESULTS AND APPEALS

2.10.1 Publication of results

The following principles apply to the publication of results:

Pass and progress lists

- (i) Award Pass Lists are provisional until ratified by the Chair of the University Teaching and Learning Committee on behalf of Senate. All students awarded a degree or progressed by the Progression and Award Board (PAB) are included on the Pass/Progress List regardless of any previous disclosure agreement with the University. The original pass/progress list and one copy must be taken to the Student Systems and Records Office (SSRO) as soon possible following the PAB prior to publication of results. The Student Systems and Records Office also require a list of students who have failed the award or failed to progress at the PAB to be provided at the same time. Published pass lists should include the candidate number and classification achieved. The candidate name should not normally be included in the published pass list to ensure anonymity.
- (ii) Module results are made available to students via Sussex Direct in a timely manner after the PAB and can be found on 'View My Study Pages/Module Results'.
- (iii) Markers must not inform students of their result, or class of degree awarded, before the official Pass/Progress List is published, except where Schools pre-warn students who have not progressed or been given an award immediately prior to the publication.
- (iv) Students may contact the Director of Teaching and Learning (or nominee) if they wish to obtain more detailed information on their degree outcome.
- (v) The formal diploma supplement/transcript for finalists will be issued as soon as possible.
- (vi) The official minutes of the PAB meeting should be finalised as soon as possible and passed to the Student Systems and Records Office. Candidate names should not be included in the minutes. This process should be completed no later than fourteen days after the meeting of the board.

2.10.2 Failed students

In respect of students who have *failed* to achieve an award or progress into the next stage the PAB:

- (i) has three days after the date of publication of the pass list in which to produce the resit requirements list to the Student Systems and Records Office. Resit *pro forma* web reports are available listing all module failures by School and student.
- (ii) is asked to contact failed award students immediately prior to the publication of the award pass list, where this is possible, to inform them that they will not appear on the award pass list.

2.10.3 Appeals

Information on the Appeals process can be found here:

<http://www.sussex.ac.uk/governance/1-2-1.html>

- (i) To be admissible, an appeal against a PAB decision must be based on one of a number of specific grounds. There is no right of appeal against the academic judgement of the Markers.
- (ii) Where it is determined that there are grounds for appeal, PAB officers will be notified and may be requested to review the original decision taken by the PAB or provide additional information, as appropriate.
- (iii) Where an appeal is upheld the PAB will be informed of the outcome and should report this to the next meeting.

2.11 PROGRESSION OF PART-TIME STUDENTS

Where a student is taking a validated part-time course each stage of the course is taken over two years instead of one. In order to avoid a student commencing the second year of a stage carrying insufficient credit, their progress must be considered by the PAB at the end of each year of study as follows:

- (i) The PAB should offer resits for any modules failed to ensure that the student acquires sufficient credit to enable progression to occur on completion of the full stage.
- (ii) Where a student's performance is such that future progression is precluded, having exercised relevant resit opportunities, the PAB will determine any retrieval opportunities prior to continued progress.

Section 3: Derogation from standard University regulations approved by University Teaching and Learning Committee and related appendices

The Academic Framework of the University of Sussex

1 . Introduction

- 1.1 The Academic Framework establishes the criteria and rules for courses validated by the University of Sussex. It sets out the basic criteria for awards by establishing the design parameters necessary to assure the quality and academic standing of those courses in accordance with the *Regulated Qualifications Framework (RQF) (Ofqual 2015)*, *Framework for Qualifications of Higher Education Institutions in England, Northern Ireland and Wales (FHEQ) (2008)*, *the Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England (2008)*; and the *European Qualifications Framework for Higher Education (Bergen 2005)*.
- 1.2 Course-specific regulations may, following approval granted through the University's curriculum development processes, set additional requirements for the award of named degrees, diplomas and certificates and for which the requirements may be more stringent than those set out in this document, for example to meet the requirements of a Professional, Statutory and Regulatory Body (PSRB).

2 . Credit

- 2.1 Credit is a quantified means of expressing equivalence of learning. Credit is awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level for a complete module. It is a way of comparing learning achieved in a variety of different contexts.
- 2.2 All credit-bearing modules shall be credit rated according to level and volume.

Credit Level

The Level shall be:

- Level 3 (foundation year/stage 0)
- Level 4 (undergraduate stage 1/certificate level)
- Level 5 (undergraduate stage 2/diploma level)
- Level 6 (undergraduate stage 3/honours degree level)
- Level 7 (master's degree level)

Credit volume

The credit volume reflects the notional student effort required to complete a module successfully. It is determined by calculating the required learning hours on the basis of 1 credit for 10 hours of learning. The credit volume reflects all student effort including taught provision, independent or guided study, and revision. All University of Sussex undergraduate and postgraduate modules between RQF Level 3 to FHEQ Level 7 shall be weighted as 15 credits or multiples thereof. Exceptions to this rule are limited to external provision validated by the University and delivered by affiliated partners of the University.

3 . Degree structures

- 3.1 University of Sussex taught degrees, diplomas and certificates shall be designed in accordance with the credit values and rules stated in the table below.
- 3.2 Undergraduate courses will normally be delivered in full-time mode and any derogations must be formally approved by the Chair of University Teaching and Learning Committee. Postgraduate courses may be delivered in full-time or part-time mode, subject to formal approval at validation.
- 3.3 It is a requirement that for Sussex University undergraduate honours and integrated master's awards, at least two stages of study must have been undertaken at the University, or on a course validated by the University, to qualify for a Sussex award.
- 3.4 PhD/DPhils are not typically credit rated under the FHEQ framework. However, Professional Doctorates, which usually include a substantial taught element, are assigned credit.²
- 3.5 The maximum period of registration for a taught award is normally the minimum period plus 3 years for undergraduate and plus 1 year for postgraduate, irrespective of whether the course is studied on a full-time or part-time basis. The maximum period of registration is not extended for any time spent on temporary withdrawal.

² Source: QAA Doctoral Degree Characteristics Statement, September 2015

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Doctor of Philosophy (PhD)	8	n/a	n/a	2yrs FT	This is a research degree, the completion of which requires the submission of a thesis, typically of no more than 80,000 words in length.
Doctor of Philosophy by Published Works (PhD by Published Works) ³	8	n/a	n/a	1 yr FT	This award requires the submission of a portfolio of published works.
Professional Doctorates: Doctorate in Education (EdD) Doctorate in Social Work (DSW)	8	540 ⁴	360	4yrs PT	This award is a research degree which also contains a substantial taught element. Assessment is by taught modules in the first year and then by submission of a thesis, typically of no more than 50,000 words in length.
Master of Philosophy (MPhil)	7	n/a	n/a	1 yr FT	This is a research degree, the completion of which requires the submission of a thesis, typically of no more than 40,000 words in length.
Master of Laws by Research (LLM by Research)	7	180	180	1yr FT	Typically delivered over a single academic year (12-month period), comprising a supervised research dissertation. Taught modules will not form part of the award.

³ The maximum period of registration for a PhD by Published Works is 1 year if attendance is full time and 2 years if attendance is part time.

⁴ Source: QAA Doctoral Degree Characteristics Statement, September 2015

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Master's Degree: Master of Arts (MA) Master of Business Administration (MBA) Master of Education (MEd) Master of Fine Art (MFA) Master of Science (MSc)	7	180	150	1yr FT 2yrs PT	Typically delivered over a single academic year (12-month period) and incorporating a research dissertation, normally weighted at 60 credits.
Master of Research (MRes)	7	180	150	1yr FT 2yrs PT	Typically delivered over a single academic year (12-month period) and incorporating a research dissertation, normally weighted at 90 credits.
European Master's Degree (MSc Euromasters)	7	240	210	1yr FT	Typically delivered over two years (24 months) and normally incorporating a research dissertation ≥60 credits.
Intercalated Master's Degree (MSc)	7	180	150	1 yr FT	Typically delivered over a single academic year (12-month period) and incorporating a research dissertation, normally weighted at 60 credits. This award is typically taken by medical students who intercalate the course into their primary degree studies in order to develop specialist knowledge in a related discipline.

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Double Master's Degree (LLM, MA, MBA, MEd, MFA, MSc)	7	180	150	1 yr FT	Delivered by the University and a partner institution. Typically delivered over a single academic year (12-month period) and incorporating a research dissertation, normally weighted at 60 credits. A maximum of 60 credits of the taught element may be delivered by the partner institution. Successful graduates receive two degree certificates, one from each institution.
Dual Master's Degree (LLM, MA, MBA, MEd, MFA, MSc)	7	300	240	2 yrs FT	Delivered by the University and a partner institution. Typically delivered over two consecutive academic years and incorporating one or two research dissertations, normally weighted at 60 credits each. The structure of the course may require completion of two consecutive 180 credit master's degrees or may include an element of up to 30 credits which can be utilised by both awarding bodies, thus requiring the completion of fewer than 360 credits. Successful graduates receive two degree certificates, one from each institution.
Joint Master's Degree (LLM, MA, MBA, MEd, MFA, MSc)	7	180	150	1yr FT	Delivered jointly by the University and a partner institution. Typically delivered over a single academic year (12-month period) and incorporating a research dissertation, normally weighted at 60 credits. A maximum of 60 credits of the taught element may be delivered by the partner institution. Successful graduates receive a single certificate awarded jointly by both institutions.
Postgraduate Clinical Diploma (PGClinDip)	7	240	210	2yrs FT	This is an award comprising classroom-based learning, combined with significant time spent in clinical placement over a two year period of full-time study.

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Postgraduate Diploma (PGDip)	7	120	90	1yr FT 2yrs PT	These awards may be approved as stand-alone awards or as exit awards embedded within a Master's degree course. The name of the award (entry or exit) shall be specified in course documentation in the format 'Postgraduate Certificate/Diploma in Subject X'.
Postgraduate Certificate (PGCert)	7	60	45	1yr FT 2yrs PT	
Integrated Master's Degree: Master of Arts (MArts) Master of Chemistry (MChem) Master of Computing (MComp) Master of Engineering (MEng) Master of Mathematics (MMath) Master of Pharmacy (MPharm) Master of Physics (MPhys) Master of Science (MSci)	7	480	120	4yrs FT	A 4-stage degree course normally incorporating an embedded exit route at Honours Level 6. Students typically decide during stage 2 whether to continue on the 4-stage pathway or to transfer to the 3-stage Honours route, subject to minimum levels of academic achievement. Students failing to achieve the progression threshold at the end of stage 3 on the 4-stage route may be eligible to exit with the Honours award.

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Bachelor's Degree with Honours (Hons) Bachelor of Arts (BA) Bachelor of Engineering (BEng) Bachelor of Music (BMus) Bachelor of Science (BSc) Bachelor of Laws (LLB)	6	360	90	3yrs FT	This is a degree comprising a main area of study from a single School. It may include modules from outside the 'major' area of study, but shall incorporate at least 240 out of 360 credits from the major area. At least 90 credits shall be at Level 6.
Bachelor of Medicine, Bachelor of Surgery (BM BS)	7	780	180	5 yrs FT ⁵	This is a 5-stage degree course leading to a Level 7 award. For historical reasons the BMBS is designated as a Bachelor's degree. At least 180 credits shall be at Level 7.

⁵ The maximum period of registration for this course is 7 years on a full time basis or 8 years if a student intercalates an additional year of study in a discipline related to their medical studies.

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Bachelor of Medical Sciences with Honours (Hons) (BMedSci)	6	300	60	3yrs FT	This award is offered only as an exit route for students not progressing to years 4 and 5 of the BMBS.
Bachelor's Degree with Honours (Hons) (BA, BEng, BMus, BSc, LLB) Single Honours with named pathway	6	360	90	3yrs FT	<p>This is a degree comprising a main area of study from a single School and a secondary area of study known as a 'pathway', consisting of elective modules. The degree may include modules from outside the major area of study through the pathway, but shall incorporate at least 240 out of 360 credits from the major area. At least 90 credits shall be at Level 6. The pathway shall incorporate at least 60 credits (with 30 credits at level 5).</p> <p>The pathway does not constitute a named entry route as it is designed to facilitate student choice after entry. Where students successfully complete a 60 credit pathway alongside their single honours, the subject of the pathway will not appear in the degree title. Instead, the pathway will usually be recognised on the degree certificate outside of the degree title, using the format '<Main area of study> (with <pathway name> Studies)'.</p>

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Bachelor's Degree with Honours (Hons) (BA, BEng, BMus, BSc, LLB) Major (with Minor)	6	360	60 (major) 30 (minor)	3yrs FT	<p>This is a degree comprising two main areas of study. The major component shall consist of 270 credits with a minimum of 60 credits at Level 6. The minor component shall consist of a coherent element of study to the value of 90 credits of which 30 shall be at level 6. The minor element shall be formed by the completion of a 90-credit pathway, typically consisting of elective modules in the first two stages. The minor element of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants. The two elements of study will be linked by the word 'with' in the degree title, using the format '<Major area of study> with <Minor area of study>'.</p> <p>The project element of a major/minor award will normally relate to both parts of the degree, in order to realise an enhanced level of interdisciplinarity.</p>
Fast-track or Accelerated Bachelor's Degree with Honours (Hons)	6	360	90	2yrs FT	Each year consists of 180 credits, otherwise these degrees follow the framework of the standard delivery.

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Bachelor's Degree with Honours (BA, BEng, BMus, BSc, LLB (Hons)) Joint Major	6	360	90 (of which a minimum of 30 credits shall be in each major)	3yrs FT	This is a degree comprising two major areas of study, each of which shall consist of 180 credits. At least 90 credits shall be at Level 6, to include a minimum of 30 credits in each major area of study. Each major element of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants. The two elements of study will be linked by the word 'and' in the degree title using the format '<Major area of study> and <Major area of study>'.
Bachelor of Arts Degree with Honours in Philosophy, Politics and Economics (PPE) (BA (Hons) Philosophy, Politics and Economics)	6	360	90 (of which a minimum of 30 credits will be in two of the three subject areas)	3yrs FT	BA Philosophy, Politics and Economics is a degree comprising three subject areas. It includes 360 credits with at least 60 credits in each discipline overall. There shall be 120 credits in the final stage, including 90 credits at Level 6, which will include 30 credits at Level 6 in two of the three subjects.
Graduate Diploma Graduate Certificate	6	90 45	90 45	1yr FT 1yr FT	A professional 'conversion' course, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline.
Graduate Entry LLB with Honours (LLB (Hons))	6	240	90	2 yrs FT	A law conversion course designed for graduates already in possession of an undergraduate degree in a non-law discipline.

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Undergraduate award with voluntary placement year ⁶	(5)	(120)	(120)	1 yr FT	<p>A voluntary placement year (professional/industrial⁷) outside of the University may be incorporated into an existing undergraduate course on entry or via post-entry transfer, so as to facilitate student choice. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. The placement year will usually take place between the second stage and the final stage of a course.</p> <p>The ability to take a voluntary placement year is not guaranteed but the University will support students via the Placement Preparation Programme in identifying/gaining access to a Placement Year. Students wishing to access a voluntary placement year once on a course shall register on the Placement Preparation Programme, normally by Term 2 of Stage 1. In the case of students taking an industrial placement year, additional support in identifying/gaining access to the placement will be received from the School.</p> <p>Students cannot normally undertake both a voluntary placement year and a Study Abroad Year.</p> <p>When taken and passed the voluntary placement year shall be recognised on the degree certificate in the format – Degree title (with a professional placement year or with an industrial placement year).</p>

⁶ All degrees containing a Study Abroad or Placement element will represent that element last in the award title.

⁷ The exact nomenclature for the award title is determined at the point of validation of the course. Schools can select whichever option most accurately describes the placement experience that their students will undertake.

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Undergraduate award with unfunded voluntary placement year	(5)	(120)	(120)	1yr FT	<p>This award shall bear largely the same characteristics as those for a voluntary placement year but will instead be limited to a maximum of 30 weeks. The rationale for this is that as students will not receive payment for any part of their placement, they should be afforded additional time to ensure that they can undertake paid work in the same academic year so as not be disadvantaged compared to their peers in placements attracting payment.</p> <p>This type of placement is only appropriate where the student is based in a non-profit organisation such as the National Health Service or in a charitable organisation. Unfunded voluntary placement years must not be used for placements involving private sector organisations.</p>
Master of Chemistry (MChem) Chemistry with Summer Research Placements	7	480	120	4 yrs FT	<p>This award provides an opportunity for students to augment their studies by undertaking paid placements in research groups during the summer vacation period between each year of study.</p> <p>Students cannot normally also combine this type of degree with a voluntary placement year or a Study Abroad Year.</p> <p>When taken and passed the summer placements shall be recognised on the degree certificate in the format MChem Chemistry with Summer Research Placements.</p>

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Undergraduate award with integrated placement year	(5)	(120)	(120)	1 yr FT	<p>An integrated placement year is incorporated into some of the University's 3 and 4 under stage courses. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. The placement year will usually take place between the second stage and the final stage of a course. The following types of integrated placement years are permitted:</p> <ul style="list-style-type: none"> • Professional practice placements which require students to undertake an integrated Placement Year for a recognised and accredited qualification. • Research placements which require students to undertake an integrated placement year. • Specialist industrial placements which require students to undertake an integrated Placement Year in an explicitly discipline-relevant context. <p>The University guarantees access to an integrated placement to students on the above courses.</p> <p>Students cannot normally undertake more than one of an integrated placement year, a study abroad year and a Year in a Specialist Subject.</p> <p>When taken and passed the integrated placement year shall be recognised on the degree certificate in the format <Degree title> (with a professional/with an industrial placement year) or <Degree title> (research placement).</p>

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Postgraduate Award with integrated placement year	7	(180)	(180)	1 yr FT	<p>An integrated placement year is incorporated into some of the University's postgraduate courses. This will be an additional year of study equivalent to 180 credits leading to a course duration of two years full time or three years part time. The placement year will usually take place after the taught element of the course.</p> <p>When taken and passed the integrated placement year shall be recognised on the degree certificate in the format <Degree title> (with a professional/with an industrial placement year) or Degree title (research placement).</p>
Postgraduate Award with a Master's placement	7	(60)	(60)	3 months FT	<p>An integrated placement is incorporated into some of the University's postgraduate courses. This will be an additional period of study equivalent to 60 credits. The placement will usually take place after the taught element of the course.</p> <p>When taken and passed the integrated placement shall be recognised on the degree certificate in the format <Degree title> (with a Master's professional/industrial/research placement)</p>

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Award with study abroad year (voluntary/integrated)	(5)	(120)	(120)	1 yr FT	<p>A voluntary study abroad year outside the University may be incorporated into an existing 3/4 stage course (Bachelors or Integrated Master's Degree respectively) to facilitate student choice. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. A voluntary study abroad year is not guaranteed but the University will support students via the Sussex Abroad Office in identifying/gaining access to a study abroad year. Students wishing to access a voluntary study abroad year once on a course shall register with the Sussex Abroad Office normally by Term 2 of Stage 1.</p> <p>Some courses have an integrated study abroad year outside the University embedded into a 4 stage course structure. A study abroad year integrated into the course structure requires that the University guarantees access to a study abroad year for all students on that course.</p> <p>Students cannot normally undertake both a study abroad and a placement year (regardless of whether the study abroad or placement year is integrated into a 4 stage course or voluntary). When taken and passed the voluntary/integrated study abroad year shall be recognised on the degree certificate in the format <Degree title> (with a study abroad year).</p>

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
A Study Abroad/ Placement Term	(5)	(60)	(5)	1 Term ⁸	Incorporated within a 3 or 4-stage (360/480 credit) degree course to broaden student learning. Incorporating a study abroad/placement term warrants specific recognition on the degree transcript but does not constitute a named entry/exit route. Permissible in Term 1 or Term 2 as long as the curriculum has been explicitly approved to enable this. The one term placement/study abroad requires approval by the Chair of University Teaching and Learning Committee (UTLC) and is not open to all students.
Ordinary Bachelor's degree (BA, BSc)	6	300	60	3yrs FT	This is an exit award granted in recognition of student learning where insufficient credit has been achieved to award an undergraduate honours degree in the subject.

⁸ This is the maximum period allowed.

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Year in Specialist Subject	5	120	120	1yr FT	<p>A one year course of study in a named subject, validated as an academically coherent programme of learning. The Year in Specialist Subject allows students to study a specialist subject complementary to their primary course of study, with the aim of enhancing their career options.</p> <p>The Year in Specialist Subject is available to students on specifically designated three and four year undergraduate degree courses (single honours, joint honours, major/minor, or integrated master's degrees). Students may apply for admission to the Year in Specialist Subject that has been designated as academically appropriate to their main course. The admissions requirements for the Year in Specialist Subject are a 50% pass overall in year 2 of the undergraduate degree, with no failed credit. Students taking a placement year or study abroad year will not be eligible for admission.</p> <p>The Year in Specialist Subject is a standalone programme of study. It is assessed on a 0-100 scale as appropriate to the individual modules. Credits gained during the year will not contribute towards the degree classification.</p> <p>Students who successfully complete the Year in Specialist Subject will have their achievement recognised on their award certificate by the addition of the words: '<i>with a Year in <subject></i>'. These words will not appear on the award certificate if the required number of credits is not achieved. Any credit awarded will however be recorded on the student transcript.</p>

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award description and rules
Foundation Degree (FdA, FdSc)	5	240	90	2 yrs FT	The course must include an assessed and credit-rated element of work experience comprising no fewer than 15 credits at Level 5.
Diploma of Higher Education (DipHE)	5	240	90	2 yrs FT	These awards may be approved as an exit award only. The name of the award appearing on the award certificate shall be Diploma or Certificate of Higher Education without reference to a subject of study.
Certificate of Higher Education (CertHE)	4	120	90	1 yr FT	
University of Sussex Certificate of Education	(3)	120	90	1 yr FT	This is not a formally recognised award but an exit certificate of achievement for students successfully completing a Foundation Year but who decide not to progress on to, or subsequently withdraw from, undergraduate study.
Foundation Year	3	120	120	1 yr FT	This entry route is for applicants who do not meet the threshold for direct entry into Year 1 of undergraduate courses. Following successful completion of the Foundation Year, students will progress to a named undergraduate course. The name of the eventual award shall be Degree Title (with a foundation year).

4 . Credit and module status in undergraduate courses

- 4.1 Credit is module specific and is available upon completion of the module. Undergraduate courses comprise a sequence of credit-rated modules to the value of 120 credits per academic year for students studying full time. All modules contributing to an award must be credit-bearing. For full-time undergraduate courses the usual pattern of delivery will be 60 credits in the Autumn Term and 60 credits in the Spring Term.
- 4.2 The undergraduate final year project is normally expected to comprise 30 credits at Level 6.
- 4.3 Students can normally take up to 30 credits at the **lower** level as indicated by the credit requirements for the award above. On undergraduate language courses, students may exceptionally take 30 credits at RQF Level 3 during Stage 1 of their studies, to enable entry to study of a language at the ab initio level.
- 4.4 Students are not permitted to take any credits at the **higher** level in any stage in an undergraduate course, with the exception of students opting to study language electives or pathways. Students may take up to 30 credits at the higher level if they are primarily studying at Level 3, Level 4 or Level 5. The ability to do so is subject to verification by academic staff in the Sussex Centre for Language Studies (SCLS). Students taking language electives at the higher level are not permitted to also take credits at the lower level. Foundation Year students are not permitted to take any credits at the higher level, including those opting to study language modules.
- 4.5 Individual undergraduate modules may contribute to more than one course, but the credit volume and level of the module shall be the same irrespective of the course to which the module contributes.
- 4.6 Two modules offered at different FHEQ levels may be co-taught in order to rationalise resources. Where this occurs the shared teaching element must be at the lower level with an equivalent proportion of teaching delivered independently to the student studying at the higher level. In addition both modules must have differentiated titles, learning outcomes and assessments. Exceptionally, alternative arrangements may be approved by UTLC. Co-teaching of modules will only be approved following assessment of the potential impact upon timetabling, and also following consideration of whether it is likely to act as a disincentive for undergraduate students to progress on to a master's course.
- 4.7 Modules may be delivered within a single term or across two terms. Where a module is delivered across two terms, the minimum credit volume will be 30 credits. Modules weighted at 15 credits will not be delivered across two terms as this leads to increased incompatibility with other courses and can lead to inefficient delivery models.
- 4.8 Undergraduate courses may designate modules in three ways. The designations are course-specific and will be set out in relevant published course documents (as a core module on one course may be offered as an option on another). The following designations are possible:

Module type	Description
Core	<p>A module that all students must study as part of their course. Normally these modules are owned and delivered within a single School. Exceptionally, core modules may be explicitly approved by UTLC for cross-school delivery⁹ in single honours courses where there is a compelling pedagogical rationale. For joint honours courses where each component is provided by a different School, cross-school delivery of core modules will be permitted.</p> <p>All core modules shall be weighted as 15 credits or multiples thereof.</p>
Option	<p>A module that forms part of a group of options owned and delivered within a School. Exceptionally option modules may be explicitly approved by UTLC for cross-school delivery in single honours courses where there is a compelling pedagogical rationale. For joint honours courses where each component is provided by a different School, cross-school delivery of option modules will be permitted.</p> <p>All option modules shall be weighted as 15 credits or multiples thereof.</p>
Elective	<p>A module timetabled into the University Elective Timetable for Single Honours undergraduate courses. Electives are designed to enable students to broaden their learning beyond the core subjects of Single Honours. An elective may be positioned at either RQF/FHEQ level 3, 4 or 5 in the University's Academic Framework. All electives shall be weighted as 15 credits. Electives may exist as an individual module or as part of a 60 or 90 credit Pathway. Electives are not available to students on Joint Honours courses as there is insufficient capacity within the syllabus if two major subject areas are to be adequately accommodated.</p> <p>Electives may be offered in each teaching term, depending upon demand. Electives must be approved by UTLC and timetabled to be delivered within the University's Elective Timetable. Stage 1 students shall study RQF/FHEQ level 3/4 electives and Stage 2 students shall study FHEQ level 4/5 electives. Level 3 electives are only available to students taking language pathways, in order to enable study at the ab initio level.¹⁰ Students may be offered a choice between an approved option and an elective.</p>

Pathway type	Description
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⁹ Cross-school delivery of core or optional modules requires exceptional approval owing to the additional burden upon the timetable created by allowing students from several Schools to be taught within the constraints of a single module.

¹⁰ Exceptionally, students taking language electives or pathways may also take credits at the higher level where this is considered appropriate by academic staff in SCLS.

60-credit Pathway	<p>A pathway that consists of 60 credits (4 elective modules x 15 credits). A 60 credit pathway consists of a cohesive course of study that provides academic progression between Levels 4 and 5, with at least 30 credits achieved at Level 5. Optionality within 60 credit pathways will not be permitted.</p> <p>The aim of the 60-credit Pathway is to provide students on single honours courses with an opportunity to broaden their learning beyond the main focus of their course. The Pathway shall consist of sufficient academic credit to warrant specific recognition on the degree certificate but does not constitute an entry pathway. These pathways shall be made available to students taking Single Honours degrees that opt into the Elective Scheme and shall be delivered within the University's Elective Timetable.</p> <p>60 credit Pathways can be designated as either Type 1 and Type 2:</p> <p>Type 1: a 60-credit pathway which is open to all students.</p> <p>Type 2: a 60-credit pathway with approved pre-requisites and/or exclusions as determined by the host School. This type is employed where the School is targeting a particular cohort by course of study.</p> <p>Elective modules that comprise a pathway must be delivered at the appropriate level of study. Stage 1 modules must be at Level 4 whilst Stage 2 modules must be at Level 5.</p> <p>Whilst the award certificate will record the achievement of a pathway, the subject of the pathway will not appear in the degree title. The pathway will be recognised on the degree certificate outside of the degree title in the form '<Major element> [with <pathway name> Studies]'. Alternatively, another form of words may be used where the University considers this to be more appropriate. The School will obtain approval for the pathway exit title from the University's Portfolio Approval Committee.</p>
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Pathway type	Description
60-credit Language Pathways	As for other 60-credit pathways, with the exception that Year 1 students may study modules at RQF Level 3, in order to obtain teaching at the ab initio level. Exceptionally, language elective modules forming part of a pathway may be delivered in Stage 3 where this complements a particular pattern of delivery, for example where a student is away from campus during a placement period or to enable entry to study a language at the ab initio level.

Pathway type	Description
	<p>In relation to languages the award certificate shall be recorded as “Degree title with proficiency in ‘language’ (intermediate)” where the language has been taken at levels 3 and 4 and “Degree title with proficiency in ‘language’ (advanced)” where the language has been taken at levels 4 and 5.</p>
<p>90-credit Language Pathways</p>	<p>These pathways shall be made available to students taking Single Honours degrees that opt into the Elective Scheme and shall be delivered within the University’s Elective Timetable for the first two Stages. For students not entering the University on a specified major/minor award title, progression into Stage 3 of the pathway will be dependent on there being sufficient capacity within the relevant stage of their course. Students will be required to obtain explicit approval for this variation of study.</p> <p>Portfolio Approval Committee will have the authority to approve new major/minor award titles which utilise 90 credit pathways, thereby ensuring the academic coherence of the proposed award.</p> <p>Taking a 90 credit language pathway will result in a major/minor award with a suffix referencing the level of language competency attained, as defined in the Common European Framework of Reference for Languages (CEFR). This award will therefore take the form of <major component> with <language minor> [CEFR xx]</p>
<p>90-credit Pathway</p>	<p>A pathway that consists of 90 credits (4 elective modules x 15 credits at Stages 1 and 2, together with a further 30 credits studied at Level 6). A 90-credit Pathway consists of a cohesive course of study that provides academic progression with 30 credits achieved at levels 4, 5 and 6. Optionality within 90 credit pathways will not usually be permitted and only at level 6.</p> <p>The aim of the 90-credit Pathway is to provide students on single honours courses with an opportunity to broaden their learning beyond the main focus of their course. The 90-credit Pathway shall consist of sufficient academic credit to warrant specific recognition on the degree certificate as a minor component of a major/minor award, following the titling convention for that type of degree award. The title of the award will be approved in all instances by the Portfolio Approval Committee.</p> <p>All major/minor degrees at the University will utilise a 90-credit Pathway for their minor component.</p>

Pathway type	Description
	<p data-bbox="465 164 1935 352">These pathways shall be made available to students taking Single Honours degrees that opt into the Elective Scheme and shall be delivered within the University's Elective Timetable for the first two Stages. For students not entering the University on a specified major/minor award title, progression into Stage 3 of the pathway will be dependent on there being sufficient capacity within the relevant stage of their course. Students will be required to obtain explicit approval for this variation of study.</p> <p data-bbox="465 400 1935 472">Portfolio Approval Committee will have the authority to approve new major/minor award titles which utilise 90 credit pathways, thereby ensuring the academic coherence of the proposed award.</p>

5. Credit and module status in postgraduate courses

- 5.1 Credit is module specific and is available upon completion of the module. All modules contributing to an award must be credit-bearing.
- 5.2 For full-time postgraduate courses comprising 180 credits the usual pattern of delivery will be 60 credits in the Autumn Term, 60 credits in the Spring Term and 60 credits in the Summer Term. Exceptions to this may be explicitly approved, subject to the delivery of a maximum 75 credit in any term. Taught modules in the Summer Term will be limited to a maximum of 30 credits, normally where the dissertation/project is fewer than 60 credits¹¹.
- 5.3 Individual postgraduate modules may contribute to more than one course, but the credit volume and level of the module shall be the same irrespective of the course to which the module contributes. Cross-school delivery of modules is permitted for postgraduate courses.
- 5.4 Two modules offered at different FHEQ levels may be co-taught in order to rationalise resources. Where this occurs the shared teaching element, must be at the lower level and must be in addition to an equivalent proportion of teaching on both individual modules at their respective levels. In addition, both modules must have differentiated titles, learning outcomes and assessments. Exceptionally, alternative arrangements may be approved by UTLC.
- 5.5 Modules may be delivered within a single term or across two terms. Where a module is delivered across two terms the minimum credit volume will be 30 credits. Modules weighted at 15 credits will not be delivered across two terms as this leads to increased incompatibility with other courses and can lead to inefficient delivery models.
- 5.6 Taught postgraduate courses will normally have at least 60 credits of core modules that are aligned to the award title.
- 5.7 Postgraduate level modules will either be classified as core or option. Elective modules are not offered at the postgraduate level as there is insufficient capacity within postgraduate award to accommodate broader choice without compromising academic integrity of the award.

September 2017

¹¹ The postgraduate dissertation is normally expected to comprise 60 credits at level 7 but may be taught across two associated modules.

Appendix B: Non-credit bearing modules

ESW

ITE courses

Students must pass each pass/fail module to achieve the award.

MA Social Work

Students must pass both placement modules to achieve the award.

EngInfo:

H7103 Global Design Challenge

This module must be passed.

English

MA English Language Teaching

Research Methods in ELT is not formally assessed.

Life Science:

MChem Chemistry (research placement)

Research Placement modules are pass/fail. Students must pass each module to remain on the course title including Research Placement. Students who do not pass the module/s will transfer onto the standard MChem course title without Research Placement.

LPS:

Law (Graduate Entry)

Introduction to English Legal System (GE) for the 2013/14 cohort onwards.

MPS:

Course titles with a research placement

Research Placement modules are pass/fail. Students must pass each module to remain on the course title including Research Placement. Students who do not pass the module/s will transfer onto the standard MPhys course title without Research Placement.

Appendix C: Modules with an assessment requirement in addition to the standard requirement, usually required by a PSB (Regulation 1.2.4 and 1.4.1)

ESW:

BA and MA Social Work

Pass mark to be achieved on all module components.

Where the conflated module mark is a pass mark but the pass mark requirement on all assessment components has not been achieved, a resit will be given of the failed assessment components. The mark achieved on the resit will be capped and conflated with any existing uncapped mark where the pass mark had been achieved at the first attempt. Where the conflated module mark is not a pass mark, a resit will be given. The resit mark will be capped at the level of the module, even where it is conflated with an existing mark on an assessment component where the pass mark had been achieved.

BA Social Work

Where any of the Practice Learning placement modules in a given stage have not been passed at the first attempt, a repeat of all the placement modules within the stage will be given (subject to placement availability), in order to meet the Professional and/or Statutory Body requirements. Therefore, a repeat of all associated assessment components will be required, including those where the pass threshold had been achieved at the first attempt. The marks achieved on the repeated modules will not be capped at the pass threshold. A repeat of all placement modules and associated assessments will not be required where the presentation component of Practice Learning C is the only module assessment component that has been failed. In these circumstances a resit of the presentation will be given for a capped mark.

EngInfo:

All Engineering and Design courses: all Engineering and Design modules owned by the School with the exception of all project modules at levels 6 and 7

Modules at levels 4-6: a threshold mark of 35% to be achieved on all module components weighted $\geq 30\%$. Modules at level 7: a threshold mark of 45% to be achieved on all module components weighted $\geq 30\%$. The threshold mark requirement will be applied to the conflated coursework mark which may include a number of assessment components.

Compensation will be applied in accordance with standard University regulations where the standard criteria have been met including the achievement of a conflated module mark of 35%/45% or above and the threshold mark requirement as set out above.

Where the pass mark for the module has been achieved but the threshold mark requirement has not been achieved, a resit will be given. The mark achieved on the resit will be capped and conflated with any existing uncapped mark where the threshold mark had been achieved at the first attempt. Where the pass mark for the module has not been achieved, regardless of the threshold mark requirement being met, a resit will be given. The resit mark will be capped at the level of the module, even where it is conflated with an existing mark where the threshold mark had been achieved.

LPS:

CPE/GDL

Mark of 40% to be achieved on all module components.

Where the conflated module mark is a pass mark but the pass mark requirement on all assessment components has not been achieved, a resit will be given of the failed assessment components. The

mark achieved on the resit will be capped and conflated with any existing uncapped mark where the pass mark had been achieved at the first attempt. Where the conflated module mark is not a pass mark, a resit will be given. The resit mark will be capped at the level of the module, even where it is conflated with an existing mark on an assessment component where the pass mark had been achieved.

Life Science:

MPharm Pharmacy – Pass mark to be achieved on all weighted components of module assessment. In addition, all non-weighted assessment components designed to test competence standards must be passed. The criteria required to pass the non-weighted components that must be passed will be provided by the School.

Where the conflated module mark is a pass mark but the pass mark requirement on all assessment components has not been achieved, a resit will be given of the failed assessment components. The mark achieved on the resit will be capped and conflated with any existing uncapped mark where the pass mark had been achieved at the first attempt. Where the conflated module mark is not a pass mark, a resit will be given. The resit mark will be capped at the level of the module, even where it is conflated with an existing mark on an assessment component where the pass mark had been achieved.

MPS:

All Physics and Astronomy modules at levels 4 and 5 with the exception of F3227 Skills in Physics 2

A mark of 40% must be achieved on the unseen examination.

Compensation will be applied in accordance with standard University regulations where the standard criteria have been met including the achievement of a conflated module mark of 35% or above and a mark on the unseen examination of 35% or above.

Where the pass mark for the module has been achieved but the threshold mark in the unseen examination has not been achieved, a resit will be given. The mark achieved on the resit will be capped and conflated with the uncapped coursework mark where that has been passed at the first attempt. Where the pass mark for the module has not been achieved, regardless of the threshold mark requirement for the unseen examination being met, a resit will be given. The resit mark will be capped at the level of the module and will be recorded as total mark for the module.

Psychology:

PG Dip Psychological Therapies; PG Cert Low-Intensity Psychological Interventions for Children and Young People; PG Cert Mental Health

Pass mark to be achieved on all module components.

Where the conflated module mark is a pass mark but the pass mark requirement on all assessment components has not been achieved, a resit will be given of the failed assessment components. The mark achieved on the resit will be capped and conflated with any existing uncapped mark where the pass mark had been achieved at the first attempt. Where the conflated module mark is not a pass mark, a resit will be given. The resit mark will be capped at the level of the module, even where it is conflated with an existing mark on an assessment component where the pass mark had been achieved.

Appendix D: Modules exempted from providing a resit opportunity, required by a PSB (Regulation 1.2.5)

ESW:

PGCE/ School Direct ITE

All modules which include a placement can be repeated, subject to the availability of a placement opportunity.

MA/BA Social Work

All modules which include a placement can be repeated, subject to the availability of a placement opportunity.

EngInfo:

860H1 MEng Group Project; 861H1 MSc Group Project will not provide a resit opportunity.

BEng Individual Project; H6052 Design Project; 864H1 MSc Individual Project; H1043 Individual Project: a resit may be offered but this may affect the professional accreditation status of the award.

Engineering courses: Any repeat stage given by the PAB will not include a further attempt at a failed trailed module.

LPS:

CPE/GDL

A maximum of three assessment opportunities may be offered.

International Summer School:

A resit opportunity will not be given.

Appendix E: Exemption from non-discretionary compensation (Regulation 1.3.3)

ESW:

MA/BA Social Work

Core modules only.

Education (courses accredited by a PSB)

Core modules only.

EngInfo:

All Engineering and Design courses: all Engineering and Design modules owned by the School with the exception of all project modules at levels 6 and 7
Criteria for compensation are set out in Appendix C.

LPS:

CPE/GDL

All modules

LLB Law (including study abroad and placement course variants)

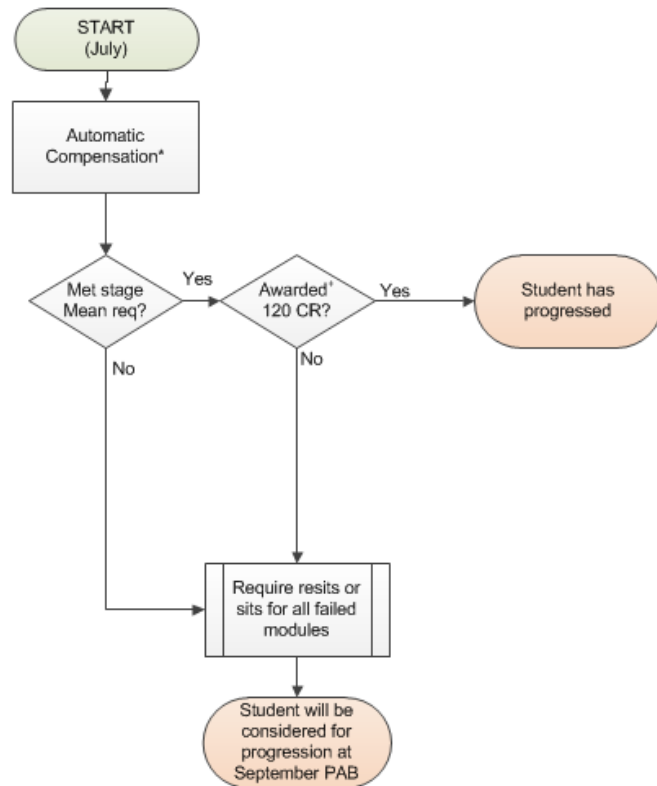
M3007 Criminal Law
M3075 Criminal Law Advanced
M3036 English Legal System
M3120 English Legal System
M3027 Equity & Trusts
M3026 Land Law
M3031 Law and Policy of the European Union Advanced
M3431 Law and Policy of the European Union
M3003 Law of Contract Advanced
M3403 Law of Contract
M3002 Law of Tort Advanced
M3402 Law of Tort
M3006 Public Law 1 Advanced
M3406 Public Law 1

Psychology:

PG Dip Psychological Therapies; PG Cert Low-Intensity Psychological Interventions for Children and Young People

All modules.

UG Progression PAB (July); Progression PAB (Sept).

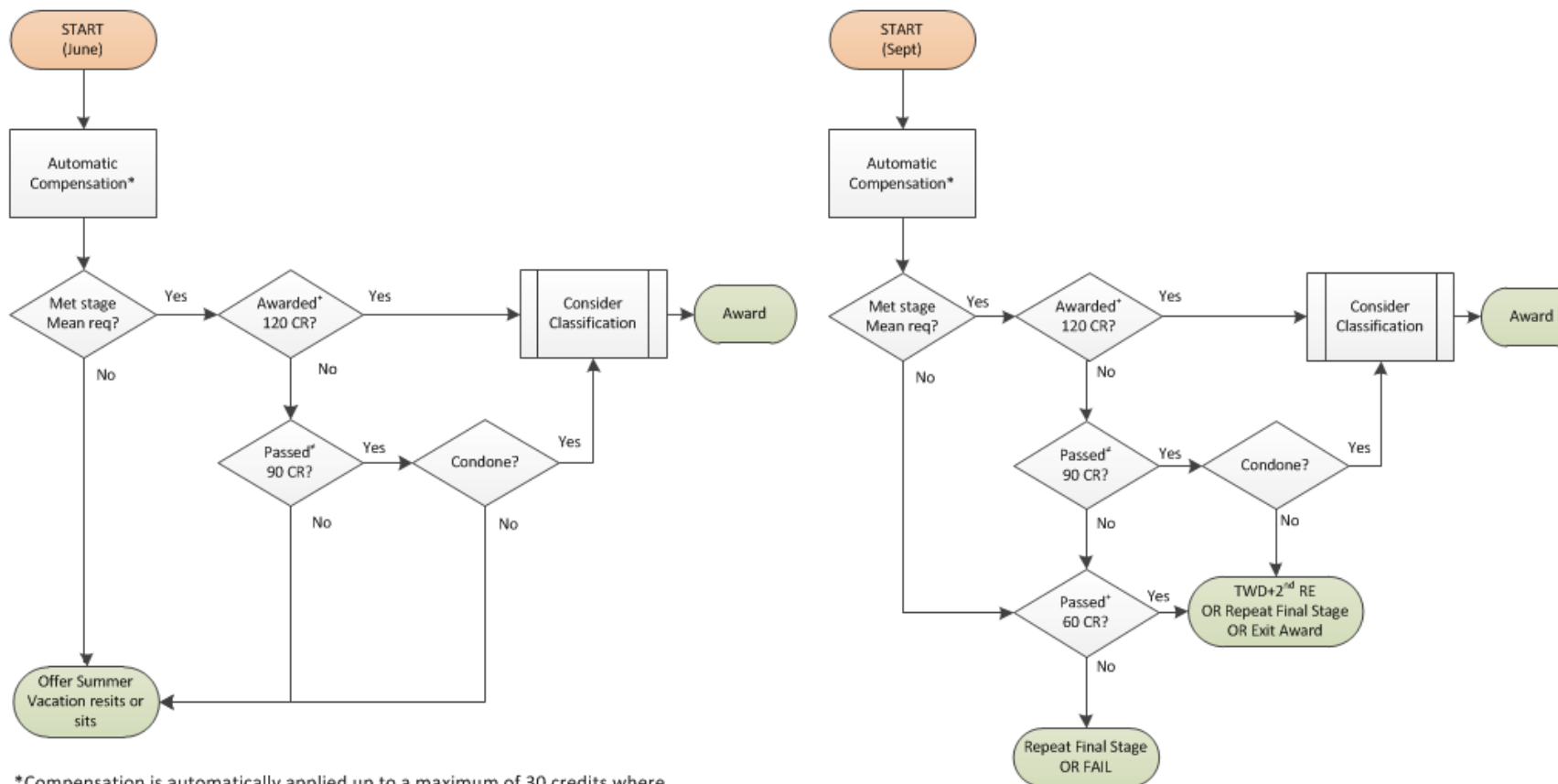


*Compensation is automatically applied up to a maximum of 30 credits where criteria have been met. Note compensated candidates are entitled to resit marginally failed modules where compensated credit has been applied, provided that they register to do so as advised by SPA. If such modules include accepted mitigation this may be a sit of the resit mode if supported by the PAB

+ Awarded credit is credit of modules passed + credit of modules compensated

≠ Passed credit is total credit from modules academically passed

UG Awards June PAB; UG Awards Sept PAB.



*Compensation is automatically applied up to a maximum of 30 credits where criteria have been met. Note compensated candidates are entitled to resit marginally failed modules where compensated credit has been applied, provided that they register to do so as advised by SPA. If such modules include accepted mitigation this may be a sit of the resit mode if supported by the PAB

+ Awarded credit is credit of modules passed + credit of modules compensated

≠ Passed credit is total credit from modules academically passed

PGT Main PAB meeting

Credits achieved by PAB on taught modules	Dissertation submission deadline	Main PAB (October 2018)	Resit PAB (March 2019)	Main PAB (October 2019)
≥90 credits	A3 2018	Award; condone and award; resit DISS in A1; give PG Dip/Cert exit; give 2nd resits in A3 2019	Award where first resit of dissertation set in A1 2019	Consider award for candidates given 2nd resits in A3 2019
≥90 credits	A1 2019	Identify candidates where credit can/cannot be condoned and give 2nd resits as appropriate in A3 2019	Award; condone and award; give PG Dip/Cert exit; give 2nd resits in A3 2019	Consider award for candidates given 2nd resits in A3 2019
75 credits	A3 2018	PG Cert exit (DISS credit cannot be used towards exit award); 2nd resits in A3 2019	n/a	Consider award for candidates given 2nd resits in A3 2019
75 credits	A1 2019	PG Cert exit (remove DISS submission from A1 2019); 2nd resits in A3 2019 (dissertation deadline stands in A1 2019)	n/a	Consider award for candidates given 2nd resits in A3 2019
60 credits	A3 2018	PG Cert exit (DISS credit cannot be used towards exit award); 2nd resits in A3 2019	n/a	Consider award for candidates given 2nd resits in A3 2019
60 credits	A1 2019	PG Cert exit (remove DISS submission from A1 2019); 2nd resits in A3 2019 (DISS deadline stands in A1 2019)	n/a	Consider award for candidates given 2nd resits in A3 2019
<60 credits	A3 2018	Final Fail with no award (DISS credit cannot be used towards exit award; repeat term 2 (repeat stage offered by Summer PGT PAB for 2019/20)		
<60 credits	A1 2019	Final Fail with no award (remove DISS submission from A1 2019); repeat term 2 (repeat stage offered by Summer PGT PAB for 2019/20)		

Note:

- (i) All resits/sits are set in A3 (except first resit of Diss). This is to ensure that an appropriate resit mode is set for all resit candidates taking a resit.
- (ii) PAB has discretion to offer a maximum of 60 credits as 2nd resits/sits in A3 2019.
- (iii) Candidate cannot submit dissertation in A1 2019 where <60 credits have been achieved or where an exit award is given by the Main PAB

Appendix G: Higher Progression Thresholds (Regulation 1.4.7 and 1.4.8)

(a) 4 stage bachelor courses with higher progression thresholds (Regulation 1.4.7)

Students on the following courses are required to achieve a capped mean of 50% in stage 1 as set out in Regulation 1.4.7:

courses including a language; courses including a voluntary study abroad year; courses including American Studies;
BSc Biochemistry (with an industrial placement year); BA Global Media and Communications.

(b) Integrated masters degree courses (Regulation 1.4.8)

Integrated masters degree courses have a higher threshold requirement for progression to the next stage and for transfer from a bachelors to an integrated masters degree. All courses fall within the approved groups set out below. The capped stage mean marks are considered for progression in all cases.

1. Criteria required to progress to the next stage of an integrated masters degree

Group A: Standard integrated masters degree

Stage 1 to stage 2: 40% stage 1 mean required to progress to stage 2

Stage 2 to stage 3: 55% stage 2 mean required to progress to stage 3

Stage 3 to final stage: 40% stage 3 mean required to progress to final stage

Weighting of stages: 40:60:65

Group B: Integrated masters degree with early higher progression thresholds

Stage 1 to stage 2: 55% stage 1 mean required to progress to stage 2

Stage 2 to stage 3: 55% stage 2 mean required to progress to stage 3

Stage 3 to final stage: 40% stage 3 mean required to progress to final stage

Weighting of stages: 40:60:65

Group C: Integrated masters degree with later higher progression thresholds

Stage 1 to stage 2: 40% stage 1 mean required to progress to stage 2

Stage 2 to stage 3: 55% stage 2 mean required to progress to stage 3

Stage 3 to final stage: 55% stage 3 mean required to progress to final stage

Weighting of stages: 40:60:65

Group D: Integrated masters degree with a research placement

Stage 1 to stage 2: 70% stage 1 mean required to progress to stage 2

Stage 2 to stage 3: 70% stage 2 mean required to progress to stage 3

Stage 3 to final stage: 70% stage 3 mean required to progress to final stage

Weighting of stages: 40:60:65

2. Criteria required to transfer from a bachelors to an integrated masters degree (transfer back to the bachelors degree will not be possible following stage 3):

Group (i): Integrated masters degree

There are two transfer points at the end of stages 1 and 2, depending upon the availability of places on the course:

Stage 1 mean of 55% required to transfer to stage 2

Stage 2 mean of 55% required to transfer to stage 3

Group (ii): Integrated masters degree with/without a work/professional placement

There is a single transfer point at the end of stage 2, depending upon the availability of places on the course:

Stage 2 mean of 55% required to transfer to stage 3

Group (iii): Integrated masters degree with a research placement

There is a single transfer point at the end of stage 1, depending upon the availability of places on the course: Stage 1 mean of 70% required to transfer to stage 2.

3. The progression and transfer requirements for all integrated masters degrees are set out below:

Course title and School	Progression	Transfer
Life Science		
MChem Chemistry; MChem Chemistry and Drug Discovery	C	(i)
MChem Chemistry (with an industrial placement year)	C	(i)
MChem Chemistry (research placement)	D	(iii)
MSci courses (including Zoology; Biochemistry; Biology; Biomedical Science; Ecology, Conservation and Environment; Genetics; Neuroscience).	C	(i)
MSci courses with a research placement.	D	(iii)
EngInfo		
MEng Mechanical Engineering	C	(i)
MEng Automotive Engineering	C	(i)
MEng Electronic Engineering	C	(i)
MEng Electrical and Electronic Engineering	C	(i)
MEng Computer Engineering	C	(i)
MComp Computer Science (with an industrial placement year)	C	(i)
Global Studies		
MArts Geography	A	(i)
MArts Geography and Anthropology; MArts Geography and International Development; MArts Geography and International Relations	A	(i)
MSci Geography (standard and research placement)	Standard A Research Placement D	(i) (iii)
MPS		
MPhys Astrophysics (standard and research placement)	Standard A Research Placement D	Standard (ii) Research Placement (iii)
MPhys Physics (standard and research placement)	Standard A Research Placement D	Standard (ii) Research Placement (iii)
MPhys Theoretical Physics (standard and research placement)	Standard A Research Placement D	Standard (ii) Research Placement (iii)
MPhys Physics with Astrophysics (standard and research placement)	Standard A Research Placement D	Standard (ii) Research Placement (iii)
MMath Mathematics (standard and research placement)	Standard A Research Placement D	(i) Research Placement (iii)
MMath Mathematics with Computer Science	A	(i)
MMath Mathematics with Economics	A	(i)
MMath Mathematics with Finance	A	(i)
MMath Mathematical Physics	A	(i)

(c) 4 stage bachelor courses with a contributory integrated study abroad/placement year (Regulation 1.5.1(ii))

The following 4 stage courses include a contributory integrated study abroad/placement: courses including a language; courses including American Studies and the following course: BSc Biochemistry (with an industrial placement year); BA Global Media and Communications.

(d) 4 stage bachelor courses with a contributory integrated study abroad with an alternative course title (Regulation 1.4.7(iii))

The following course titles will apply to BA Global Media and Communications:

- where the study abroad year has been passed: BA Global Media and Communications (without the exit suffix “with a Study Abroad Year”)
- where the study abroad year has been failed: BA Media and Communications
- Where the requirements to go on a study abroad year have not been achieved candidates will be transferred onto BA Media and Communications

Appendix H: Award and classification criteria for courses with alternative requirements (Regulation 1.5)

(i) Individual courses with alternative requirements

BMEc:

DIP (GRAD) Graduate

A Graduate Diploma in Economics will be awarded to students who achieve 120 credits across the course, following the application of rules on compensation and condoned credit. The criteria for compensated and condoned credit at undergraduate level will apply. The award is made on a distinction/merit/pass basis, where a grand mean of 70, 60 and 40 has been achieved, respectively.

EngInfo:

Where BEng finalists are awarded a University of Sussex Honours degree as a result of being given condoned credits, the exit award will be named BSc (Hons) Engineering. Where MEng finalists are awarded a Sussex Honours degree as a result of being given condoned credits, the exit award will be named MSci (Hons) Engineering. These awards will not be accredited by the PSBs.

ESW:

PGCE

Students are required to take 90 credits. A Postgraduate Certificate in Education will be awarded to students who achieve 60 credits across the course, which must include X1027 Professional Practice 1 and X1030 Professional Practice 2 which are pass/fail and 804X1 Reflecting on Professional Knowledge. The mean for the award will be calculated across all 90 credits with a Distinction or Merit awarded where the criteria are met. Exceptionally, where 801X1 Applying Professional Knowledge has been failed, the mean for the award will be based on 804X1 Reflecting on Professional Knowledge. In these circumstances, the Distinction and Merit classification will not apply. A resit of 801X1 Applying Professional Knowledge will be offered for credit and award, with the candidate not reconsidered for classification. Where 804X1 Reflecting on Professional Knowledge has not been passed, a resit will be given and the candidate reconsidered for a Pass

award. These regulations apply to the Postgraduate Certificate in Education and to the Postgraduate Certificate in Education (Pedagogy and Practice).

MA Education – importing credit from the PGCE

Where a PGCE award has been made, 30 of the 60 credits required for the PGCE and the additional 30 credits taken on the PGCE, accumulating to 60 credits from the PGCE, may be imported to the MA Education. In addition, candidates on the PGCE may take an additional 30 credits at level 7, external to the PGCE, which may also be imported to the MA Education. This may accumulate to a maximum of 90 credits imported to the MA Education, including a maximum of 30 credits at level 6. Marks contributing to the PGCE award may not be reused towards the MA Education. The grand mean will be calculated on the marks achieved on the new modules taken on the MA and on any modules imported where the mark is recorded on the array and has not been used for the PGCE award. Classification of a Merit or Distinction will require 90 credits to be achieved in the higher class on the new modules taken and any imported modules where the mark has not previously been used for an award. Borderline candidates may be considered for the higher class where they have a borderline grand mean and 90 credits in the higher class on the new and unused modules or where the grand mean is in the higher class but fewer than 90 credits have been achieved in the higher class on the new and unused modules.

CPD courses (MA/PGDip/PGCert) Effective Practice; Practice Education; Leadership and Management

Modules must be taken sequentially in accordance with the course structure. The module/s taken during a year of study must be passed before registration on modules in a further year of study. Exceptionally, registration may be permitted for a further year of study on a different module where the cycle of assessment has been exhausted and the credit not achieved, provided the maximum registration period has not been exceeded and that this only occurs on one module. The University's Recognition of Prior Learning policy provides guidance on the process and timeframe requirements for importing CPD modules into an award and how this is considered in relation to the maximum periods of registration. The maximum periods of registration are as follows for awards including CPD modules:

PG Cert – award made simultaneously upon registration once 60 credits achieved

PG Dip – five years and the award must be made within 7 years from when the first imported module was taken

Masters – two years and the award must be made within 8 years from when the first imported module was taken

Global:

PGCert Social Research Methods

A PGCert may exceptionally be awarded to PhD students who are not registered on the award. An application may be made provided 60 credits have been achieved within the preceding 2 academic years.

Life Sciences:

MPharm Pharmacy

The standard progression and award criteria apply. The following exit awards will be awarded where the criteria for the MPharm have not been met:

BSc Hons Pharmaceutical Sciences - where the standard bachelors criteria have been achieved

BSc Ordinary Pharmaceutical Sciences - where the standard bachelors criteria have not been achieved but the requirements for an Ordinary degree have been met.

LPS:**LLB (Graduate Entry) 2-year degree**

An LLB (Graduate Entry) 2-year degree will be awarded to students who achieve 240 credits across stages 2 and 3 (stage 1 exemption applies), following the application of rules on compensation and condoned credit. Award classification shall be calculated according to the grand mean based on a ratio of 40:60 for stages 2 and 3. Exceptionally, students graduating in 2013/14 are required to achieve 255 credits.

CPE/GDL

A CPE award will be made to students who achieve 150 credits across the stage, provided that the pass threshold of 40% is achieved in all assessment components of all modules on the course. In addition, a student who has taken and passed at least 90 of the 150 credits at the University is also entitled to the award of a Graduate Diploma in Law.

A Distinction must be awarded where all assessment components have been passed at the first attempt and a grand mean of 70% has been achieved. A Merit must be awarded where all assessment components have been passed at the first attempt and a grand mean of 60% has been achieved. A Pass must be awarded where a grand mean of 40% has been achieved.

MPS:**MMaths courses**

Where a variation year has been taken in stage 3, classification will be based on the grand mean comprised of the following weightings: 40:0:60 for stages 2, 3 and 4.

Foundation Year courses leading onto an associated course:

Arts and Humanities; Biosciences; Business, Management and Economics; Computing Sciences; Creative Technologies and Design; Engineering; Mathematics; Physics and Astronomy, Psychology and Social Sciences.

Candidates will progress from a foundation year to stage 1 of an associated course where either (a) or (b) has been achieved:

- (a) 120 credits, as a result of the pass mark being achieved on all modules, and a stage mean of 40% for progression onto a Bachelors and a stage mean of 55% for progression onto an integrated masters degree. This will enable progression onto any associated course.*
- (b) 120 credits and a stage mean of 40% for progression onto a Bachelors course. This may include a maximum of 30 credits which have been automatically compensated where the standard criteria have been met. In addition, the Resit PAB has discretion to apply up to 30 condoned credits, subject to a maximum of 30 credits applied via condoned or compensated credit for the stage. The application of compensated/condoned credit will result in progression onto permitted associated courses within the discipline of the modules where the pass threshold has been achieved. A list confirming which associated courses are precluded as a result of individual module failure will be made available to candidates. Progression onto an integrated masters degree is only permitted where the criteria in (a) above have been achieved.*

In addition, the following is not permitted: Progression from Biosciences (with a foundation year) to an integrated masters degree; progression to an integrated masters with a research placement. Progression to the following associated course will be considered on request based on high academic performance and will be subject to a successful interview: MPharm Pharmacy.

Appendix (i): University of Sussex Standard Learning Agreement for Repeat Year Students (Regulations 1.2.6)

Section 1: Standard conditions for a repeat year

If you decide to accept the Examination Board's offer to repeat a stage, you are required to sign and date Section 3 where indicated confirming that you accept the conditions detailed below.

The University of Sussex Standard Learning Agreement includes conditions on attendance, assessment and engagement. It is designed to assist you in realising your academic potential in your repeat year and to succeed in progressing to the next stage of your studies or achieving your award. A repeat year entails a single cycle of assessment comprising one first attempt and (where necessary and available) one resit attempt on each module.

These conditions apply to all students in stage 1 and to all students in stages beyond stage 1 who have been given the Standard Learning Agreement¹². Please note that your School Student Progress Committee (SSPC) may exercise academic judgment on whether you be allowed to continue in your repeat year following a referral to SSPC for a breach of this Learning Agreement.

1.1 ATTENDANCE

A key condition is that you attend at least 80% of all monitored teaching events for your modules. That is all events where attendance is monitored by your School. It is not sufficient to cite a higher level of attendance overall, as you need to attend at least 80% of each event where attendance is monitored by your School (detailed information can be provided by your Academic Advisor). These sessions have been identified specifically by the School as being critical to the learning outcomes for each of your modules. They are necessary to develop skills and expand knowledge in your field/s of study. The University regulations currently require you to notify the University in the case of absence of 6 days or more due to illness¹³. This absence needs to be supported by a medical certificate which will allow your School to recalculate attendance rates accordingly. Please note: you should not make a formal claim for Exceptional Circumstances related to this absence unless sudden, unforeseen and temporary circumstances impact on your module assessments (see Exceptional Circumstances

¹² Learning Agreements may be amended, to individualise the scope rather than increase the requirements, for students offered a repeat of a stage other than stage 1.

¹³ Extract from the University Regulation 16, paragraph 30 in relation to student attendance: 'A student, unable by reason of illness, incapacitation or other emergency, to fulfil the attendance requirements, shall inform the Director of Student Experience in the School in which the student is registered. In the event of a full-time student suffering illness lasting more than six days, a medical certificate must be obtained and sent to the relevant Director of Student Experience', (via the School Office).

regulations for details). Significant periods of absence may require you to take a period of temporary withdrawal as your engagement may be insufficient to enable you to continue.

If you have a known disability or long term condition (pre-existing or newly diagnosed chronic illness) you should register with the Student Support Unit (SSU) so that reasonable adjustments can be considered to support you during your study. The SSU will discuss your circumstances with you and may apply for reasonable adjustments to support you in assessment. Some reasonable adjustments to assessment will require a consultation with academic colleagues prior to any adjustment being agreed to ensure that the 'Learning Outcomes' of the individual modules can still be delivered, as this is an academic decision. Further details are available via the following web pages:

<http://www.sussex.ac.uk/studentsupport/>

<http://www.sussex.ac.uk/adqe/standards/examsandassessment/ra>

1.2 ASSESSMENT

A further condition is that you will complete all required module assessment on time or within the 7 day lateness penalty scheme, where this applies. If you miss an assessment due to exceptional circumstances you may lodge a claim for exceptional circumstances on-line prior to the assessment deadline or normally within 7 days of the missed assessment deadline (see the Exceptional Circumstances regulations for further details). There will be no setting aside of marks or components of marks as a result of accepted exceptional circumstances. You may be given an opportunity to take the assessment as if for the first time, in accordance with the University's Examination and Assessment Regulations 2016/17.

If you have a known disability or long term condition (pre-existing or newly diagnosed) it is your responsibility to contact the SSU to declare this so that they may discuss reasonable adjustments to your assessments. Please see 1.1 above for more information.

1.3 ENGAGEMENT

The final condition is that you demonstrate a positive and responsible attitude towards engaging with the demands of your academic studies during your repeat year. That is that you will have read the recommended texts and engaged and contributed to classes (seminars, workshop and/or laboratory sessions) as appropriate to the discipline, including contributing to group work and taking part in group presentations. You will be required to attend meetings with your Academic Advisor at least twice per term where your level of engagement will be the focus of the discussions. If there are any problems that have prevented your full participation in academic activities, including reading preparation, seminar contribution and group-work, you are expected to raise these and to be proactive in finding solutions.

Section 2: Monitoring of conditions for all repeat years

2.1 Referral to School Student Progress Committee

Failure to meet and sustain the above conditions related to attendance, assessment and engagement will result in referral to your School Student Progress Committee (**SSPC**) (membership and terms of reference as stated in Appendix 1). The Terms of Reference empower the SSPC to permanently withdraw a student from the University prior to the completion of assessments during the repeat year. The SSPC cannot agree temporary withdrawal for a student on a repeat stage.

A student wishing to contest a decision of the SSPC can appeal via the University's academic appeals procedure. However, there is no right of academic appeal against the academic judgment underpinning the attendance and assessment criteria detailed in the learning agreement. An appeal outcome may specify that a student is permitted to continue with their studies subject to them providing evidence that they are fit to study.

2.2 Other sources of support

(a) Academic Advisor

The key source of all academic advice is your Academic Advisor who you should approach for all academic advice in relation to your repeat year. Consequently to achieve your full potential on your repeat year it is critical that you develop a positive supportive relationship with your Academic Advisor. However, if you would like to change your Academic Advisor your Head of School (or designated nominee) is authorised to approve a change to your allocated Academic Advisor on a no fault/blame basis. (Appendix 2 contains a form to complete if you wish to request a change to your Academic Advisor).

(b) Student Life Centre

The Student Life Centre (SLC) provides information on University services to support student general well-being and provides non-academic advice on a wide range of matters, with referral to other University specialists as appropriate to individual needs.

(c) Student Union

The Student Union offers a wide range of support to students. In relation to repeat years the Student Voice Advocates are particularly important as they offer a range of relevant independent support services, including advocacy on behalf of students.

Section 3:

Name:

Course title:

I agree to the conditions as set out in this Learning Agreement in order for me to repeat a stage of study.

Student signature:

Date:

Please sign and submit to your School Office by 31st October 2016 at the latest.

NB: If you do not understand any aspect of the Learning Agreement please contact your Director of Student Experience to discuss. Please also note that the School Student Progress Committee is authorised to discontinue registration in cases where the Learning Agreement has not been signed and the conditions have not been met.

Please keep a copy of this form for yourself or refer to an electronic copy at <http://www.sussex.ac.uk/adge/standards/examsandassessment>

For official use only

Date submitted to the School Office

School Director of Student Experience (name):

Signature:

Date:

Academic Advisor (name):

Date Academic Advisor notified of monitoring requirement:

Appendix 1

School Student Progress Committee

(1) *Terms of Reference:*

- (a) in accordance with University regulations, to note cases where a student voluntarily temporarily to interrupt his or her studies, and to note that the School Progression and Award Board will confirm the return to study date and any assessments required to complete a stage of study;
- (b) in accordance with University regulations, to require that a student discontinue his or her registration, either temporarily or permanently, noting that temporary withdrawal may not be agreed for a student on a repeat stage of study, except where this has been approved by the PVC(T&L);
- (c) to submit a termly statistical report on temporary and permanent withdrawals determined under (a) and (b) above to the School Teaching and Learning Committee. This should include data about the profile of students (ethnicity, disability, age etc);
- (d) to receive reports from the Director of Student Experience on the status of all students who have voluntarily taken temporary withdrawal or been required to temporarily interrupt their studies;
- (e) to receive status reports from the Director of Student Experience on students with a Learning Agreement to ensure that the conditions are being adhered to;
- (f) to receive reports from the Director of Student Experience on students flagged with poor attendance and/or engagement;
- (g) to receive reports from the Director of Student Experience on one-to-one exceptional circumstances review meetings held with students;
- (h) to receive a report from the Policy and Project Manager in Student Services regarding students on a course owned by the School on the 'cause for concern' list;
- (i) To receive a status report from the Director of Student Experience listing students referred to the Academic Practice Workshop who have not attended or successfully completed the associated assessments.
- (j) To refer, as appropriate, issues relating to student welfare and the student experience which require School or university attention.
- (k) To meet at least once a term.

(2) *Composition:*

Director of Student Experience (Chair); Director of Teaching and Learning; Director of Doctoral Studies; Heads of Departments (or nominees).

In attendance:

School Administrator (or nominee).

(3) *Reports to: School Teaching and Learning Committee.*

Appendix 2

Request to Head of School for change to Academic Advisor

Name:

Degree title:

Current Academic Advisor:

I request a change to my Academic Advisor

Signed:

Date:

Please hand in to your School Office

Appendix (ii): Courses permitted to use named candidate arrays (Regulation 2.1.2)

English:

Q3123 Critical Approaches 2 portfolios only

ESW:

Social Work and ITE courses

Appendix (iii): Board of Study (Regulation 2.2.2)

Derogation to conduct of business and composition for the Postgraduate Certificate in Higher Education course taken by members of faculty across the University.

BoS Composition:

Chair (Senior Academic, appointed by the PVC (Teaching and Learning)); Course Convenor; Deputy co-Chairs (both Module Convenors); three Directors of Teaching and Learning (one per cluster); one Directors of Knowledge Exchange; Director of Doctoral Education; Head of ADQE; Head of TEL; three nominated Student Representatives (one per cluster); Secretary (nominated by the Academic Registrar).

Conduct of Business:

The Board of Study should meet at least once per term and as required and provide a regular report to the University Teaching and Learning Committee. Reports on resource matters should be referred to PVC (Teaching and Learning). Detailed discussion of examination papers should be conducted under reserved business in the absence of the nominated student representatives.

Appendix (iv): Timing of undergraduate and postgraduate PABs (Regulation 2.2.6)

Candidates on the following postgraduate courses may be considered at the following School PAB:

BMEc

UG Main PAB: MBA Masters in Business Administration; MSc Financial Risk and Investment Analysis

ESW

UG Main PAB: PGCE; MA Social Work

LPS

UG Main PAB: Dip GRAD in Law

MPS

UG Main PAB: MSc Physics (Euromasters)

Psychology

PG Resit PAB: PG Cert Low-Intensity Psychological Interventions for Children and Young People;
PG Dip Psychological Therapy

Appendix (v): Timing of resits

Resits on all taught modules will be scheduled in the designated resit assessment period. Exceptionally, resits on taught modules on the following courses/modules will be scheduled as follows due to the course structure:

EngInfo:

PG Cert Web Development – mid-year assessment period

ESW:

899L6 PE Stage 2; 129X3C Professional Knowledge for Schools 2; 881L5 Risk and Decision Making; ASYE - mid-year assessment period

Psychology:

PG Dip Psychological Therapies; PG Cert Low-Intensity Psychological Interventions for Children and Young People; PG Cert Mental Health

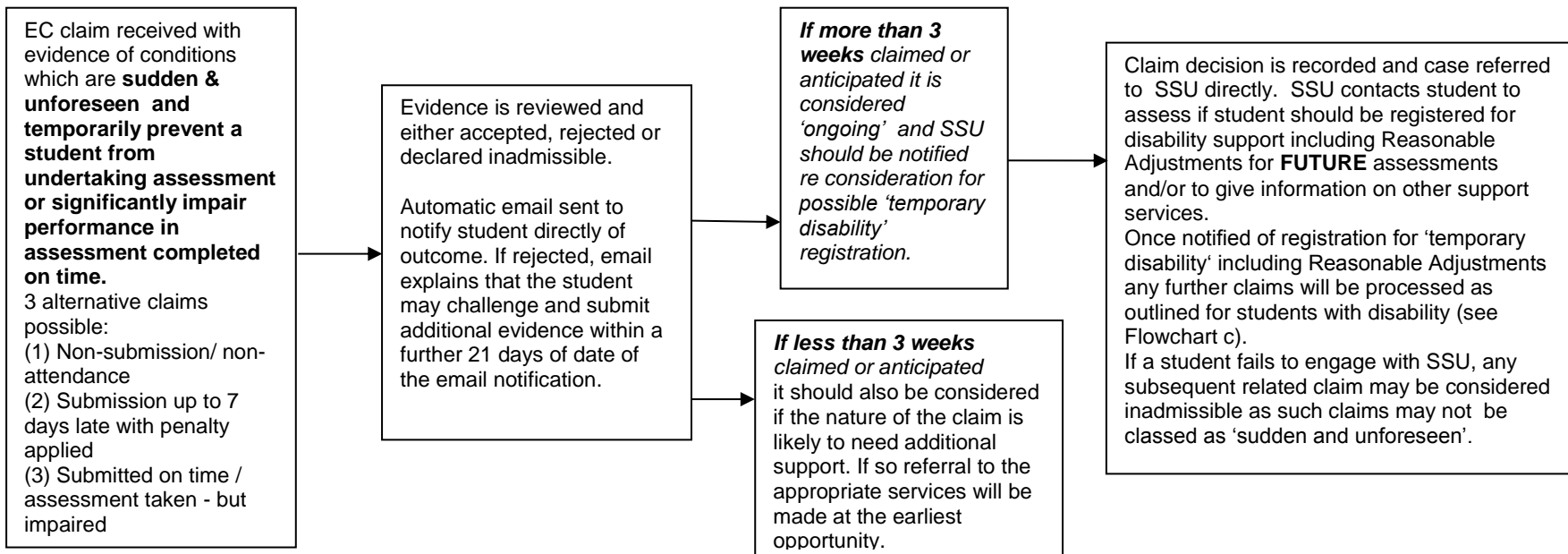
Non-exam resits are set in-year during the next available assessment period.

Appendix (vi): PG Cert Learning and Teaching in Higher Education

- PGCertHE participants are able to re-submit their work for an uncapped mark.
- Re-submission permitted following a failed submission before the PAB.
- 'Technical' fails e.g. those who do not fail for academic purposes but just do not submit relevant forms will not be subject to moderation as a fail.
- Internal and external moderation will not take place for re-submissions.
- The late submission policy will not apply.
- An extended deadline may be given at the discretion of the Course Convenor.

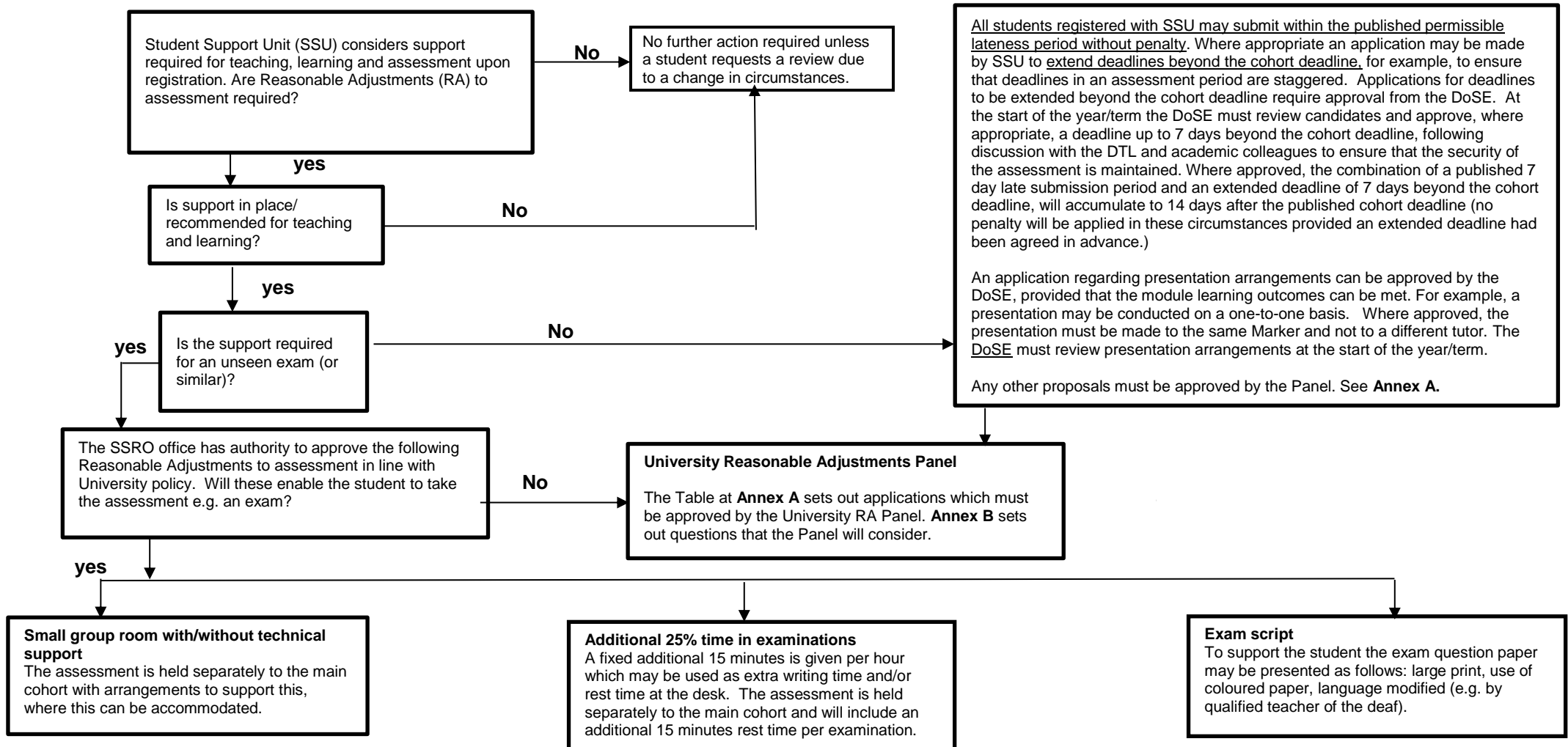
Appendix (v)(a): Procedures for students with an Exceptional Circumstances claim and no registered disability (Regulation 1.7.4 and 2.7)

Processing of exceptional circumstances claims for students not flagged with a disability: A claim must be appropriately evidenced and these procedures describing how a claim is processed and the student is notified of the outcome must be followed. If a student wishes to challenge a rejected claim they may do so if they are able to submit additional evidence within 21 days of notification of the outcome of a rejected claim (note inadmissible claims do not have any right to challenge and submit further evidence). The University Teaching and Learning Committee has oversight of the exceptional circumstances procedures and delegates authority to a designated member of staff to decide on the admissibility of the evidence related to the timing of the assessment. Therefore evidence may be rejected if dates do not correspond to assessment, even if the evidence itself is admissible. However it is the School Progression and Award Board (PAB) which will remain the academic decision making body for all matters relating to progression and award and will decide whether or not to offer a Sit. Note, all three categories of claims are possible but no overlap is permitted. For example, if a student submits an assessment a week late then the penalty may be removed but impairment cannot be considered to avoid double claims. A claim of impairment is only considered if the assessment has been completed on time.



Appendix (v)(b): Procedures to follow for students with a registered disability without an Exceptional Circumstances Claim (Regulation 2.8)

For students with a declared disability, the Student Support Unit (SSU) will provide support based on an ‘anticipatory approach’ which commences with a review of the evidence in order for Reasonable Adjustment (RA) to learning and assessments to be considered. RA applications should be made at the earliest opportunity at the start of the course and usually by week 3 of the first term. Some RAs to assessment will need to be approved by the University Reasonable Adjustment Panel. RAs to assessment may also be made in cases of pregnancy or related maternity needs, and in cases of evidenced and registered ‘temporary disability’ of greater than 3 weeks duration (see Appendix (v)(a)).



Annex A: University policy regarding approval of reasonable adjustments to assessment for a student registered with the Student Support Unit (SSU). Students must be registered with SSU. All applications are sent to SSRO in the first instance.

Applications to be approved by the DoSE/SSRO

Number	Reasonable Adjustment application	Referral route (after SSRO)	DoSE approval	SSRO approval	Panel approval
1	Extended deadline to an assessment up to 7 days beyond the cohort deadline ¹	to DOSE then SSRO	Yes		n/a
2	Additional time (25% extra time up to a maximum of 4 hours which may be used for writing or resting in assessment and examinations. An additional 15 minutes rest time will be included per examination scheduled separately to the main cohort.) ²	no onward referral		Yes	n/a
3	Resting outside the exam room within the designated examination area.	no onward referral		Yes	n/a
4	Presentations: 1-1 ³	to DOSE then SSRO	Yes		n/a
5	Use of equipment: a. PC b. Use of own ergonomic keyboard c. Use of own mouse (e.g. roller ball) d. Use of own back rest, foot rest e. Adjustable chair f. Adjustable desk	no onward referral		Yes	n/a
6	Small group room: seating preference.	no onward referral		Yes	n/a
7	Exam Script: a. Large print b. Use of coloured paper in exams c. Language modified (e.g. by Qualified teacher of the Deaf)	no onward referral		Yes	n/a

Applications to be approved by the Panel

¹ All students registered with the SSU may submit in line with the published permissible lateness period without penalty. SSU applications for extended deadlines beyond the cohort deadline may be approved by the DoSE. Where approved, an extended deadline of 7 days beyond the cohort deadline combined with use of the published 7 day late submission period, will accumulate to 14 days after the published cohort deadline (no penalty will be applied in these circumstances provided an extended deadline beyond the cohort deadline had been agreed in advance). Extended deadlines will not be agreed where this may result in a submission on a weekend or bank holiday (excludes e-submissions). An extended deadline may not be agreed for a group written submission.

² Students may rest at their desk or use the additional time for writing, up to the maximum additional time. Where an additional 25% extra time in a submitted assessment results in an assessment being submitted 'out of office hours', the submission time will be 12 noon the next day, provided this is confirmed by the Student Systems and Records Office (SSRO) and does not result in submission on a weekend or bank holiday (excludes e-submission). No further time is given for toilet visits which may be taken throughout including during the first hour.

³ Individual or group presentations can be held in a separate room, other than to a group, provided they are made to the same Marker. A variation to the presentation arrangements may be approved by the DoSE provided it enables the module learning outcomes to be met. An extended deadline may not be approved for a group presentation.

Number	Reasonable Adjustment application	Referral route (after SSRO)	DoSE approval	SSRO approval	Panel approval
1	Additional time: greater than 25% due to significantly lower work rate e.g. blind or VI students	to Panel			Yes
2	Individual room: permission within exam room to walk, stand, exercise, room requirements (warm or cool, lighting, windows, background noise).	to Panel			Yes
3	Use of Support Worker: a. Scribe b. Reader c. Lip-speaker d. BSL Interpreter e. presence of carer	to Panel			Yes
4	Alternative mode of assessment ⁴	to Panel			Yes
5	Adjustment to assessment task e.g. to answer fewer exam questions from the same exam paper within same time ⁵	to Panel			
6	Deferral of assessment into summer vacation assessment period	to Panel			Yes
7	Timing of scheduled examination e.g. morning or every other day.	to Panel			Yes

Notes:
Any application can be referred to the University Reasonable Adjustment Panel by SSRO or the DoSE, even where they have authority to approve.
Any application not listed must be referred to the Panel.
The University Reasonable Adjustment Panel will consider the questions in Annex B.

⁴ The School will be consulted regarding an appropriate alternative mode following discussion of the application by the Panel. The School recommendation must ensure that the relevant module learning outcomes and accreditation requirements may be met. The School recommendation will be considered and approved by the Panel virtually.

⁵ The School will be consulted regarding an appropriate adjustment to assessment task following discussion of the application by the Panel. The School recommendation must ensure that the relevant module learning outcomes and accreditation requirements may be met. Any adjustment must be in keeping with the exam rubric or guidance previously published or a mock past paper must be provided. This is to ensure that equivalent guidance is provided to support the adjustment to the assessment task. The School recommendation will be considered and approved by the Panel virtually.

⁶ The Panel may approve an application to defer a PGT dissertation/project from the summer vacation assessment period to the mid-year assessment period.

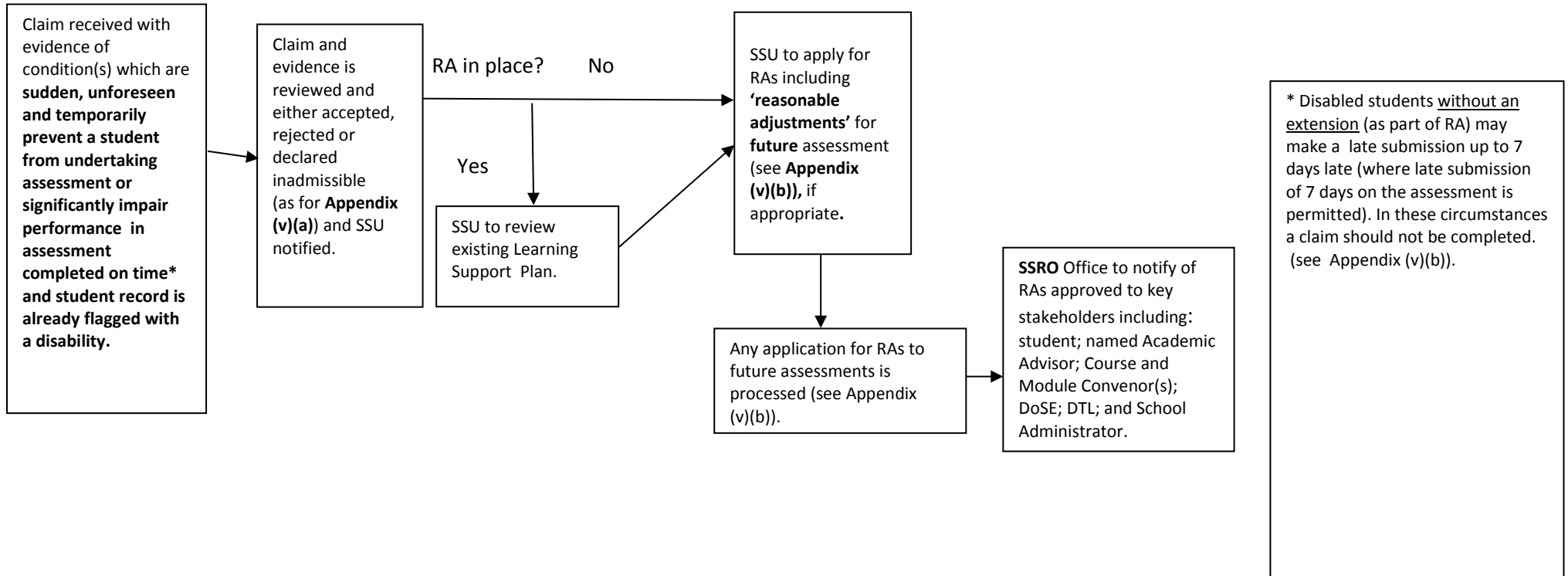
Annex B

The University Reasonable Adjustment Panel will consider the following questions in considering an application for RAs to assessment:

- a) Is the student disabled? (Note: SSU only register students with an impairment that meets the definition of a disability according to the Equality Act)
- b) Is the student placed at a substantial disadvantage by the practice of setting formal, timed and unseen examinations for a reason related to their disability?
- c) Did the candidate remain at a substantial disadvantage for reasons related to her disability despite the adjustments which had been made to the examination to date?
- d) Is the requirement to sit a formal, timed, unseen examination a competence standard in itself, for the modules concerned?
- e) If the examination format is not of itself a competence standard, is it possible to remove any substantial disadvantage which remained by making further adjustments such as replacing timed examinations with another mode of assessment?
- f) Would it be reasonable to make those adjustments?

Appendix (v)(c): Procedures to follow for students with a registered disability and an Exceptional Circumstances Claim related to an unexpected exacerbation or issue unrelated to a disability (Regulation 2.8)

No retrospective Reasonable Adjustment (RA) can be agreed once an assessment deadline has passed. Instead, a student with a registered disability and evidenced 'sudden and unforeseen circumstances' may submit an Exceptional Circumstances Claim. This claim may be related to an unexpected exacerbation of ongoing circumstances or an issue unrelated to disability.



Appendix (vi): University process for the moderation of marks (Regulation 2.6)

UNIVERSITY PROCESS FOR THE MODERATION OF MARKS

This process guide on the moderation of marks is designed for marking and moderating assessments in hard copy. It should be read in conjunction with Regulation 2.6 Marking, Moderation and Feedback Policy and Procedures. Please also refer to the flowchart at the end of this Appendix.

Step 1: Marking process

- (i) The Marker records the mark on the individual cover sheet and the batch marks sheet.
- (ii) The Marker records the feedback, either directly on Sussex Direct or on the individual cover sheet. Schools may allocate a member of staff to enter the feedback on Sussex Direct from the individual cover sheet. Marks and feedback are recorded based on the candidate number in line with the principle of anonymous marking.
- (iii) The Marker completes a batch marks sheet for the batch recording a mark for every assessment in the batch, and attaches this to the front of the batch (this stays with the batch). A number of internal Markers may be involved in the marking for a large cohort, each with a batch marks sheet for the batch of assessments that they are marking.

Step 2: Selecting the sample for moderation

- (i) The sample should be selected by the Chair of the Board of Study (or nominee) in accordance with regulation 2.6.3(ii).
- (ii) The Chair of the Board of Study (or nominee) identifies the sample on the batch marks sheet.
- (iii) The Marker passes the sample of assessments and batch marks sheet to the Moderator to conduct the moderation process.
- (iv) The School Administrator sets the timeframe for the sample to be returned to the Marker by the Moderator (this is necessary in order to meet the deadline for the return of marks and feedback to students and to meet any end of year deadlines in relation to examination boards).

Step 3: Conducting and recording the moderation process

- (i) The Moderator will need to review the feedback via Sussex Direct or the individual cover sheet attached to each assessment in the sample, as appropriate.
- (ii) The Moderator records his/her comments on the batch marks sheet for the sample of assessments to confirm whether in his/her academic judgment the marking and feedback is robust and appropriate.
- (iii) Where the Moderator confirms the sample, the assessments for the cohort and the batch marks sheet are taken to the School Office to complete and/or check the marks entry for all assessments in the cohort.
- (iv) The marks and feedback can then be released as set out in Regulation 2.6.3(ii).

- (v) Where the Moderator does not confirm the sample, a different sample must to be moderated by a second Moderator. The Marker and the first Moderator record the outcome on the batch marks sheet.
- (vi) Where the second Moderator confirms the sample, the marks and feedback are released as above.
- (vii) Where the second Moderator does not confirm the sample, the process in regulation 2.6.3(ii) must be followed.

Step 4: Release of moderated marks and feedback to students

- (i) The Chair of the Board of Study (or nominee) ensures that the moderated marks and feedback have been input correctly to the central recording system and that this process is completed within the appropriate deadlines, as set out in regulation 2.6.3(ii).
- (ii) Marks and feedback are released by Schools with an annotated copy of the assessment being made available to the student.

UNIVERSITY PROCESS FOR THE MODERATION OF MARKS

