



Undergraduate Progression and Award Regulations

2024-25

Contents

Introduction	6
Status of the Undergraduate Regulations	6
Exceptions to these Regulations	7
Course Derogations	7
Cohort Allowances, scaling, reweighting, unforeseen cohort experiences	7
Individual Inequitable Outcomes (IIO)	7
Review of these Undergraduate Regulations	7
Section1: Student Registration.....	8
General requirements	8
Periods of registration	8
Recognition of Prior Learning.....	8
Module registration.....	8
Temporary Withdrawal from the University.....	8
Permanent Withdrawal	8
Section 2: Courses & Modules	9
General.....	9
Variation of study.....	9
Study Abroad and Placement	9
Variations of study to include study abroad/placement	10
Section 3: Assessment	11
General Principles	11
Modes of Assessment.....	11
Assessment Requirements	11
Academic misconduct	12
Late submission	12
Late submission – reasonable adjustments	12
Non-Submission	12
Exceptional Circumstances.....	12
Marks and Grades.....	12
Examination Boards.....	13
Maximum number of assessment attempts	13
Assessments in extremis.....	13
Section 4: Reassessment	14
General Principles	14

Forms of reassessment.....	14
Reassessment following failure at the first attempt	14
Maximum credit load for reassessment by resit following failure at the first attempt	15
Reassessment with accepted Exceptional Circumstances	15
Modules exceptionally exempted from providing a resit opportunity	15
Failure to achieve the assessment requirements during the study abroad/placement year (integrated and voluntary)	15
Failure to achieve the assessment requirements during the study abroad/placement semester	16
Retrieving credit in the following academic year	16
Repeat stages of study	16
Discretionary offer of a repeat stage.....	17
Limits on the offer of a repeat stage	17
Repeat of a semester	17
Conditions applied to a repeat stage/semester	17
Repeat of a module.....	17
Discretionary trailed resit	17
Trailed modules and study abroad/placement activity.....	18
Replacement of a trailed module	18
Limits on the offer of a trailed module	18
Discretionary second (2 nd) resit without attendance in the next academic year.....	18
Limits on the use of discretionary second (2 nd) resits	18
Marginal Failure.....	18
Compensation for Module Failure	19
Limits on the use of compensation	19
Discretionary condoned credit	19
Limits on the use of condonement.....	20
Limits on the combined use of compensated credit	20
Optional resits following the use of compensation or condonement.....	20
Circumstances where a sit may be determined outside the PAB.....	20
Section 5: Progression.....	21
Standard progression requirements	21
Exceptions to the standard progression requirements	21
Criteria to continue on or transfer to a course including an additional study abroad year (integrated or voluntary)	22

Criteria to continue on or transfer to a course including an additional voluntary placement year	22
Assessment requirements during a study abroad/placement year/semester.....	22
Progression from a Foundation Year to stage 1	23
Progression of Part-time students	23
Section 6: Awards	24
General.....	24
Overall framework for classification	24
Rounding	24
Borderline Zone	24
Use of higher-level credit.....	24
Award Regulations.....	25
Consideration upon notification/constructive knowledge of a disability	27
Award titles	28
Pathway titles	28
Exit Awards	28
Ordinary Bachelors degree for students who have been registered for honours....	28
Bachelors degrees for students registered on an Integrated Masters degree	28
Diploma of Higher Education for students registered for honours	29
Certificate of Higher Education for students registered for honours	29
Non-accredited exit awards.....	29
Institutional Credit.....	29
Aegrotat Awards	30
Appeal against the decision of a PAB.....	30
Transcript of results	30

Qualifications covered by these Undergraduate Progression and Award Regulations

Certificate in Higher Education
Diploma in Higher Education
Foundation Degree
Undergraduate Certificate
Undergraduate Diploma
Bachelors Degree (Ordinary)
Bachelors Degree with Honours*
Graduate Entry LLB with Honours
Graduate Certificate
Graduate Diploma
Integrated Masters*

*includes with placement year and study abroad

An explanation of these qualifications, including the amount of credit required for the award of these qualifications, is available in the [University's Academic Framework](#).

Undergraduate Progression and Award Regulations

Introduction

1. The Undergraduate Progression and Award Regulations are part of the University's Academic Regulations approved by Senate.
2. These Regulations form part of a complementary set of documentation, which is reviewed on a regular basis and can be found here [Regulations for examinations and assessment](#)
3. These Undergraduate Regulations operate on the basis of a set of agreed principles:
 - Academic standards and professional requirements will remain paramount to safeguard the integrity of university awards
 - The regulations will align with external requirements in force [including the Office for Students (OfS) conditions of registration, the Framework for Higher Education Qualifications (FHEQ) and sector best practice].
 - Where courses are governed by Professional, Statutory or Regulatory Body (PSRB) requirements, permitted derogations to enable compliance with PSRB requirements may be permitted with the approval of the Pro Vice Chancellor (PVC) (Education and Students)
 - Clear, consistent and transparent application of these regulations
 - Students will be treated in a fair and equitable manner
 - The University's examination boards will make decisions which support student retention, progression and achievement by enabling students to complete/achieve the highest potential award in the shortest timeframe.

Status of the Undergraduate Regulations

4. Senate is responsible for the overall academic standards of each undergraduate award made by the University.
5. These Regulations will be published annually before the start of the academic year on the University of Sussex website and are incorporated by reference into the Undergraduate Student Terms and Conditions each academic year.
6. The Pro Vice-Chancellor (PVC) (Education and Students) can recommend to the Vice Chancellor (VC) the suspension, amendment or revocation of any part of these regulations (see also para 9).

Exceptions to these Regulations

7. These Regulations may be varied by the University Education Committee (UEC) or the PVC (Education and Students) in their capacity as Chair of the UEC for Course derogations, cohort allowances or individual inequitable outcomes:

Course Derogations

- a. Where courses additionally lead to awards or accreditation by Professional, Statutory or Regulatory Bodies (PSRBs) these may be subject to other rules or regulations which will be approved by the UEC. These are called derogations.

Cohort Allowances, scaling, reweighting, unforeseen cohort experiences

- b. Where the application of the Regulations requires an exception for a particular cohort or where there have been in-year regulatory changes, an Allowance may be required.

Individual Inequitable Outcomes (IIO)

- c. Where the strict application of the Regulations would result in an unintended, manifestly unfair outcome for a student(s), taking into account the particular circumstances, an exception for that student(s) may be required.

Review of these Undergraduate Regulations

8. The University will identify necessary changes and improvements to the Academic Regulations during an academic year, to take effect in the next academic year.
9. Exceptionally, regulatory changes may be adopted within the academic year. Such changes will only be approved where there is sufficient evidence that the changes are necessary to protect academic standards, or to ensure fairness to all students. Where this is necessary students will be notified by written communication which will explain the nature of the change and any impact this change may have to their course (see also para 6).
10. The University will also undertake a systematic and detailed evaluation of its academic regulations on a periodic cycle at least every six years.

Section1: Student Registration

General requirements

11. Students are not usually permitted to register for more than one taught programme of study leading to an award of the University at the same time, unless with the permission of the Director for the Student Experience (or their nominee).
12. Full time attendance within any undergraduate course, usually requires students to study modules to the value of at least 120 credits which contribute to the course for which they are registered.

Periods of registration

13. The Academic Framework articulates the maximum periods of registration.

Recognition of Prior Learning

14. It is a requirement that for University of Sussex undergraduate honours and integrated master's awards, at least one stage of study must have been undertaken at the University, or on a course validated by the University, to qualify for a Sussex award. The University's Recognition of Prior Learning Policy is published at: [Recognition of prior learning](#).

Module registration

15. Students may be allowed to register for modules to be assessed for credit without being registered for an award.

Temporary Withdrawal from the University

16. Where major changes have been made to the curriculum, it may not be possible for a student returning from a temporary leave of absence to be offered either a sit/resit of missed or failed assessments: In these circumstances the student will be required to restart at the beginning of the relevant semester or stage.

Permanent Withdrawal

17. Where a student has permanently withdrawn, a Progression and Award Board (PAB) will determine any outcomes, including an exit award, based upon credits achieved prior to withdrawal.

Section 2: Courses & Modules

General

18. All Undergraduate courses leading to an award of the University are credit-bearing.
19. Credit is usually module specific and is available upon completion of the module.
20. Modules may have:
 - Pre-requisites – a pre-requisite module must be passed, or studied, before the study of the module which requires it can be commenced
 - Co-requisites – two or more modules must be studied in parallel.

Variation of study

21. All courses are validated as coherent programmes of study. Requests for a variation of study can be exceptionally permitted upon application and can be approved subject to the necessary criteria being met. See [Variation of Study : Curriculum](#).
22. An application for a variation of study may be rejected on the grounds of academic judgement having given due regard to the learning outcomes of the course.
23. The requirements of a PSRB will take precedence to any variation of study.

Study Abroad and Placement

24. All study abroad and placement years are subject to acceptance by the host institution/employer, and to any relevant visa requirements.
25. An integrated study abroad year must be academically coherent and be the equivalent of 120 credits.
26. A voluntary study abroad year must be the equivalent of 120 credits with at least 50% of the modules related to the University of Sussex course upon which the student is registered.
27. A variation of study semester must be equivalent to 60 credits and must be approved.
28. The marks achieved on a voluntary study abroad/ placement year do not contribute to classification. However, students are required to achieve the pass

threshold of 40% in order for the study abroad/ placement year to be included in their degree title.

29. For placement year/semester (voluntary and mandatory) the assessment will be based on the assessment set and marked by the University.
30. For a study abroad year/semester (voluntary and mandatory) the assessment will be determined by the host institution.

Variations of study to include study abroad/placement

31. Exceptionally, a study abroad/placement semester may either be incorporated into a 3-stage course (or a 4 stage Integrated Masters degree); or approved to replace stage 3 of a 4 stage Integrated Masters degree with a study abroad/placement year at level 6.
32. Approval will be considered for a variation study abroad semester/year where a capped mean mark of 60% in stage 1 has been achieved.
33. The conversion of a study abroad/placement semester to a voluntary study abroad/ placement year is not permitted.

Section 3: Assessment

General Principles

34. The purpose of assessment is to enable students to demonstrate that they have fulfilled the appropriate learning outcomes, skills and competence standards (where applicable) of their course of study and have achieved the standard required for an award.
35. The University's expectations in respect of assessment design, marking, moderation and the conduct of examinations are set out in the [Marking, Moderation and Feedback Policy](#), and [Conduct for Examinations and Changes to Examination and Assessment Arrangements](#).

Modes of Assessment

36. The University uses a range of approved modes of assessment. The modes and their descriptors are set out in [Modes of Assessment 2024/25](#).
37. Detailed information about the assessment for each module is agreed by the Faculty/School Education Committee (SEC).
38. Students will be provided with detailed information about the assessment for each module. Details of assessments including the dates and times for examinations will be published on Sussex Direct.
39. Standard assessment methods may be varied for students with a disability. See [Students with a Disclosed Disability](#).
40. Alternative modes of assessment for Visiting and Exchange students should be provided in lieu of an in-person assessment, where the student will no longer be in attendance at the University.

Assessment Requirements

41. A student registered for a module will be deemed to have attempted the module unless notice of withdrawal or transfer has been submitted in writing by published deadlines.
42. Where a specific level of attendance is required to be eligible for assessment in the module, this should be clearly stated and agreed at the validation of the course or subsequently approved modifications to the assessment strategy.

Academic misconduct

43. All students are expected to follow the University's Academic Integrity Values, to avoid academic misconduct. See [Academic Misconduct Policy and Procedures](#).

Late submission

44. Where a student submits an assessment beyond the original published deadline without explicit authorisation, a penalty deduction will be applied. See [Late Submission Penalty Framework](#).

Late submission – reasonable adjustments

45. A student may be provided with a 7-day extension to a submission deadline as an approved Reasonable Adjustment, after which the standard late submission window and penalties will apply.

Non-Submission

46. When an assessment is not submitted, it will be counted as an attempt and a mark of 0% recorded.

Exceptional Circumstances

47. Students experiencing short-term, unexpected circumstances that are beyond their control that negatively impacts their ability to study, prepare or complete an assessment or exam may submit an Exceptional Circumstances (EC) claim.
48. Where an Exceptional Circumstances claim that relates to the application of a penalty for late submission has been accepted, the penalty will be removed.

Marks and Grades

49. Where a marking scale is employed, a numerical scale of 0-100 will be applied. Decimal places are not used on single assessments.
50. The mark for a module will be a whole number rounded up where the actual mark is equal to or greater than 0.45% and rounded down where the actual mark is equal to or less than 0.44%.
51. Modules can be designated at validation as pass/fail. The credits awarded for pass/fail modules contribute to progression and may contribute to the award.
52. A pass mark for the module depends on the level of the module and not on the level of the award:
- Modules at levels 3 to 6 have a pass mark of 40%.

- Modules at level 7 have a pass mark of 50%.

Examination Boards

53. Examination boards act in accordance with the [Examination Board policy and procedures](#) which set out the responsibilities and membership of Module Assessment Boards (MABs) and Progression and Award Boards (PABs).

Maximum number of assessment attempts

54. The maximum number of assessment attempts permitted for a student to fulfil the learning outcomes of a module is 3 comprising:
- First (initial) attempt
 - One resit attempt
 - One discretionary second resit

See also para(s) 82, 95 and 97.

Assessments in extremis

55. In the event that insufficient marks are available for assessment boards that result in, or could lead to a student being unable to progress onto the next stage of study, then exceptionally an assessment board may make a recommendation to the PVC (Education and Students) for a student to be assessed for the learning outcomes for the entire course, including all [remaining] requisite component parts are measured and assessed in the final stage of the award of study [where PSRB allows].
56. For undergraduates students this will be:
- a. Level 4 for a certificate of higher education;
 - b. level 5 for a diploma of higher education;
 - c. level 6 for a bachelors degree
57. This provision should only be utilised in extremis where progression is not possible and where there is no opportunity for the marks to reasonably be retrieved within the academic cycle.
58. Once approved this would remain in place until the student completes their course and cannot be reversed. Any credit that has already been accumulated and assured by [an] assessment board[s] may contribute towards the final level 6 assessment outcomes.

Section 4: Reassessment

General Principles

59. The University applies the following threshold pass marks:

Level of module	Threshold pass mark
Level 3	40%
Levels 4, 5 and 6	40%
Level 7	50%

60. The opportunity to be reassessed will only be offered for modules where a student has not achieved the threshold pass mark for a module.
61. A resit opportunity may also be offered where additional PSRB requirements for passing a module have not been achieved.
62. The timing of resits, including guidance on approval routes for variation, are set out in [Conduct for Examinations and Changes to Examination and Assessment Arrangements](#).

Forms of reassessment

63. The University operates the following forms of reassessment:

Resit	A further attempt of those elements of assessment within a module that have not been passed. This is usually within the same academic year and does not require additional teaching and learning.
Sit	This is where a student is permitted to retake an assessment(s) as if for the first time on the basis of an approved Exceptional Circumstances claim. This is usually within the same academic year and does not require additional teaching and learning.
Trailed resit	This is where a student is permitted to progress to the next stage of study with an outstanding failed module(s). The student is registered for the outstanding credit alongside their study in the next stage, no additional teaching and learning is required for the trailed module. The resit assessment will be taken in the reassessment period for the module.

See also para 114.

Reassessment following failure at the first attempt

64. Following failure at the first attempt, reassessment by resit will usually be agreed by the PAB.

65. Where on practical grounds, it is not possible to offer a student an opportunity to be reassessed by resit, in order to demonstrate achievement of the associated learning outcomes, then a student may be required to repeat the module or stage.

Maximum credit load for reassessment by resit following failure at the first attempt

66. Following failure at the first attempt, a resit in all failed modules may be permitted unless there is no evidence of assessment attempt or submission with a credit bearing module during that stage of study. In such circumstances, the PAB will usually terminate the student's registration.
67. A student will be considered for an exit award appropriate to the credit achieved.

Reassessment with accepted Exceptional Circumstances

68. Where a student has an accepted Exceptional Circumstances (EC) claim, the PAB may offer a sit for an uncapped mark in accordance with the weighting of the accepted EC.
69. No setting aside of missed, failed or impaired assessments, or components of assessment is permitted, unless exceptionally, the assessment has been reweighted for the whole student cohort.
70. In cases where the sit offered is not taken, the original marks(s) achieved will stand for progression and award purposes.

Modules exceptionally exempted from providing a resit opportunity

71. In some cases, the nature of the assessment may preclude the opportunity for a resit. In such cases a student failing to pass the module may instead be required to repeat the module or stage in order to demonstrate relevant learning outcomes and obtain the relevant credit.
72. Any exemptions must be approved by the University Education Committee and clearly published to students.

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

73. Where a student fails to achieve the assessment requirement on a study abroad year, any resit opportunity remains at the host institution.

- 74. Exceptionally where a student has been unable to take a study abroad resit set by the host institution, a resit opportunity may be set by the University to enable the student to retrieve the failure.
- 75. Where a student fails to achieve the assessment requirement, following resit opportunities, the student will graduate on the award title without the suffix 'with a study abroad/ placement [year]'. The fail mark will not contribute to classification.

Failure to achieve the assessment requirements during the study abroad/placement semester

- 76. Where a student fails to achieve the assessment requirement on a study abroad semester, any resit opportunity remains at the host institution.
- 77. Exceptionally where a student has been unable to take a study abroad resit set by the host institution, a resit opportunity may be set by the University to enable the student to retrieve the failure.

Retrieving credit in the following academic year

- 78. Progression and Award Boards (PAB) may consider the mechanisms for the retrieval of credit.
- 79. A PAB may judge that no further reassessment can be permitted and terminate a student's registration.
- 80. Exceptionally, a PAB may make a request to the PVC (Education and Students) to offer a further academic year to achieve credits for that stage of study.

Repeat stages of study

- 81. A repeat of a stage of study means that a student restarts all the modules associated with the stage as if for the first time, takes part in all teaching and learning and takes all assessment. All previous marks and credit relating to the repeat stage are removed from the student record for progression and award purposes.
- 82. The resit PAB will offer an automatic opportunity to repeat the stage to students in stage 1 who have not achieved sufficient credit to progress following a resit opportunity.

Discretionary offer of a repeat stage

83. There is no automatic right to repeat a Foundation Year, stage 2 or the final stage of an undergraduate award. In these instances, it is at the PABs discretion to offer a repeat stage.

Limits on the offer of a repeat stage

84. A repeat stage may not be given where the stage has already been repeated or second resits without attendance have already been granted by a PAB.

Repeat of a semester

85. The PAB may agree to offer a repeat of a semester instead of the whole stage, provided that 60 credits have been secured in the other semester.

Conditions applied to a repeat stage/semester

86. A student offered a repeat stage/semester of study will be required to abide the conditions set out in the University Repeat Year Learning Agreement. See Learning Agreement [guidance](#) and [form](#).

Repeat of a module

87. Exceptionally, a PAB may offer the repeat of a module up to maximum of 30 credits where the course structure does not permit a failed module to be trailed.

Discretionary trailed resit

88. The Progression and Award Board (PAB) has the discretion to offer the opportunity to progress to the next stage of study whilst trailing up to a maximum of 30 credits from the previous stage, provided that the student has achieved an uncapped stage mean of 40%.
89. A trailed resit can be given at all undergraduate stages including into the final stage, but not beyond the final stage
90. Where a student is permitted to progress to the next stage of study with an outstanding failed module(s) no additional teaching and learning shall be required for the trailed module. The resit assessment will usually be taken in the reassessment period for the module.

91. The standard principles regarding resit modes, resit marks, capping and resit scheduling apply.
92. Where a PAB has approved a trailed sit on the basis of accepted Exceptional Circumstances, the marks for the trailed sit will be uncapped.

Trailed modules and study abroad/placement activity

93. Where a student is on a course with a study abroad/placement year, the Resit PAB may offer up to 30 credits of trailed resits to be scheduled in either:
 - the assessment period of the study abroad/placement year; or,
 - the resit assessment period of the final stage.

Replacement of a trailed module

94. A student may exceptionally request to replace a trailed non-core module with an alternative non-core module(s) to the same credit value.
95. Students trailing an alternative module(s) will undertake all the teaching and learning for the module(s) and will be entitled to take a first and resit attempt at the assessment. The mark for both the first attempt and the retake will be capped at the minimum pass mark.

Limits on the offer of a trailed module

96. A trailed resit is not usually available to students in the Foundation Year.

Discretionary second (2nd) resit without attendance in the next academic year

97. A Progression and Award Board (PAB) has the discretion to offer a 2nd and final resit(s) for a failed module(s) up to a maximum of 60 credits, provided at least 60 credits have been achieved in the remaining modules at the stage.
98. Where a trailed resit is approved, the general principles regarding resit modes, resit marks, capping and resit scheduling apply.

Limits on the use of discretionary second (2nd) resits

99. A discretionary second resit may not be given where the stage has already been repeated.

Marginal Failure

100. The University defines marginal failure in a module as follows:

Level of module	Marginal fail band
Level 3	Marks of 35 – 39%
Levels , 4, 5 and 6	Marks of 35 – 39%
Level 7	Marks of 45 – 49%

Compensation for Module Failure

101. Once a student has studied the required modules for a stage/level, the PAB may automatically compensate module(s), up to a maximum of 30 credits per stage, with a marginal fail mark.
102. Automatic compensation may be applied where a student has an uncapped stage mean of 40% or more. For Integrated Masters, the uncapped mean must be 50% or more in the final stage (level 7/ stage 4) of the course.
103. The mark for the compensated module(s) will remain as the actual mark achieved for progression and award purposes and the credits awarded.

Limits on the use of compensation

104. A PAB may not compensate a module failure that is a result of academic misconduct.
105. By exception, a course may require additional criteria for the use of compensation or may not permit the use of compensation at all. See [Approved Derogations to UG and PGT Progression and Award Regulations](#).

Discretionary condoned credit

106. The PAB has the discretionary authority to award up to a maximum of 30 condoned credits in the final award stage where:
- The course learning outcomes have been met, and
 - The relevant uncapped stage mean in the final stage has been achieved as follows:

Type of Award	Criteria to be met
Undergraduate degree	Uncapped stage mean of 40%
Integrated Masters degree	Uncapped stage mean of 50%

107. Where condonement is applied the mark achieved will remain as the mark achieved for award purposes and the credits awarded.

Limits on the use of condonement

108. A PAB may not condone a module failed as a result of academic misconduct.

Limits on the combined use of compensated credit

109. A maximum of 30 credits may be granted via a combination of compensation and condonement in the final award stage.
110. Credit trailed from a previous stage may be condoned at the award stage provided that the credit granted via condoned or compensated credit does not exceed a total of 30 credits.

Optional resits following the use of compensation or condonement

111. Where condonement has been applied, the student will be provided with a single optional resit instead of receiving the credit via condoned credit.
112. The PAB may use their discretion to offer a single optional resit where compensation has been applied instead of receiving the credit via compensated credit.
113. Marks achieved will be capped at the minimum threshold pass mark and will contribute to progression and award decisions.
114. No further optional resit opportunity will usually be given where an optional resit is compensated or condoned.
115. The standard requirements regarding resit modes, resit marks, capping and resit scheduling apply.

Circumstances where a sit may be determined outside the PAB

116. Very occasionally a sit may be offered outside of the consideration of the PAB. Where appropriate, the marks array presented to the PAB will indicate that a sit of the resit mode as already been given.

Section 5: Progression

Standard progression requirements

117. A PAB will confirm progression to the next stage/level of study in accordance with these regulations and in the case of failure, will offer retrieval opportunities where appropriate.
118. The roles, responsibilities and membership of Progression and Award Boards (PABs) is set out in the [Examination Board policy and procedures](#).
119. The uncapped stage mean will be used for the purposes of progression with the exception of all Integrated Masters degrees where the capped mean is used for progression purposes.
120. The capped mean is also used for course transfer purposes. The stage mean includes all marks achieved on modules taken in the stage including marks of 0 and fail marks.
121. PABs will apply the following criteria to determine progression:

Stage	Criteria
Stage 1 to stage 2 (year 1 to year 2 of a UG course)	120 credits at the prescribed level ¹ and an uncapped stage mean of 40%. This may include compensated credit.
Stage 2 to 3 (year 2 to year 3 of a UG course)	120 credits at the prescribed level ² and an uncapped stage mean of 40%. This may include compensated credit.
Stage 3 to stage 4 (year 3 to year 4 on an Integrated Masters course)	120 credits at the prescribed level and a capped stage mean of 40%. This may include compensated credit.

Exceptions to the standard progression requirements

122. Exceptionally some Integrated Masters courses may have higher requirements to progress to the next stage. See [Approved Derogations to UG and PGT Progression and Award Regulations](#).

¹ As set out in the [Academic Framework](#)

² As set out in the [Academic Framework](#)

Criteria to continue on or transfer to a course including an additional study abroad year (integrated or voluntary)

- 123. In order to remain on or transfer to a course that includes an additional study abroad year (integrated or voluntary), students are required to achieve a capped mean mark of 50% in stage 1.
- 124. The requirements for progression into the final stage of study must also be met before the study abroad placement year, while allowing up to 30 credits to be trailed into the study abroad placement year.
- 125. The [Approved Derogations to UG and PGT Progression and Award Regulations](#) sets out any exceptions where a higher progression threshold applies.
- 126. Students who fail to achieve the higher progression threshold, after a resit opportunity, will continue on the course variant, without the study abroad suffix, where the standard progression requirements have been met.
- 127. A student who has met the criteria to progress to an additional study abroad year, but who has previously repeated a stage must have received permission by the School to commence the study abroad year.

Criteria to continue on or transfer to a course including an additional voluntary placement year

- 128. Students on a course that includes an additional voluntary placement year must achieve the standard progression criteria (see also para 122) to continue on, or transfer to, a course including an additional voluntary placement year (professional or industrial).
- 129. The [Approved Derogations to UG and PGT Progression and Award Regulations](#) sets out any exceptions where a higher progression threshold applies.
- 130. A student who has met the criteria to progress to a placement year, but who has previously repeated a stage, must have received permission by their School to commence the placement.

Assessment requirements during a study abroad/placement year/semester

- 131. To continue into the final stage of a four or five stage course with a title that includes a study abroad/ placement year, an overall mean of 40% is required on the study abroad/ placement year assessment.

132. Students taking a study abroad/ placement semester as a variation within a three or four stage course will be required to achieve an overall mean of 40% on the study abroad/ placement assessments to achieve the credits for the semester.

Progression from a Foundation Year to stage 1

133. There is no automatic progression onto an associated award. The criteria for progression to stage 1 of a degree is set out in [Approved Derogations to UG and PGT Progression and Award Regulations](#).
134. The University's rules on the use of trailed credit do not usually apply to the Foundation Year.
135. 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 take that place up or where a student does not complete the stage.
136. There is no automatic right to repeat the Foundation Year. Any decision to offer a repeat will be at the discretion of the PAB.

Progression of Part-time students

137. A part-time student's progress must be considered at the summer PAB during each year of study.

Section 6: Awards

General

138. A PAB will consider students for an award on the first occasion that they have achieved the minimum required modules.
139. In all cases the capped stage mean is used for award purposes.
140. Credit achieved at stage 1 does not count towards degree classification.

Overall framework for classification

141. Undergraduate awards will be classified using the following overall framework:

An overall weighted grand mean of 70 – 100%	First Class Honours
An overall weighted grand mean of 60 – 69%	Upper Second Class Honours
An overall weighted grand mean of 50 – 59%	Lower Second Class Honours
An overall weighted grand mean of 40 – 49%	Third Class Honours

Rounding

142. In all cases, where the grand mean average creates a mark of 0.45% or greater, this will be rounded up to the next full percentage point.

Borderline Zone

143. The University operates a borderline zone at each of the classification boundaries.
144. The PAB will uplift an award to into the higher classification if the student has:
- A grand mean mark of up to 1% below the classification boundary, and
 - 50% or more of the final stage credit that contributes to the award is in the higher classification band.
145. Exceptional circumstances do not provide grounds for reclassification of an award.

Use of higher-level credit

146. Higher level credit can be used to replace lower-level credit but cannot be re-used at the higher level.

Award Regulations

147. PABs will apply the following criteria to determine award outcomes:

Award	Requirements
Three year Bachelors degree with Honours	Completion of: • at least 360 credits at the prescribed level • of which at least 90 credits must be at level 6 or above • and a capped stage mean of 40% or more, in the final stage. This may include condoned and compensated credit. Calculation of classification The calculation of the honours classification will be determined using the following algorithm: Stage 2 mean based on all 120 credits with a weighting of 40% Stage 3 mean based on all 120 credits with a weighting of 60%
Four year Bachelors degree including an integrated/voluntary study abroad or placement year	Completion of: • at last 480 credits at the prescribed level • of which at least 90 credits must be at level 6 or above • a capped stage mean of 40% or more in the final stage. This may include condoned and compensated credit. Calculation of classification that includes an integrated study abroad or placement year The marks achieved on an integrated study abroad or placement year will contribute to classification. The calculation of the honours classification will be determined using the following algorithm: Stage 2 mean based on all 120 credits with a weighting of 32% Stage 3 mean based on all 120 credits with a weighting of 20%

	Stage 4 mean based on all 120 credits with a weighting of 48% Approved Derogations to UG and PGT Progression and Award Regulations sets out the courses where an integrated year contributes to classification. Calculation of the honours classification that includes a voluntary study abroad or placement year The marks achieved on a voluntary study abroad/placement year will not contribute to classification. The calculation of the honours classification will be determined using the following algorithm: Stage 2 mean based on all 120 credits with a weighting of 40% Stage 3 mean based on all 120 credits with a weighting of 0% Stage 4 mean based on all 120 credits with a weighting of 60%
4 year Integrated Masters degree	Completion of: • at least 480 credits at the prescribed level • of which at least 120 credits must be at level 7 • a capped stage mean of 50% in the final stage. This may include condoned and compensated credit. Calculation of classification The calculation of the classification will be determined using the following algorithm: Stage 2 mean based on all 120 credits with a weighting of 24.242 Stage 3 mean based on all 120 credits with a weighting of 36.364 Stage 4 mean based on all 120 credits with a weighting of 39.394 Credit achieved at Stage 1/level 4 does not contribute towards the degree classification.
5 year Integrated Masters degree with a study abroad/placement year	Completion of: • not less than 600 credits at the prescribed level • of which at least 120 credits must be at level 7 • a capped stage mean of 50% in the final stage.

	The credit requirement may include condoned and compensated credit where this has been given by the PAB. Calculation of classification The calculation of the classification will be determined using the following algorithm: Stage 2 mean based on all 120 credits with a weighting of 24.242% Stage 3 mean based on all 120 credits with a weighting of 0% Stage 4 mean based on all 120 credits with a weighting of 36.364% Stage 5 mean based on all 120 credits with a weighting of 39.394%
Graduate Diploma	A student registered for a Graduate Diploma will be considered for an award upon completion of: not less than 120 credits at the prescribed level. Calculation of classification The calculation of the classification will be determined using the following algorithm: Grand mean of 120 credits across the course.
Intercalating Medical Students	A classified BSc will be awarded to intercalating BSMS students who take the final year of BSc Neuroscience or BSc Medical Neuroscience and achieve 120 credits at level 6 Calculation of classification The calculation of the classification will be determined using the following algorithm: Grand mean of 120 credits at Level 6.

Consideration upon notification/constructive knowledge of a disability

148. The PAB has the discretion to base final classification outcomes on the marks achieved during the stage or stages of study after reasonable support was put in place, following receipt of notification or constructive knowledge of a disability. No marks should be set aside and a minimum of a full stage of marks must be considered.

Award titles

149. A student will be awarded a degree with 'Study Abroad year or Professional/Industrial Placement Year', provided that the required award criteria have been met. This will be recognised on the degree certificate.
150. A student who fails to complete, pass or are exempted from the study abroad or placement year will exit on the course title excluding with 'Study Abroad year or Professional/Industrial Placement Year', provided the that the required award criteria have been met. The fail mark will not contribute to classification.

Pathway titles

151. Where 60 or 90 credits attached to an agreed pathway have been passed, this will be recognised on the degree certificate.

Exit Awards

Ordinary Bachelors degree for students who have been registered for honours

152. A student who is considered for, but fails to achieve the standard required for the Honours degree but who meets the following criteria will be considered for the award on an Ordinary Bachelors degree:
- at least 300 credits at the prescribed level set out in the Academic Framework, which may include compensation in an earlier stage of study
 - of which at least 60 credits must be at level 6 in the final stage
153. Alternative exit award titles are set out in [Approved Derogations to UG and PGT Progression and Award Regulations](#).
154. The PAB has the discretion not to award an Ordinary Degree where this would conflict with the requirements of a PSRB.

Bachelors degrees for students registered on an Integrated Masters degree

155. A student who is considered for, but fails to achieve the standards required for the award of an Integrated Masters degree, but who meets the criteria will be considered for the award of a named Bachelors degree with Honours.

- 156. A student who leaves an Integrated Masters course at the end of stage 3 (completion of level 6) or who transfers to the BSc/BEng for the start of stage 3 will be considered for the award of a named Bachelors Degree with Honours
- 157. A Bachelors degree awarded as an exit award will be classified using the standard algorithm, where the relevant criteria have been met.
- 158. A Bachelors exit award in the course title will be awarded unless an alternative course title has been approved at validation.
- 159. [Approved Derogations to UG and PGT Progression and Award Regulations](#) sets out the derogations for Integrated Masters and Bachelors degrees as exit awards.

Diploma of Higher Education for students registered for honours

- 160. A student who has permanently withdrawn and who has achieved 240 credits at the prescribed level will be considered for the award of Diploma of Higher Education.
- 161. The credit required may include compensated or condoned credit, pro-rated to the appropriate level of the exit award.

Certificate of Higher Education for students registered for honours

- 162. A student who has permanently withdrawn and who has achieved 120 credits at the prescribed level will be considered for the award of Certificate of Higher Education .
- 163. The credit required may include compensated or condoned credit, pro-rated to the appropriate level of the exit award.

Non-accredited exit awards

- 164. A PAB has the discretion to give an exit award where the standard criteria have been met.

Institutional Credit

- 165. Where insufficient credit has been accrued for a Degree, Diploma of Higher Education, or a Certificate of Higher Education to be given, then institutional credit for any modules passed will be awarded.

Aegrotat Awards

- 166. An Aegrotat degree will be subject to the approval of the Pro Vice-Chancellor (Education and Students) following a recommendation from the PAB.
- 167. An Aegrotat degree does not provide eligibility for registration with a PSRB or denote suitability to practice.

Appeal against the decision of a PAB

- 168. A student can appeal against the decision of a PAB where the criteria for an appeal are met.

Transcript of results

- 169. Upon completion of/withdrawal from their studies, the student will receive a transcript. The transcript does not constitute a certificate or award.

Review / Contacts / References	
Policy title:	Undergraduate Progression and Award Regulations
Date approved:	June 2024
Approving body:	Senate
Last review date:	June 2024
Revision history:	1
Next review date:	Editorial review: June 2025 Full review: June 2030
Related internal policies, procedures, guidance:	<i>Associated policies and procedures:</i> Regulations for examinations and assessment
Division / School:	Division of Student Experience
Policy owner:	Director for the Student Experience
Point of Contact:	Academic Regulations Manager, Student Administration, Division of Student Experience



Postgraduate [Progression and] Award Regulations

2024-25

Contents

Introduction	5
Status of the Postgraduate Regulations	5
Exceptions to these Regulations	6
Course Derogations	6
Cohort Allowances, scaling, reweighting, unforeseen cohort experiences	6
Individual Inequitable Outcomes (IIO)	6
Review of these Postgraduate Regulations	6
Section 1: Student Registration	7
General requirements	7
Periods of registration	7
Recognition of Prior Learning.....	7
Modules as short courses	7
Module registration.....	7
Temporary Withdrawal from the University.....	7
Permanent Withdrawal	7
Section 2: Courses & Modules	9
General.....	9
Variation of study.....	9
Placement Years.....	9
Section 3: Assessment	10
General Principles	10
Modes of Assessment.....	10
Assessment Requirements	10
Academic misconduct	10
Late submission	11
Late submission – reasonable adjustments	11
Non-Submission	11
Exceptional Circumstances.....	11
Marks and Grades.....	11
Examination Boards.....	11
Maximum number of assessment attempts	12
Section 4: Reassessment	13
General Principles	13
Forms of reassessment.....	13

Reassessment following failure at the first attempt	13
Maximum credit load for reassessment by resit following failure at the first attempt	14
Reassessment with accepted Exceptional Circumstances	14
Modules exceptionally exempted from providing a resit opportunity	14
Retrieving credit in the following academic year	14
Repeat stages of study	15
Limits on the offer of a repeat stage	15
Repeat of a semester	15
Conditions applied to a repeat stage/semester	15
Repeat of a module.....	15
Discretionary second (2 nd) resit without attendance in the next academic year.....	15
Limits on the use of discretionary second (2 nd) resits	15
Marginal Failure.....	15
Compensation for Module Failure	16
Limits on the use of compensation	16
Discretionary condoned credit	16
Limits on the use of condonement.....	17
Limits on the combined use of compensated credit	17
Optional resits following the use of compensation or condonement.....	17
Circumstances where a sit may be determined outside the PAB.....	17
Section 5: Progression.....	18
Progression of Part-time students	18
Section 6: Awards	19
General.....	19
Overall framework for classification	19
Rounding	19
Borderline Zone	19
Award Regulations.....	19
Consideration upon notification/constructive knowledge of a disability	20
Award titles	20
Postgraduate Exit Awards	21
Non-accredited exit awards.....	21
Institutional Credit.....	21
Aegrotat Awards	21
Appeal against the decision of a PAB.....	21

Transcript of results	21
-----------------------------	----

Qualifications covered by these Postgraduate Award Regulations

Postgraduate Certificate (PgCert)
Postgraduate Certificate in Education (PGCE)
Postgraduate Diploma (PgDip)
Masters Degrees*
European Master's Degrees
Masters of Research

*Includes Double, Dual and Joint awards

An explanation of these qualifications, including the amount of credit required for the award of these qualifications, is available in the [University's Academic Framework](#).

Postgraduate Award Regulations

Introduction

1. The Postgraduate Award Regulations are part of the University's Academic Regulations approved by Senate.
2. These Regulations form part of a complementary set of documentation, which is reviewed on a regular basis and can be found here [Regulations for examinations and assessment](#)
3. These Postgraduate Regulations operate on the basis of a set of agreed principles:
 - Academic standards and professional requirements will remain paramount to safeguard the integrity of university awards
 - The regulations will align with external requirements in force [including the Office for Students (OfS) conditions of registration, the Framework for Higher Education Qualifications (FHEQ) and sector best practice].
 - Where courses are governed by Professional, Statutory or Regulatory Body (PSRB) requirements, permitted derogations to enable compliance with PSRB requirements may be permitted with the approval of the Pro Vice Chancellor (PVC) (Education and Students)
 - Clear, consistent and transparent application of these regulations
 - Students will be treated in a fair and equitable manner
 - The University's examination boards will make decisions which support student retention, progression and achievement by enabling students to complete/achieve the highest potential award in the shortest timeframe.

Status of the Postgraduate Regulations

4. Senate is responsible for the overall academic standards of each postgraduate award made by the University.
5. These Regulations will be published annually before the start of the academic year on the University of Sussex website and are incorporated by reference into the Postgraduate Student Terms and Conditions each academic year.
6. The Pro Vice-Chancellor (PVC) (Education and Students) can recommend to the Vice Chancellor (VC) the suspension, amendment, or revocation of any part of these regulations (see also para 9).

Exceptions to these Regulations

7. These Regulations may be varied by the University Education Committee (UEC) or the PVC (Education and Students) in their capacity as Chair of the UEC for course derogations, cohort allowances or individual inequitable outcomes.

Course Derogations

- a. Where courses additionally lead to awards or accreditation by Professional, Statutory or Regulatory Bodies (PSRBs) these may be subject to other rules or regulations which will be approved by the UEC. These are called derogations.

Cohort Allowances, scaling, reweighting, unforeseen cohort experiences

- b. Where the application of the Regulations requires an exception for a particular cohort or where there have been in-year regulatory changes, an Allowance may be required.

Individual Inequitable Outcomes (IIO)

- c. Where the strict application of the Regulations would result in an unintended, manifestly unfair outcome for a student(s), taking into account the particular circumstances, an exception for that student(s) may be required.

Review of these Postgraduate Regulations

8. The University will identify necessary changes and improvements to the Academic Regulations during an academic year, to take effect in the next academic year.
9. Exceptionally, regulatory changes may be adopted within the academic year. Such changes will only be approved where there is sufficient evidence that the changes are necessary to protect academic standards, or to ensure fairness to all students. Where this is necessary students will be notified by written communication which will explain the nature of the change and any impact this change may have to their course (see also para 6).
10. The University will also undertake a systematic and detailed evaluation of its academic regulations on a periodic cycle at least every six years.

Section 1: Student Registration

General requirements

11. Students are not usually permitted to register for more than one taught programme of study leading to an award of the University at the same time, unless with the permission of the Director for the Student Experience (or their nominee).

Periods of registration

12. The [Academic Framework](#) articulates the minimum and maximum periods of registration.

Recognition of Prior Learning

13. Prospective students may make an application to the University for admission for Recognition of Prior Certificated Learning (RPCL), based on credits previously achieved or Recognition of Prior Experiential Learning (RPEL), based on experience of professional/employer-based awards. The University's Recognition of Prior Learning Policy is published at: [Recognition of prior learning](#).

Modules as short courses

Students may be allowed to register for modules to be assessed for credit without being registered for an award. The University Recognition of Prior Learning Policy will apply, if the student subsequently wishes to transfer the credit for admission with prior certificated learning to an award of the University.

Module registration

14. Students may be allowed to register for modules to be assessed for credit without being registered for an award.

Temporary Withdrawal from the University

15. Where major changes have been made to the curriculum, it may not be possible for a student returning from a temporary leave of absence to be offered either a sit/resit of missed or failed assessments. In these circumstances the student will be required to restart at the beginning of the relevant semester or stage.

Permanent Withdrawal

16. Where a student has permanently withdrawn, a Progression and Award Board (PAB) will determine any outcomes, including an exit award, from assessment completed prior to withdrawal.

Section 2: Courses & Modules

General

17. All Postgraduate courses leading to an award of the University are credit-bearing.
18. A taught masters course is defined as a single stage of postgraduate study irrespective of the duration of study (full-time or part-time).
19. Credit is usually module specific and is available upon completion of the module.
20. Modules may have:
 - Pre-requisites – a pre-requisite module must be passed, or studied, before the study of the module which requires it can be commenced
 - Co-requisites – two or more modules must be studied in parallel.

Variation of study

21. All courses are validated as coherent programmes of study. Requests for a variation of study can be exceptionally permitted upon application and can be approved subject to the necessary criteria being met. See [Variation of Study: Curriculum](#).
22. An application for a variation of study may be rejected on the grounds of academic judgement, having given due regard to the learning outcomes of the course.
23. The requirements of a PSRB will take precedence to any variation of study.

Placement Years

24. All placement years are subject to acceptance by the employer, and to any relevant visa requirements.
25. For placement years, the assessment will be based on the assessment set and marked by the University.

Section 3: Assessment

General Principles

26. The purpose of assessment is to enable students to demonstrate that they have fulfilled the appropriate learning outcomes, skills and competence standards (where applicable) of their course of study and have achieved the standard required for an award.
27. The University's expectations in respect of assessment design, marking, moderation and the conduct of examinations are set out in the [Marking, Moderation and Feedback Policy](#), and [Conduct for Examinations and Changes to Examination and Assessment Arrangements](#).

Modes of Assessment

28. The University uses a range of approved modes of assessment. The modes and their descriptors are set out in [Modes of Assessment 2024/25](#).
29. Detailed information about the assessment for each module is agreed by the Faculty/School Education Committee (SEC).
30. Students will be provided with detailed information about the assessment for each module. Details of assessments including the dates and times for examinations will be published on Sussex Direct.
31. Standard assessment methods may be varied for students with a disability. See [Students with a Disclosed Disability](#).
32. Alternative modes of assessment for Visiting and Exchange students should be provided where the student will no longer be in attendance at the University.

Assessment Requirements

33. A student registered for a module will be deemed to have attempted the module unless notice of withdrawal or transfer has been submitted in writing by published deadlines.
34. Where a specific level of attendance is required to be eligible for assessment in the module, this should be clearly stated and agreed at the validation of the course.

Academic misconduct

35. All students are expected to follow the University's Academic Integrity Values, to avoid academic misconduct. See [Academic Misconduct Policy and Procedures](#).

Late submission

36. Where a student submits an assessment beyond the original published deadline without explicit authorisation, a penalty deduction will be applied. See [Late Submission Penalty Framework](#).

Late submission – reasonable adjustments

37. A student may be provided with a 7-day extension to a submission deadline as an approved Reasonable Adjustment, after which the standard late submission window and penalties will apply.

Non-Submission

38. When an assessment is not submitted, it will be counted as an attempt and a mark of 0% recorded.

Exceptional Circumstances

39. Students experiencing short-term, unexpected circumstances that are beyond their control that negatively impacts their ability to study, prepare or complete an assessment or exam may submit an Exceptional Circumstances (EC) claim.
40. Where an Exceptional Circumstances claim that relates to the application of a penalty for late submission has been accepted, the penalty will be removed.

Marks and Grades

41. Where a marking scale is employed, a numerical scale of 0-100 will be applied. Decimal places are not used on single assessments.
42. The mark for a module will be a whole number rounded up where the actual mark is equal to or greater than 0.45% and rounded down where the actual mark is equal to or less than 0.44%.
43. Modules can be designated at validation as pass/fail. The credits awarded for pass/fail modules contribute to the award.
44. A pass mark for a module depends on the level of the module and not on the level of the award:
- Modules at level 7 have a pass mark of 50%.

Examination Boards

45. Examination boards act in accordance with the [Examination Board policy and procedures](#) which set out the responsibilities and membership of Module Assessment Boards (MABs) and Progression and Award Boards (PABs).

Maximum number of assessment attempts

46. The maximum number of assessment attempts permitted for a student to fulfil the learning outcomes of a module is 3 comprising:
- First (initial) attempt
 - One resit attempt
 - One discretionary second resit

See also para 70.

Section 4: Reassessment

General Principles

47. The University applies the following threshold pass mark:

Level of module	Threshold pass mark
Level 7	50%

48. The opportunity to be reassessed will only be offered for modules where a student has not achieved the threshold pass mark for a module.
49. A resit opportunity may also be offered where additional PSRB requirements for passing a module have not been achieved.
50. The timing of resits, including guidance on approval routes for variation, are set out in [Conduct for Examinations and Changes to Examination and Assessment Arrangements](#).

Forms of reassessment

51. The University operates the following forms of reassessment:

Resit	A further attempt of those elements of assessment within a module that have not been passed. This is usually within the same academic year and does not require additional teaching and learning.
Sit	This is where a student is permitted to retake an assessment(s) as if for the first time on the basis of an approved Exceptional Circumstances claim. This is usually within the same academic year and does not require additional teaching and learning.
Trailed resit	This is where a student is permitted to progress to the next stage of study with an outstanding failed module(s). The student is registered for the outstanding credit alongside their study in the next stage, no additional teaching and learning is required for the trailed module. The resit assessment will be taken in the reassessment period for the module.

Reassessment following failure at the first attempt

52. Following failure at the first attempt, reassessment by resit will usually be agreed by the PAB.
53. Where on practical grounds, it is not possible to offer a student an opportunity to be reassessed by resit, in order to demonstrate achievement of the associated

learning outcomes, then a student may be required to repeat the module or stage.

Maximum credit load for reassessment by resit following failure at the first attempt

- 54. Following failure at the first attempt, a resit in all failed modules may be permitted unless there is no evidence of assessment attempt or submission with a credit bearing module during that stage of study. In such circumstances, the PAB will usually terminate the student's registration.
- 55. A student will be considered for an exit award appropriate to the credit achieved.

Reassessment with accepted Exceptional Circumstances

- 56. Where a student has an accepted Exceptional Circumstances (EC) claim, the PAB may offer a sit for an uncapped mark in accordance with the weighting of the accepted EC.
- 57. No setting aside of missed, failed or impaired assessments, or components of assessment is permitted, unless exceptionally, the assessment has been reweighted for the whole student cohort.
- 58. In cases where the sit offered is not taken, the original marks(s) achieved will stand for progression and award purposes.

Modules exceptionally exempted from providing a resit opportunity

- 59. In some cases, the nature of the assessment may preclude the opportunity for a resit. In such cases a student failing to pass the module may instead be required to repeat the module or stage in order to demonstrate relevant learning outcomes and obtain the relevant credit.
- 60. Any exemptions must be approved by the University Education Committee and clearly published to students.

Retrieving credit in the following academic year

- 61. Progression and Award Boards (PAB) may consider the mechanisms for the retrieval of credit.
- 62. A PAB may judge that no further reassessment can be permitted and terminate a student's registration.
- 63. Exceptionally, a PAB may make a request to the PVC (Education and Students) to offer a further academic year to achieve credits for that stage of study.

Repeat stages of study

64. A repeat of a stage of study means that a student restarts all the modules associated with the stage as if for the first time, takes part in all teaching and learning and takes all assessment. All previous marks and credit relating to the repeat stage are removed from the student record for progression and award purposes.

Limits on the offer of a repeat stage

65. A repeat stage may not be given where the stage has already been repeated or second resits without attendance have already been granted by a PAB.

Repeat of a semester

66. The PAB may agree to offer a repeat of a semester instead of the whole stage, provided that 60 credits have been secured in the other semester.

Conditions applied to a repeat stage/semester

67. A student offered a repeat stage/semester of study will be required to abide with the conditions set out in the University Repeat Year Learning Agreement. See Learning Agreement [guidance](#) and [form](#).

Repeat of a module

68. Exceptionally, a PAB may offer the repeat of a module up to maximum of 30 credits where the course structure does not permit a failed module to be trailed.

Discretionary second (2nd) resit without attendance in the next academic year

69. A Progression and Award Board (PAB) has the discretion to offer a second (2nd) and final resit(s) for a failed module(s) up to a maximum of 60 credits, provided at least 60 credits have been achieved in the remaining modules at the stage.

Limits on the use of discretionary second (2nd) resits

70. A discretionary second resit may not be given where the stage has already been repeated.

Marginal Failure

71. The University defines marginal failure in a module as follows:

Level of module	Marginal fail band
Level 7	Marks of 45 – 49%

Compensation for Module Failure

72. Once a student has studied the required modules for a stage/level, the PAB will automatically compensate module(s), up to a maximum of 30 credits, with a marginal fail mark.
73. Automatic compensation will be applied as follows:

Stage	Limit	Criteria to be met
Level 7	Up to a maximum of 30 credits. The compensation may apply after failure at the first attempt or failure following reassessment.	Achievement of an uncapped stage mean of 50% in the final stage of an Integrated Masters course (level 7)

74. The mark for the compensated module(s) will remain as the actual mark achieved for progression and award purposes and the credits awarded.

Limits on the use of compensation

75. A PAB may not compensate a module failure that is a result of academic misconduct.
76. A PAB may not compensate a research project or dissertation.
77. By exception, a course may require additional criteria for the use of compensation or may not permit the use of compensation at all. See [Approved Derogations to UG and PGT Progression and Award Regulations](#).

Discretionary condoned credit

78. The PAB has the discretionary authority to award up to a maximum of 30 condoned credits in the final award stage where:
- The course learning outcomes have been met, and
 - The relevant uncapped stage mean in the final stage has been achieved as follows:

Type of Award	Criteria to be met
Taught Postgraduate degree	Uncapped stage mean of 50%

- 79. Where condonement is applied the mark achieved will remain as the mark achieved for award purposes and the credits awarded.
- 80. For Online Distance Learning (ODL) courses, condoned credit may be awarded for a designated research project/dissertation module where the above criteria are met.

Limits on the use of condonement

- 81. A PAB may not condone a module failed as a result of academic misconduct.
- 82. A PAB may not condone a research project or dissertation.

Limits on the combined use of compensated credit

- 83. A maximum of 30 credits may be granted via a combination of compensation and condonement in the final award stage.
- 84. Where more than 30 credits have been failed a PAB can give a resit.

Optional resits following the use of compensation or condonement

- 85. Where condonement has been applied, the student will be provided with a single optional resit which the student may choose to take instead of receiving the credit via compensated or condoned credit.
- 86. The PAB may use their discretion to offer a single optional resit where compensation has been applied instead of receiving the credit via compensated credit.
- 87. Marks achieved will be capped at the minimum threshold pass mark and will contribute to progression and award decisions.
- 88. No further optional resit opportunity will usually be given where an optional resit is compensated or condoned.
- 89. Standard requirements regarding resit modes, resit marks, capping and resit scheduling apply.

Circumstances where a sit may be determined outside the PAB

- 90. Very occasionally a sit may be offered outside of the consideration of the PAB. Where appropriate, the marks array presented to the PAB will indicate that a sit of the resit mode as already been given.

Section 5: Progression

Progression of Part-time students

91. A part-time student's progress must be considered at the summer PAB during each year of study.
92. The roles, responsibilities and membership of Progression and Award Boards (PABs) is set out in the [Examination Board policy and procedures](#).

Section 6: Awards

General

93. A PAB will consider students for an award on the first occasion that they have achieved the minimum required modules and a capped stage mean of 50%.
94. In all cases the capped stage mean is used for award purposes.

Overall framework for classification

95. Postgraduate awards will be classified using the following overall framework:

An overall grand mean of 70 – 100% with 50% of the credit at 70 or above	Distinction
An overall grand mean of 60 – 69% with 50% of the credit at 60 or above	Merit
An overall grand mean of 50 – 59%	Pass

Rounding

96. In all cases, where the grand mean average creates a mark of 0.45% or greater, this will be rounded up to the next full percentage point.

Borderline Zone

97. The University operates a borderline zone at each of the classification boundaries.
98. The PAB will uplift into the higher classification if the student has:
- A grand mean mark of up to 1% below the classification boundary, and
 - 50% or more of the credit that contributes to the award in the higher classification band
99. Exceptional circumstances do not provide grounds for reclassification of an award.

Award Regulations

100. PABs will apply the following criteria to determine award outcomes:

Award	Requirements
-------	--------------

Masters award	A student who is registered for the award of Masters Degree will be considered for the award on completion of: • Not less than 180 credits at the prescribed level • Of which at least 150 credits must be at level 7 • A capped stage mean of 50% across the stage The credit requirement may include condoned and compensated credit where this has been given by the PAB.
Postgraduate Diploma	A student who is registered for the award of Postgraduate Diploma will be considered for the award on completion of: • Not less than 120 credits, with at least 90 credits at the prescribed level • A capped stage mean of 50% across the stage The credit requirement may include condoned and compensated credit where this has been given by the PAB.
Postgraduate Certificate	A student who is registered for the award of Postgraduate Certificate will be considered for the award on completion of: • Not less than 60 credits, with at least 45 credits at the prescribed level The credit requirement may not include either compensated and condoned credit.

Consideration upon notification/constructive knowledge of a disability

101. The PAB will be advised of cases where support was offered after the start of the course so that a sit may be considered for modules with impacted marks prior to when the support was offered. No marks can be set aside.

Award titles

102. A student who successfully completes all the requirements of a course that includes an integrated placement year, following any resit opportunity, will be awarded a degree with 'Professional/Industrial Placement Year', provided that the award criteria as stated above have been met. This will be recognised on the degree certificate.

Postgraduate Exit Awards

- 103. Students who fail to achieve the credit required for the award for which they are registered but who meet the relevant criteria for a Postgraduate Diploma or Postgraduate Certificate may be considered in line with the award criteria above.
- 104. The mean mark should only be calculated from the taught modules contributing to the award. Credit achieved from a research-based dissertation/project cannot contribute to the credit requirements of a Postgraduate Diploma or Postgraduate Certificate when awarded as an exit award.
- 105. Postgraduate exit awards are not classified. See [Approved Derogations to UG and PGT Progression and Award Regulations](#) for alternative exit award titles.

Non-accredited exit awards

- 106. A PAB has the discretion to grant an exit award where the standard criteria have been met.

Institutional Credit

- 107. Where insufficient credit has been accrued for a Postgraduate Certificate of Higher Education to be given, then institutional credit for any modules passed will be awarded.

Aegrotat Awards

- 108. An Aegrotat degree will be subject to the approval of the Pro Vice-Chancellor (Education and Students) following a recommendation from the PAB.
- 109. An Aegrotat degree does not provide eligibility for registration with a PSRB or denote suitability to practice.

Appeal against the decision of a PAB

- 110. A student can appeal against the decision of a PAB where the criteria for an appeal are met.

Transcript of results

- 111. Upon completion of/withdrawal from their studies, the student will receive a transcript. The transcript does not constitute a certificate or award.

Review / Contacts / References	
Policy title:	Undergraduate Progression and Award Regulations
Date approved:	June 2024
Approving body:	Senate
Last review date:	June 2024
Revision history:	1
Next review date:	Editorial review: June 2025 Full review: June 2030
Related internal policies, procedures, guidance:	<i>Associated policies and procedures:</i> Regulations for examinations and assessment
Division / School:	Division of Student Experience
Policy owner:	Director for the Student Experience
Point of Contact:	Academic Regulations Manager, Student Administration, Division of Student Experience

Derogations to UG and PGT Progression and Award Regulations

Approved derogations to the UG regulations 2024/25

Foundation Years	
FY courses leading to an associated course (see progression regulations)	<u>Arts and Humanities; Business, Management and Economics; Computing Sciences; Design and Business; Engineering; Life Sciences; Mathematics; Physics and Astronomy, Psychology; Social Sciences.</u> 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 Progression or 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 the pass threshold not being achieved on an individual module 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, progression to an Integrated Masters degree with a research placement is not permitted with the exception of the research placement courses in Mathematics and Physics where a stage mean of 75% is required in the Foundation Year.

Higher Progression Thresholds (by type of course)	
4-stage Bachelor courses	Students on the following courses are required to achieve a capped mean of 50% in stage 1 as set out in 'Progression regulations': 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
Integrated Masters courses	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. <i>1. Criteria required to progress to the next stage of an Integrated Masters degree:</i> <u>Group A: Standard Integrated Masters degree</u> 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 <u>Group B: Integrated Masters degree with early higher progression thresholds</u> 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 <u>Group C: Integrated Masters degree with later higher progression thresholds</u> 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 apply for transfer from a Bachelors to an Integrated Masters degree:

(**Note:** transfer back to the Bachelors degree will not be possible following stage 3):

Group (i): Integrated Masters degree

There are three transfer points, 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

Stage 3 mean of 60% required to transfer to stage 4

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

There are two transfer points, depending upon the availability of places on the course:

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

Stage 3 mean of 60% required to transfer to stage 4

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.

The progression and transfer requirements for all Integrated Masters degrees are set out below:

Course title and School	Progression	Transfer
Life Sciences		
MChem Chemistry	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)
	Engineering & Informatics		
	MEng Mechanical Engineering	C	(i)
	MEng Automotive Engineering	C	(i)
	MEng Electrical and Electronic Engineering	C	(i)
	MEng Computer Engineering	C	(i)
	MComp Computer Science (standard and industrial placement)	C	(i)
	Maths and Physical Sciences		
	MPhys Astrophysics (standard and research placement)	Standard A Research Placement D	Standard (i) Research Placement n/a
	MPhys Physics (standard and research placement)	Standard A Research Placement D	Standard (i) Research Placement n/a
	MPhys Theoretical Physics (standard and research placement)	Standard A Research Placement D	Standard (i) Research Placement n/a
	MPhys Physics with Astrophysics (standard and research placement)	Standard A Research Placement D	Standard (i) Research Placement n/a
	MPhys Physics Quantum Technology (standard and research placement)	Standard A Research Placement D	Standard (i) Research Placement n/a

	MMath Mathematics (standard and research placement)	Standard A Research Placement D	(i) Research Placement n/a	
	MMath Mathematics with Economics	A	(i)	
	MMath Mathematics with Finance	A	(i)	
4 stage Bachelor courses with a contributory integrated study abroad/placement year (see ‘Award regulations’)	The following 4 stage courses include a contributory integrated study abroad/placement: • courses including a language • courses including American Studies • BSc Biochemistry (with an industrial placement year) • BA Global Media and Communications.			
4 stage Bachelor courses with a contributory integrated study abroad with an alternative course title (see ‘Award regulations’)	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			

Integrated Masters	
Variation of study	Where a variation study abroad/placement year at Level 6 has been taken in stage 3 of a 4 stage Integrated Masters degree, classification will be based on the grand mean comprised of the following weightings: 60:40:65 for stages 2, 3 and 4.

Undergraduate Summer School

Variation of study	A resit opportunity will not be given.
---------------------------	--

Faculty of Media, Arts & Humanities	
Non-credit bearing modules	English Research Methods in ELT is not formally assessed.

Faculty of Science, Technology and Medicine	
School of Engineering & Informatics	
Non-credit bearing modules	H7103 Global Design Challenge This module must be passed.
Modules with an assessment requirement in addition to the standard requirement, usually required by a PSRB	<u>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</u> Modules at levels 4-6: a threshold mark of 35% to be achieved on all module assessment modes weighted $\geq 30\%$. Modules at level 7: a threshold mark of 45% to be achieved on all module assessment modes weighted $\geq 30\%$. The threshold mark requirement will be applied to the conflated coursework mark which may include a number of assessment modes.
	<u>Accredited Engineering courses including BEng and MEng Electrical/Electronic, Mechanical/Automotive and Robotics Engineering course variants</u> 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, for Engineering and Design modules, as set out above. For BEng and MEng course variants and for BSc Product Design, up to a maximum of 30 credits may be compensated on the course. For postgraduate course variants, up to a maximum of 15 credits may be compensated on the course. Where the conflated module mark is a pass mark but the threshold mark requirement has not been achieved, a resit will be given. The mark achieved on the resit assessment/s will be capped and conflated with any existing uncapped mark where the threshold mark was achieved at the first attempt, as per the standard regulations regarding the capping of resit assessments, where resit assessments are mapped to the original assessment.
Modules exempted from providing a resit opportunity (PSRB or other associated derogation)	<u>BEng Individual Project; H6052 Design Project; H1043 Individual Project</u> A resit may be offered but this may affect the professional accreditation status of the award. <u>Engineering courses</u> Any repeat stage given by the PAB will not include a further attempt at a failed trailed module.
Exemptions from Automatic Compensation	<u>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; BSc Product Design</u> Additional criteria for compensation apply. <i>See also: Modules with an assessment requirement in addition to the standard requirement.</i>
Award and progression criteria for courses with alternative requirements	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 PSRBs.
School of Life Sciences	
Non-credit bearing modules	<u>MChem Chemistry (research placement)</u> 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.
Modules with an assessment requirement in addition to the standard requirement, usually required by a PSRB	<u>Life Sci – Chemistry undergraduate courses (including all variants)</u> Pass mark to be achieved on the Report on all 1st and 2nd year modules which are assessed by a Report.
Exemptions from Automatic compensation	<u>Neuroscience; Biology; Zoology; Genetics Biochemistry; Biomedical; Ecology undergraduate courses (including all variants)</u> C7127 or C7162 Year 3 Research Project
	<u>Chemistry undergraduate courses (including all variants)</u> F1002 Chemistry Laboratory 1 F1005 Chemistry Laboratory F1006 Core Laboratory Skills 1 F1008 Core Laboratory Skills 2 F1015 Instrumental Analysis F1176 Chemistry Project
Award and progression criteria for courses with alternative requirements	<u>Intercalating medical students</u> A classified BSc will be awarded to intercalating BSMS medical students who take the final year of BSc Neuroscience or BSc Medical Neuroscience and achieve 120 credits at Level 6.
School of Maths and Physical Sciences	
Non-credit bearing modules	<u>Course titles with a research placement</u> 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.

Exemptions from Automatic compensation	Physics courses 899S4 Communicating STEM 899S5 Researching STEM F3232 - BSc Final Year Project
Criteria for condonement	<u>All Physics UG Courses core modules</u> The PAB has discretionary authority to award up to a maximum of 30 condoned credits in the final award stage as per the standard regulations for condonement and additional requirements that: 1. a fail mark on the module of 30 or more has been achieved, and 2. does not include the BSc Final Year Project module F3232 or the alternative module pair 899S4, 899S5 which must be passed and cannot be condoned or compensated. Where a trail for a module failed with a mark of 29 or lower has been offered prior to the 2023/24 PAB cycle, the restriction in point 1 does not apply to that module.
School of Psychology	
Modules with an assessment requirement in addition to the standard requirement, usually required by a PSRB	<u>GradDip Education Mental Health Practice & GradDip Mental Health Wellbeing Practice.</u> Pass mark to be achieved on all module assessment modes. Where the conflated module mark is a pass mark but the pass mark requirement on all assessment modes has not been achieved, a resit will be given. The mark achieved on the resit assessment/s will be capped and conflated with any existing uncapped mark where the pass mark was achieved at the first attempt, as per the standard regulations regarding the capping of resit assessments, where resit assessments are mapped to the original assessment modes.
Modules exempted from providing a resit opportunity (PSRB or other associated derogation)	<u>GradCert Education Mental Health Practice & GradDip Education Mental Health Practice</u> No opportunity to repeat year.
Exemptions from Automatic compensation	<u>GradDip Mental Health Wellbeing Practice</u> All modules

Award and progression criteria for courses with alternative requirements	<u>GradDip Children's Wellbeing Practice</u> A Graduate Diploma in Psychology will be awarded to students who achieve 120 credits across the course. See <i>also: exemption from automatic compensation</i>. The award is made on a distinction/merit/pass basis, where a grand mean of 70, 60 and 40 has been achieved, respectively.
---	--

Faculty of Social Sciences	
School of Education & Social work	
Non-credit bearing modules	<u>All ITT courses</u> Student must pass each pass/fail module to achieve the award.
	<u>BA Social Work</u> Students must pass both placement modules to achieve the award.
Modules with an assessment requirement in addition to the standard requirement, usually required by a PSRB	<u>BA Social Work</u> Pass mark to be achieved on all module assessment modes. Where the conflated module mark is a pass mark but the pass mark requirement on all assessment modes has not been achieved, a resit will be given. The mark achieved on the resit assessment/s will be capped and conflated with any existing uncapped mark where the pass mark was achieved at the first attempt, as per the standard regulations regarding the capping of resit assessments, where resit assessments are mapped to the original assessment.
	<u>BA Primary & Early Years Education with Qualified Teacher Status (QTS)</u> Pass mark to be achieved on all module assessment modes.

	Where the conflated module mark is a pass mark but the pass mark requirement on all assessment modes has not been achieved, a resit will be given. The mark achieved on the resit assessment/s will be capped and conflated with any existing uncapped mark where the pass mark was achieved at the first attempt, as per the standard regulations regarding the capping of resit assessments, where resit assessments are mapped to the original assessment.
	<u>BA Social Work</u> Where the Practice Learning placement and related module assessments in a given stage have not been passed at the first attempt, the Practice Assessment Panel will recommend whether a repeat of the placement module will be given (subject to placement availability), in order to meet the Professional, Statutory or Regulatory Body requirements. A repeat of the placement will require a repeat of all associated assessments on the Practice Learning module, including assessments where the pass threshold had been achieved at the first attempt. The marks achieved on the repeated module will not be capped at the pass threshold. Where the placement itself has been passed but one or more of the associated assessments have been failed, a resit will be given for a capped mark.
Modules exempted from providing a resit opportunity (PSRB or other associated requirement)	<u>BA Social Work</u> All modules which include a placement can be repeated, subject to the availability of a placement opportunity.
Exemptions from Automatic compensation	<u>BA Social Work</u> Core modules only
	<u>Education courses accredited by a PSRB</u> Core modules only
Award and progression criteria for courses with alternative requirements	<u>BA Primary and Early Years Education (with Qualified Teacher Status)</u> Where a candidate is awarded a BA Honours degree as a result of being given condoned credit or due to taking module X6626 instead of X6617, the exit award will be BA Education Studies – Primary and Early Years. Where a candidate does not meet the requirements for a BA Honours degree but meets the requirements for an Ordinary

	degree, the exit award will be BA Education Studies – Primary and Early Years (Ordinary).
	<u>BA Social Work</u> Where a candidate is awarded a BA degree as a result of being given condoned credit, the exit award will be BA Social Care. Where a candidate does not meet the requirements for a BA Honours degree but meets the requirements for an Ordinary degree, the exit award will be BA Social Care (Ordinary). A Dip HE or Cert HE SocialCare exit award may be given, where the criteria are met.
Law, Politics & Sociology	
Exemptions from Automatic compensation	<u>LLB Law (including study abroad and placement course variants)</u> M5402 Tort Law 1 M6402 Tort Law 2 M5002 Tort Law 1 Advanced M6002 Tort Law 2 Advanced M5403 Contract Law 1 M6403 Contract Law 2 M5003 Contract Law Advanced 1 M6003 Contract law Advanced 2 M3406 Public Law M3006 Public Law Advanced M5026 Land Law 1 M6026 Land Law 2 M5007 Criminal Law 1 M6007 Criminal Law 2 M5075 Criminal Law 1 Advanced M6075 Criminal Law 2 Advanced M5027 Equity and Trusts 1 M6027 Equity and Trusts 2 M5431 Constitutional Foundations of the European Union M5031 Constitutional Foundations of the European Union Advanced Compensation may be applied at the candidate's request, where the criteria are met.

Award and progression criteria for courses with alternative requirements	<u>LLB (Graduate Entry) 2-year degree</u> 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.

Approved derogations to the PGT regulations 2024-25

Faculty of Science, Technology and Medicine	
School of Engineering & Informatics	
Non-credit bearing modules	MSc Intelligent and Adaptive Systems; MSc Robotics and Autonomous System (offered collaboratively with ZJSU): 886H1Z Socialism and 887H1Z Dialectics in Nature must be passed.
Modules exempted from providing a resit opportunity (PSRB or other associated requirement)	860H1 MEng Group Project 861H1 MSc Group project No resit opportunity available
School of Psychology	
Modules with an assessment requirement in addition to the standard requirement, usually required by a PSRB	PG Dip Psychological Therapies; PG Cert Low-Intensity Psychological Interventions for Children and Young People; PG Cert Mental Health Practice; PG Dip Education Mental Health Practice; PG Cert Supervision of Therapeutic Practice; PGDip Children's Wellbeing Practice, Pass mark to be achieved on all module assessment modes. Where the conflated module mark is a pass mark but the pass mark requirement on all assessment modes has not been achieved, a resit will be given. The mark achieved on the resit assessment/s will be capped and conflated with any existing uncapped mark where the pass mark was achieved at the first attempt, as per the standard regulations regarding the capping of resits assessments, where resit assessments are mapped to the original assessment modes.
Modules exempted from providing a resit	PG Dip Psychological Therapy; PG Dip Education Mental Health Practice; PG Cert Mental Health Wellbeing Practice; PG Dip Children's Wellbeing Practice; PG Cert Supervision of Therapeutic Practice

opportunity (PSRB or other associated requirement)	No opportunity to repeat year.
Timing of resits <i>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</i>	<u>PG Dip Psychological Therapies; PG Cert Low-Intensity Psychological Interventions for Children and Young People; PG Cert Mental Health Practice; PG Dip Education Mental Health Practice; PG Cert Supervision of Therapeutic Practice;</u> Non-exam resits are set in the same academic year during the next available assessment period.
Exemptions from Automatic compensation	<u>PG Dip Psychological Therapies; PG Dip Education Mental Health Practice; MSc Experimental Psychology; PG Cert Mental Health Wellbeing Practice; PG Dip Children's Wellbeing Practice; PG Cert Supervision of Therapeutic Practice</u> All modules
Award and progression criteria for courses with alternative requirements	<u>MRES Psychological Methods; MSc Foundations of Clinical Psychology and Mental Health; MSc Cognitive Neuroscience; MSc Experimental Psychology; PG Dip Psychological Therapy; PG Dip Education Mental Health Practice</u> Where a candidate does not meet the requirements for the award but meets the requirements for a PG Cert, any exit award will be PG Cert Psychology Studies.
School of Mathematical and Physical Sciences	
Centre for Doctoral Training in Quantum Information Science and Technologies (QIST)	University of Sussex modules shall be weighted at either 5 credits, 15 credits, or multiples thereof, to align with the University of Bristol curriculum. Students will fully register and are awarded the PhD at either the University of Sussex or University of Bristol. For the taught element: • University of Bristol course (programme) level progression and award regulations will apply; • Progression to year two, or confirmation of exit awards will be ratified by the relevant University of Bristol

	examination board; Students will have shadow registration at the partner institution, in which they accept the local regulations, policies and procedures which will apply at the module level.
--	--

Faculty of Social Sciences	
School of Education & Social work	
Non-credit bearing modules	<u>All ITT courses</u> Student must pass each pass/fail module to achieve the award.
	<u>MA & PgDip Social Work</u> Students must pass both placement modules to achieve the award.
	<u>PgDip Social Work (step-up to Social Work)</u> SU400 Practice Learning 1 and SU500 Practice Learning 2 must be passed.
Modules with an assessment requirement in addition to the standard requirement, usually required by a PSRB	<u>MA Social Work & PgDip Social Work (step-up to Social Work)</u> Pass mark to be achieved on all module assessment modes. Where the conflated module mark is a pass mark but the pass mark requirement on all assessment modes has not been achieved, a resit will be given. The mark achieved on the resit assessment/s will be capped and conflated with any existing uncapped mark where the pass mark was achieved at the first attempt, as per the standard regulations regarding the capping of resit assessments, where resit assessments are mapped to the original assessment.
	<u>PGCE</u>

	Registration on Professional Practice 2 is not permitted unless Professional Practice 1 has been passed at the first or resit attempt.
Modules exempted from providing a resit opportunity (PSRB or other associated requirement)	<u>PGCE/ School Direct ITE</u> All modules which include a placement can be repeated, subject to the availability of a placement opportunity.
	<u>MA/BA Social Work</u> All modules which include a placement can be repeated, subject to the availability of a placement opportunity.
	<u>PG Dip Social Work (Step Up to Social Work)</u> SU400 Practice Learning 1 and SU500 Practice Learning 2 will not provide a resit or repeat opportunity. An in-year resit may be given for a technical fail only where there are incomplete or missing documents.
Timing of resits <i>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</i>	899L6 PE Stage 2 129X3C Professional Knowledge for Schools 2 881L5 Risk and Decision Making ASYE - mid-year assessment period 804X1 and PP4X1 Reflecting on Professional Knowledge – the first attempt by the end of June, resit attempt by the end of July or early September, where appropriate.
Exemptions from Automatic compensation	<u>MA Social Work</u>
	Core modules only
	<u>PgDip Social Work (Step Up to Social Work)</u>
	All modules <u>Education (courses accredited by a PSRB)</u>

	Core modules only
Award and progression criteria for courses with alternative requirements	<u>PGCE</u> Students are required to take and pass 90 credits. The mean for the award will be calculated across all modules except for X1027 Professional Practice 1 and X1030 Professional Practice 2 which are pass/fail. Borderline candidates may be reclassified where 30 credits have been achieved in the higher class, since 90 credits are required for the award. These regulations apply to the Postgraduate Certificate in Education and to the Postgraduate Certificate in Education (Pedagogy and Practice). Candidates who fail PP2 will be given a sit of RPK.
	<u>MA Education – importing credit from the PGCE taken at Sussex (route 1)</u> Where a PGCE award has been made, 30 credits of the standard 60 credit requirement for a PG Certificate may be imported to the MA Education. The additional 30 credits required for the PGCE award may also be imported, accumulating to 60 credits which may be imported from the PGCE. 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 for the 60 credits used for 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 the 30 credits taken externally to the PGCE, where this occurred. Classification of a Merit or Distinction will require 90 credits to be achieved in the higher class on the new modules taken on the MA, and on any modules imported which were taken externally to the PGCE 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 modules, or the 30 credits external to the PGCE, 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 modules, or the 30 credits external to the PGCE.
	<u>MA Education – importing credit from the PGCE taken at Sussex including alongside a CPD module (route 2):</u> Where a PGCE award has been made, 30 credits of the standard 60 credit requirement for a PG Certificate may be imported to the MA Education. The additional 30 credits required for the PGCE award may also be imported, accumulating to 60 credits which may be imported from the PGCE. In addition, 30 credits taken as CPD in the following year may also be imported, accumulating to 90 credits which may be imported to the MA. This may include a maximum of 30 credits at Level 6. Marks for the credits used for the PGCE award may not be reused

	towards the MA Education. The grand mean for the MA will be calculated on the marks achieved on the new modules taken on the MA and on the credits taken via CPD, where this occurred. Classification of a Merit or Distinction will require 90 credits to be achieved in the higher class on the new modules taken on the MA, and on any CPD module imported. Borderline candidates may be considered for the higher class where they have either a borderline grand mean and 90 credits in the higher class (on the new modules and the 30 credit CPD module/s), 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 modules and the 30 credit CPD module/s.
	<u>CPD courses (MA/PGDip/PGCert) Effective Practice; Practice Education; Leadership and Management; Education</u> 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 a course and how this is considered in relation to the maximum periods of registration. The maximum periods of registration are as follows for awards which include 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 (three years for PT) and the award must be made within 8 years from when the first imported module was taken
	<u>PG Dip Social Work (Step Up to Social Work)</u> Students are required to achieve 120 credits and to pass SU400 Practice Learning 1 and SU500 Practice Learning 2, which are pass/fail. Candidates must pass SU400 Practice Learning 1 prior to commencing SU500 Practice Learning 2. Candidates who do not pass SU400 Practice Learning 1, following resubmission for a technical fail, may not register on SU500 Practice Learning 2 and will be unable to continue on the course. Candidates who do not pass SU100, SU200 and SU800 at the first or resit attempt may not commence SU500 Practice Learning 2 and will be unable to continue on the course. Candidates who do not pass SU600 at the first attempt may commence SU500 Practice Learning 2 but will be unable to continue on the course if they fail the resit of SU600. A PG Dip

	Social Care exit award may be given to candidates who achieve 120 credits but do not pass SU500 Practice Learning 2. A PGCert in Social Care may be given to candidates who achieve 60 credits. Candidates who pass SU100, SU200 and SU800 at the first or resit attempt but do not pass SU400 Practice Learning 1, may apply to transfer to the PG Dip or MA Social Work. Any candidates transferred would be required to repeat the placementrelated modules, including where these have been passed.
	<u>MA and PG Dip Social Work</u> Candidates must pass all taught modules in year 1 before continuing to year 2.
	<u>MA Social Work</u> Where a candidate is awarded an MA degree as a result of being given condoned credit or where 867L5 Social Work Practice 2 has been failed, the exit award will be MA Applied Social Care. A PG Dip or Cert Applied Social Care may be given, where the criteria are met.
	<u>PG Dip Social Work</u> Where a candidate is awarded a PG Dip as a result of being given condoned credit or where 867L5 Social Work Practice 2 has been failed, the exit award will be PG Dip Applied Social Care. A PG Cert Applied Social Care may be given, where the criteria are met.
Non-standard dates for MABs and PABs	<u>PGCE:</u> All PGCE except Pedagogy and Practice, which goes to standard PGT boards, have standalone exam boards. Dates agreed annually depending on when course ends. <u>CPD Social Work</u> Considered at UG finalist boards in July. The SW CPD *awards* are considered at the standard PGT boards <u>Step-Up to Social Work</u> Standalone exam boards. Dates agreed bi-annually for this bi-annual course
School of Global Studies	

Award and progression criteria for courses with alternative requirements	<u>PGCert Social Research Methods</u> A PG Cert 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.
School of Law, Politics & Sociology	
Exemptions from Automatic compensation	<u>MA Law</u> 725M3B Equity and Trusts 724M3 Public Law M5031 Constitutional Foundations of the European Union 722M3B Contract Law 723M3 Tort Law 726M3 Land Law 727M3 Criminal Law Compensation may be applied at the candidate's request, where the criteria are met.

PGT courses with a January start date
<u>University of Sussex Business School</u> July PAB (interim to give resits in A3 for 1st teaching semester (S2) taught modules); October PAB (interim to give resits in A1 for 2nd teaching semester (summer) taught modules; defers diss/pro from A1 to A3 if 60 credits not achieved); March PAB (Main to consider award, offer 1st resit of dissertation in A3, offer 2nd resits of taught modules in A3). Part-time students to be considered along with full-time students to ensure resits are given at the next resit opportunity.

PgCert Learning & Teaching in Higher Education
Participants are able to re-submit their work for an uncapped mark.

- Re-submission is permitted following a failed submission before the PAB.
- 'Technical' fails will not be subject to moderation as a fail. For example, assessments that have not failed for academic reasons but where the relevant forms have not been submitted.
- Internal and external moderation will not take place for re-submissions.
- The late submission policy will not apply on any assessment.
- An extended deadline may be given at the discretion of the Course Convenor.

Online Distance Learning courses

- A repeat of a module may be offered where the resit has been failed, subject to completion within the maximum period of registration.
- The PAB has discretion to exceptionally offer a second resit, for example, where an Exceptional Circumstance claim has been upheld. Following an exceptional second resit, the module may be repeated, subject to completion within the maximum period of registration.
- Late submission will be permitted up to 24 hours late.
- The PAB will offer a resit and/or repeat to students on temporary withdrawal, as appropriate, subject to completion within the maximum period of registration. The ODL Student Success Advisor will confirm the return from temporary withdrawal date, subject to completion within the maximum period of registration.
- Resits will be scheduled in the next resit assessment period, April or August, unless an application to defer to the following resit period is approved by the DoSE based on religious observance; competitive sporting event, placement/internship commitment; jury service or exceptional circumstances.
- These regulations apply to all ODL masters, diploma or certificate courses.

Online Distance Learning stand-alone modules

- A repeat of a module may be offered where the resit has been failed, subject to completion within the maximum period of registration for the module.
- The PAB has discretion to exceptionally offer a second resit, for example, where an Exceptional Circumstance claim has been upheld. Following an exceptional second resit, the module may be repeated, subject to completion within the maximum period of

registration for the module.

- Late submission will be permitted up to 24 hours late.
- The PAB will offer a resit and/or repeat to students on temporary withdrawal, as appropriate, subject to completion within the maximum period of registration. The ODL Student Success Advisor will confirm the return from temporary withdrawal date, subject to completion within the maximum period of registration for the module.
- Resits will be scheduled in the next resit assessment period, April or August.

ACADEMIC MISCONDUCT

Policy and Procedure

1. 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. Academic integrity represents a set of values which operate as the foundation of academic practice. These values include honesty, trust, fairness, respect and responsibility.
2. All instances of plagiarism, collusion, personation, fabrication of results, exam misconduct or a breach of research ethics are serious failures to respect the integrity and fairness of the assessment process.
3. As such, all cases¹ of academic misconduct in module assessment must be seriously considered and appropriate penalties applied, as determined by the Academic 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.
4. 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.

Types of academic misconduct

Collusion

5. 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 task 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

6. 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

¹ Should an allegation be made against a former student, the decision about whether to pursue the allegation will be made by PVC (Education and Students) (or nominee) noting that it may be challenging to investigate, or for a former student to respond to the allegation, for example because records may no longer be available in line with the University's retention schedule.

directly acknowledged. For cases where work has been re-used see '**Overlapping material**' in '**Marking, Moderation and Feedback Regulations**'.

Personation

7. **Personation in written submissions** is where someone or something 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: AI generated text or responses; 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 proofreader where this is not allowed; using substantive changes proposed by a proofreader or third party (person or electronic service) that do not adhere to the University guidance on proofreading; 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 held on campus** 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.
8. Cases of personation will usually be considered to be major misconduct, with the exception of proofreading and translation transgressions where they are limited in their extent and may be considered to be minor misconduct.

Misconduct in examinations

9. Misconduct in examinations held on campus includes having, or attempting to gain access, during an examination, to any books, memoranda, notes (including notes on paper or transcribed on the student's skin), unauthorised calculators, phones, watches 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 after the start of the exam 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.
10. Misconduct in exams taken remotely includes using the following in the completion of the submitted exam answer paper, except where these have been authorised as part of the assessment task: text or ideas taken from the internet or other sources, unauthorised calculators, material provided by someone else including another student or an essay writing service. Misconduct in an exam taken remotely also includes sharing material with, or otherwise helping, another student prior to them submitting their answer paper.
11. Exam misconduct in exams held on campus or remotely also includes cases where the exam question paper or model answers have been obtained and/or shared in advance of the exam, except where such material has been provided as part of the assessment task.
12. The University takes misconduct in examination extremely seriously and any concerns raised will result in an investigation of potential major academic misconduct.

Fabrication

13. Fabrication of results or sources is where the results of an experiment, focus group or other research activity have been made up. It also includes observations in practical or project work, such as not accurately recording the outcome of a lab experiment that did not go as planned.

Breach of research ethics

14. Breach of research ethics includes failure to gain ethical approval; carrying out research without appropriate permission; breach of confidentiality or improper handling of privileged or private information on individuals gathered during data collection; coercion or bribery of project participants. Students conducting research with human participants, personal data (including that collected from social media and other sources), non-human animal subjects or research that may have a detrimental impact on the environment, must gain ethical approval before carrying out the research, this includes before contacting potential participants and/or advertising the study. Students are responsible for complying with the requirements set out as part of the approval process including consulting with their supervisor, in the submission of formal amendments for subsequent changes in their approved research.

General Principles

15. All work submitted for assessment should be the student's own work prepared 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.
16. Where a proofreading 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 proofreading, and to retain a copy of edits made by the proofreader. Proofreading 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 proofreading has led to substantive changes, a case of personation may be taken forwards based on the authorship of the assessment. See University [Proofreading Policy](#).
17. It is academic misconduct for any student to be guilty of, or party to, collusion, plagiarism, personation, 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. Students should retain research data that underpins dissertations or projects until after graduation.
18. 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, module teaching sessions and assessment briefings, as appropriate. Markers must ensure that discipline specific referencing norms have been adhered to.

19. 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 in an examination on campus it will be sufficient to acknowledge the source without providing a full reference.
20. Students must not take notes or other unauthorised materials/devices into an examination, unless the instructions explicitly state that this is allowed.
21. Unless explicitly allowed in the module documentation or specified in the assessment task, students must work alone on preparing their assessment and must not share their work with other students until both students have submitted and the late submission deadline has passed.
22. 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:
<http://www.sussex.ac.uk/skillshub/index.php?id=251>
23. Schools should develop assessments that minimise the potential for academic misconduct.

Identifying Academic Misconduct

24. 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, personation, misconduct in an exam taken remotely, fabrication of results, or a breach of research ethics, the assessment is referred to the School Investigating Officer who will initiate an investigation.

Investigating Officer

25. 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 the regulations regarding '**Overlapping material**' set out in the regulations on '**Marking, Moderation and Feedback**' are applied instead. Investigating Officers may also act as 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/integrity>

Levels of Misconduct

26. Misconduct is categorised as 'minor' or 'major' by the Panel.

Determination of minor and major cases of misconduct

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

(i) the assessment *impact* is not a relevant issue. For example, cheating will not be ignored just because the work in question is not heavily weighted for the module mark, or the module itself is not a significantly weighted module within the course. Stage of study is not germane to the decision;

(ii) 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 small sections paraphrased from an article, or referencing that is incorrectly formatted, might be seen as a minor case of misconduct;

(iii) 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.

Minor misconduct

28. 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).
29. 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.
30. Multiple instances of minor misconduct on the same assessment are likely to lead to a case of 'major' misconduct. Multiple cases on different assessments will be considered as separate cases provided they are not processed as a First Case of plagiarism/collusion that occurred during the same assessment period.

Major misconduct

31. 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 protocols, or where there is evidence of repeated minor misconduct.

32. 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, or software (unless explicitly permitted in the assessment guidance from the module convenor) including where someone has been commissioned to write an essay for them, or where the student undertakes to solicit or prepare an assessment on behalf of someone else.
33. 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 Panel.

No case

34. 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.

Procedures for determining allegations of misconduct

35. 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.
36. 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.
37. 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.
38. Where the allegation is collusion or 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 a minor case of collusion, the Marker should mark the assessment and only attribute marks for work that is not the same as another student's work. For a minor case of plagiarism, the Marker should only assign marks for work that is believed to be the student's own. 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 Academic 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 normally be invited to the Panel (or First Case meeting) to help establish how the collusion occurred. However, no penalty may be applied to a student in the higher stage of study.

39. **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.
40. 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 of text matches.
41. The Investigating Officer may consult with the Module Convenor, Markers, relevant examination board officers, invigilators (where allegations relate to on campus exams), and will determine whether or not a *prima facie* case for suspecting a student of misconduct has been presented.
42. If a *prima facie* case has been presented, the Investigating Officer shall make a preliminary determination of either minor or major misconduct.
43. For a case of collusion/plagiarism, 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.
44. 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 cohort marks/feedback publication date.
45. 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.

Procedure for a First Case of collusion or plagiarism

46. The following First Case procedure will be used where collusion or plagiarism has occurred and there have been no previous instances of academic misconduct. The First Case procedure will not be used for the following scenarios which will be considered by an Academic Misconduct Panel:
 - Undergraduate work in Stage 3 onwards
 - Postgraduate work scheduled after the Semester 2 assessment period (where the student is due to complete), including dissertations/projects and resits or assessments submitted in the resit assessment period. This exception does not apply to online distance learning courses, where the First Case process should be used, provided the student does not have any previous instances of misconduct.
47. 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 referred to the online Academic Practice Workshop (APW).

Referral to the APW will apply whether the case is determined to be minor or major. For a First Case (minor or major), the following applies:

- For plagiarism: a mark will be given based only on the sections believed to be the student's own, including work which has been correctly referenced
- For collusion: a mark will be given based only on work that is not the same as another student's.
- 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 the same assessment period. This is the only circumstance within which cases may be considered as concurrent.

48. 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 normally be considered by the Panel.
49. 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 the online Academic Practice Workshop. The student should be seen within 10 working days of the marks being published. For a First Case of collusion/plagiarism (minor/major) the Module Convenor will tell the student the proportion of the work judged to be subject to collusion/plagiarism, and explain that marks are not given for the sections of work that are the same as another student's (for collusion) or sections of work not judged to be the student's own (for plagiarism).
50. The student may decide to challenge the allegation, providing the Progression and Award Board (PAB) has not already considered the student. Challenging the allegation of collusion or plagiarism involves electing to go to an Academic Misconduct Panel, where a penalty may be applied. For a case of collusion, this will result in all the students involved being referred to the Panel. However, not all the students involved will necessarily receive a penalty from the Panel. (Where the PAB has already considered the student, an appeal may be made against the PAB decision, where the criteria are met.)
51. The collusion or plagiarism incident will not be recorded against the student's assessment record as a misconduct case. Enrolment on and satisfactory completion of the online Academic Practice Workshop will be recorded by the University. This record 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 enrolled on and completed the online Academic Practice Workshop.
52. After seeing the student, the Module Convenor will return the evidence file to the Student Administration Office for retention.
53. Where a further concern of misconduct occurs (major or minor), the case will be considered by the Academic Misconduct Panel. In relation to a further concern of collusion, this will result in all the students involved being referred to the 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 Panel and the student may be referred to an Academic Practice Workshop.

Procedure for consideration of misconduct in examination

54. Any instance of misconduct in an examination held on campus or remotely will be considered as major misconduct. For exams held on campus, students must place mobile phones, watches or other valuable items on the floor in front of the student's desk. Where a concern has been raised regarding misconduct in an examination held on campus or remotely 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. Where the case is delegated, the penalty will be a mark of 0 for the assessment component. The standard appeals procedure will apply. For exams taken remotely, any concerns raised as part of the marking process may result initially in the student/s being asked to participate in a meeting with the Module Convenor, Marker/s and/or another member of academic staff. This is to establish how the assessment was completed and to ascertain the student's understanding of the assessment material. The Investigating Officer will decide whether or not the case will be taken forwards to a Panel. Where the student accepts that academic misconduct occurred and they have not been considered by the Panel before, the case can be considered by a delegated Panel. The full Panel process below applies where the student has been considered by the Panel previously, where the case is referred to the Panel or where the candidate (or one of the candidates in an exam collusion case) does not accept that academic misconduct occurred, during the meeting with the School.

Procedure for minor and major misconduct (other than a First Case of collusion/plagiarism or misconduct in examination considered under the delegated authority of the Chair)

55. 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.
56. The Misconduct Panel Secretary will organise a Panel which will comprise a Chair and two members from the membership of the Academic Misconduct Panel, and may include 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.
57. The student shall be informed in writing by the Misconduct Panel Secretary of the date and purpose of the 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. 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.
58. Students are entitled (but not required) to attend a Panel meeting and are encouraged to submit a written statement. The student must notify the Misconduct Panel Secretary at least 48 hours in advance of the Panel meeting whether they will attend and who, if anyone, will accompany them. The evidence file will be made available on request for the student and their representative to review prior to the Panel meeting so that the evidence can be referred to in the student's statement.

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.

59. An annual workshop will take place for Chairs of Academic Misconduct Panels to review any issues that arose at the Panel in the academic year.
60. 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 solely on the presentation of the case on the day of the Panel meeting.

Procedure for cases of personation to be considered

61. A suspected case of personation may be investigated by a School team, based on a paper based review of the student's 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 is referred to the Panel, the student will be invited to attend the Panel to discuss the findings of the School team and to provide information on how the assessment was completed. An oral exam (viva voce) on the student's knowledge of the assessment or the discipline will not be conducted at the Panel, however, questions can be asked about how the assessment was prepared and why material was included or not included. The Investigating Officer can meet with the student before the Panel to discuss the concerns raised in broad terms.

Procedure for cases of a breach of research ethics to be considered

62. A case of a breach of research ethics will be considered by the School Investigating Officer in accordance with the standard process for considering a case of academic misconduct. Where the evidence shows that there has been a breach of research ethics, based on the definition, a case will be taken forwards to the Academic Misconduct Panel. In the event of an urgent and serious breach, the School may refer the case to the Student Discipline Committee in the first instance following consultation with the Research Governance Officer.

Academic Misconduct Panel terms of reference and composition

63. Terms of reference
 - (i) To consider all cases of undergraduate and taught postgraduate academic misconduct in accordance with the regulations, with the exception of First Cases, unless a First Case is referred to the Panel.
 - (ii) To delegate cases of academic misconduct in an exam to a designated Chair, in accordance with the regulations, where the candidate has not previously been considered by the Academic Misconduct Panel.
 - (iii) To use academic judgement to apply appropriate penalties, in accordance with the regulations, to ensure that the academic standards of the award are maintained.
 - (iv) To report annually to the University Education Committee.
 - (v) The Panel will meet as required.

Composition and Quoracy

- (vi) Membership of the Academic Misconduct Panel will include a Chair, and approved members who may include designated officers of the Students' Union. Minimum membership for quoracy shall be the Chair and at least two members. Members of the Academic Misconduct Panel are appointed by the University Education Committee for a period of three years.

- 64. Role descriptors for the misconduct panel Chair and member are provided at: <http://www.sussex.ac.uk/adqe/standards/academicmisconduct/integrity>

Conduct of the Panel meeting

The Panel meeting will be conducted as follows:

- 65. 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.
- 66. The Chair will state the concerns raised, including the relevant definitions of academic misconduct, and will then ask the student whether they accept or reject that misconduct had occurred.

Admission of misconduct

- 67. If the student accepts 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 misconduct

- 68. If the student denies that misconduct occurred, the meeting will first be concerned with establishing whether misconduct took place. The Presenter will set out the concerns raised. The student may then respond to the concerns with the help of their representative. Members of the Panel may intervene from time to time to raise a question.
- 69. 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. The questioning will not assess the student's broader knowledge of the relevant area of the discipline. In the case of this requirement emerging during a Panel meeting, or in cases where new evidence is presented that requires fuller consideration outside the Panel, the meeting will be adjourned and a new date established.

70. 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 academic misconduct has been found to have occurred. The Chair may give permission for the Presenter to leave after presenting the case, provided they are not required.

Not guilty

71. 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

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

Notification of decision

73. The student will normally be told the outcome and the penalty, at the end of the meeting. 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.
74. 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

75. 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 University.

Penalties to be applied

Penalties where the candidate *has not* previously been considered by a Panel

76. The Panel has discretion to apply one of the following penalties, where the candidate has not previously been considered by the Panel (referral to an Academic Practice Workshop for a developmental First Case of collusion/plagiarism does not constitute being considered by a Panel):
- (i) No penalty may exceptionally be agreed. This penalty is not available for a breach of exam procedures.
 - (ii) Reduce the mark for the assessment by 10% percentage points (not 10% of the mark). This penalty should normally be applied for Minor cases where the Panel

confirm that the extent of the academic misconduct is relatively limited.

- (iii) Confirm the mark of 0 for the assessment component. This penalty should normally 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, where they have been considered by the Panel previously.
- (iv) The penalties listed below may also be applied, provided all Panel members agree.

Penalties where the candidate *has* previously been considered by a Panel

77. The penalties below may be applied singly or in combination where the Panel has previously considered a candidate:
- (i) The Panel may also apply one of the above penalties for a candidate who has been considered by the Panel previously.
 - (ii) No penalty may exceptionally be agreed. This penalty is not available for a breach of exam procedures.
 - (iii) Reduce the mark for the module to 0. The student will normally be given a resit of the module by the PAB.
 - (iv) Reduction of the grand mean for the course by up to 10 percentage points. The value must be specified by the Panel. This penalty may be applied by more than one Panel resulting in a reduction greater than 10 percentage points overall. This penalty is not available for first year undergraduates.
 - (v) Reduce the classification by one or more class. This penalty is not available for first year undergraduates.
 - (vi) Disqualify from the University for a period of at least 3 years.

Notes

78. In cases where the Panel agree that misconduct has not occurred, the outcome will be 'no case to answer'.
79. A record of the academic misconduct decision and penalty will be held on the student record.
80. Exceptional Circumstances may not be taken into consideration.
81. 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. 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 degree.
82. Loss of credit cannot be readdressed by granting condoned credit where a fail is the result of applying the misconduct penalty. However, a resit opportunity may be given by the PAB where the module has been failed.

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

Progression and Award Boards (PABs)

84. 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 on other modules with the candidate reconsidered by a virtual PAB, if necessary, once the outcome of the misconduct process is known.

Appeals

85. Students have the right of appeal against academic misconduct decisions, where the criteria are met. Please refer to the appeals criteria available at:
<https://student.sussex.ac.uk/complaints/appeals/types-of-appeal#misconduct>

Exceptional Circumstances Policy

1. Overview and Purpose

- 1.1. This Policy should be read in conjunction with the Exceptional Circumstances (EC) Procedural Guide. Details regarding the EC policy and procedural guide can be located on the EC [webpages](#).
- 1.2. The purpose of this policy is to outline how the University will take into account circumstances that impact a student's academic performance, that fall within the parameters of exceptional circumstances. For example, a student may suddenly become ill with a serious short-term illness.
- 1.3. The EC framework is in place to ensure that all students are given a fair and equal opportunity to demonstrate academic achievement. It is the objective of the EC process to ensure that academic standards are not compromised but to permit fair opportunity for students to reach standards, whilst they overcome temporary detriment/s.
- 1.4. Circumstances that fall outside the scope of EC should be considered through alternative mechanisms, for example reasonable adjustments.

2. Definition

- 2.1. An Exceptional Circumstance is a circumstance that has negatively impacted a student's ability to study/prepare/complete an assessment or exam which is determined by the University as reasonably:
 - a) short-term;
 - b) arisen unexpectedly; and
 - c) beyond the student's control.
- 2.2. All parts of [2.1] must be met for a claim to be pursued via the EC process. The University's decision on whether a circumstance meets this definition is final. The decision-making process is outlined in this policy and accompanying procedural guide.
- 2.3. The University will take into account the impact/effects experienced on the module-assessment when considering claims.

3. Eligibility

- 3.1. Registered taught undergraduate/postgraduate students are eligible to submit an EC claim. An EC claim can be pursued for any University of Sussex assessment/s that is credit bearing/weighted.

- 3.2. University of Sussex students who are studying abroad are not permitted to use the EC process for assessments concerning their host institution and should use the equivalent host institution's procedures. Any opportunity to retake an assessment should, where possible, occur during their period of study at their host institution. Where a student is having difficulty resolving matters, they should seek advice from the [Sussex Abroad Office](#).
- 3.3. Students not registered on a university award (e.g. hosted students) may pursue an EC claim for their Sussex assessment/s, in line with this Policy and associated procedural guide.
- 3.4. Students on a placement should use the sickness reporting systems in place at their employer/placement facilitator. They must also notify their [Academic School](#) if absent for six consecutive days or more. An EC claim can only be submitted regarding the submission of a student's respective placement portfolio/project, with claims for non-submission or late EC submission permitted only.
- 3.5. Research students should contact their supervisor in the first instance.

4. EC Scenarios

- 4.1. It is challenging to prescribe all scenarios for this area. Therefore, the University reserves a level of discretion and case-by-case judgment when determining if an EC claim meets the definition and process requirements. The University takes into account the impact/effects experienced on the module-assessment when considering claims.
- 4.2. The accompanying procedural guide will outline a range of example circumstances that are likely to be accepted/not accepted.
- 4.3. Reasonable adjustments should ensure that disabled students are able to learn and be assessed on a level playing field with their fellow students. Where reasonable adjustments are in place, it should not normally be necessary for a student to use the EC process. The accompanying procedural guidance will outline circumstances where the EC process may be required nonetheless. An EC claim may be unsuccessful if a student is able to seek a remedy, or is already in receipt of a remedy for their circumstances, through alternative mechanism.
- 4.4. Further, the EC process is in place for individual student circumstances. It is not typically required for events that impact a significant proportion of students, for example public-health emergencies or industrial action. This is because the University will usually put in place measures to address such eventualities, removing the burden for students to submit individual EC claims. Guidance

will be provided when such circumstances take place.

5. Evidence

- 5.1. It is reasonable for the University to request evidence to support EC claims. Required evidence should be proportionate to the situation being described. Any evidence must be dated and correspond with the assessment date/s in question, where appropriate.
- 5.2. The accompanying procedural guide will outline the type of evidence which are likely to be accepted/not accepted.
- 5.3. The University recognises that there are circumstances that are challenging to provide evidence for and also would not be proportionate to do so. This is reflective of practices in the workplace. Consequently, self-certification will be acceptable in certain circumstances. Self-certification is permitted under the following criteria:
 - a) A student may only self-certify for a maximum of two [2] occasions during a single academic year. Alternative evidence will usually be required for further occasions.
 - b) Where self-certification is used/permitted, a single self-certification can only cover a maximum seven [7] day period (calendar days). A further self-certification or evidence will be required for day eight [8] and beyond.
 - c) Self-certification can be used for all requested outcomes permitted under the EC process, where a claim is accepted. See section 7 below.
- 5.4. The University reserves the right to accept a greater level of self-certification and other forms of evidence, in addition to self-certification, where deemed appropriate. The procedural guidance will provide further details on potential circumstances where this will usually occur.

6. Timeframes

- 6.1. All EC claims are required to be submitted (including any requested evidence) in a timely manner and before the applicable deadline/s. This is to ensure that any accepted claims can be considered on time by decision-makers and seeks to minimise any delay to progression or award decisions.
- 6.2. Students are advised to submit an EC claim at the earliest opportunity, close to the assessment deadline/s of concern and by the applicable deadline. This

is because evidence, recollection and support for the matters disclosed are more easily available.

- 6.3. EC deadlines will take place throughout the year. Each term will have an overall deadline for claims for any assessment taking place during the associated term/assessment period. Students are required to comply with deadlines that are set according to their study level, course and the assessment period in question, i.e. A1 / A2 / A3.
- 6.4. The University will publish deadlines on the EC dedicated [webpages](#).
- 6.5. Students are responsible for meeting any requests made to assess an EC claim, including meeting any specified timeframes. An EC claim can be declined if all steps/requests are not completed or met. Alternative mechanisms (subject to their rules) may need to be explored by a student if the deadline has passed, such as the [academic appeals](#) process.

7. Types of EC Claims

- 7.1. The following types of EC claims can be pursued by a student:

- a) Late Submission

This is where a student has missed the assessment deadline due to the circumstances they have experienced and submits their assessment within the late submission period, if provided. A student will ordinarily receive a late-penalty for submitting during this period.

- b) Non-submission/absence

This is when a student is absent from attending an assessment or does not submit their assessment-work due to the circumstances they have experienced. A student will ordinarily receive a zero mark when this occurs.

- c) Impaired

This is when a student attends an assessment or submits their assessment-work, but they believe that their individual circumstances have seriously impaired their academic performance and will result in an unrepresentative mark.

- 7.2. Students submitting a late submission claim are seeking the removal of the late-penalty, where permitted and an EC claim is accepted. For all other accepted claims, students are requesting their examination boards to take into

account their claim (if accepted) in conjunction with their wider academic performance. An examination board may decide to award an academic remedy in response. For example, an uncapped resit opportunity.

8. EC Process

- 8.1. It is the responsibility of all students to notify the University of their circumstances and to submit an EC claim. The accompanying procedural guide provides guidance to students on how to submit an EC claim for consideration. Exceptionally, the University may assign an EC claim on behalf of a student.
- 8.2. The University will ensure that all decision-making is guided by fairness, compassion, context, fact and evidence.
- 8.3. Students must ensure that an EC claims contains all the required information and evidence they wish to be considered as part of the decision-making process. University decisions are typically made solely on the information provided in the claim submitted.
- 8.4. The EC process will consist of three stages. These are:

- a) Stage 1: Assessment Stage

Appropriate personnel within the Student Experience Division will assess/determine if an EC claim can be accepted, subject to this Policy and accompanying procedural guide. Complex cases will be escalated to a senior member of staff, within the Student Experience Division, for a decision.

Students will be notified if their EC claim has been accepted, declined or if they must complete further steps for a decision to be made (subject to specified timeframes and published deadlines, whichever is sooner).

- b) Stage 2: Outcome Stage

All accepted EC claims will be cascaded to the applicable examination board for consideration.¹ The examination board will make an academic judgement in relation to each EC claim, informed by the student's overall performance and determines what academic outcome is to be provided to a student, if any.

¹ Examination boards operate anonymously and do not see the nature of the EC disclosed. They note that an EC claim has been accepted (see stage 1) and consider the impact on the assessment.

For accepted EC claims, the examination boards permits the Stage 1 process to remove any late penalties that are applied, where present. All other outcomes/claims must be cascaded to Stage 2 for decision.

An examination board is under no obligation to provide a remedy where an EC claim is present. All outcomes are determined in accordance with the University's progression and award regulations.

c) Stage 3: Appeal Stage

Where a student is dissatisfied with the outcome of either Stage 1 or Stage 2, they should submit an [academic appeal](#). Students are advised to consult the academic appeal process and comply with any requirements specified, for example submitting an appeal during their specified appeal window.

- 8.5. The accompanying procedural guide outlines typical outcomes that can be awarded as part of the EC process.
- 8.6. Students who have exhausted the University's internal procedures will be issued with a completion of procedures letter and informed that they may make a complaint to the OIA. The OIA's website (www.oiahe.org.uk) contains full details of the scheme.

9. Disclosure and Support

- 9.1. Details referenced as part of the EC process could indicate that additional support maybe needed. University services (support and/or academic schools) may contact students in regards to the circumstances they have disclosed in their EC claim. The purpose of such contact is to focus on their attendance, engagement and achievement, wellbeing and/or any safeguarding/legal responsibilities (if applicable). The University may refer a student to alternative process/procedure where appropriate, for example fitness to study or reasonable adjustment processes.
- 9.2. Information disclosed as part of the EC process is strictly confidential. All information will be processed and handled in accordance with the University's data protection policies, procedures and privacy notice/s.
- 9.3. The University may need to take into account any previous EC claim/s when considering a current claim.
- 9.4. The University reserves the right to determine which policy/procedures are utilised to respond to circumstances disclosed as part of EC process, for example fitness to study or academic appeal procedures.

10. Oversight and Reporting

- 10.1. The University's Education Committee is responsible for overseeing this Policy and accompanying procedural guide.
- 10.2. The Student Experience Division will produce an annual report on EC claims. This will detail the number of claims received and appropriately anonymised analytical-data for development and process enhancement purposes.
- 10.3. Academic School Staff will report to their School Student Progress Committee on one-to-one review meetings held, in light of EC claims requiring follow-up activity.

Review / Contacts / References	
Policy title:	Exceptional Circumstances Policy
Date approved:	June 2023
Approving body:	UEC
Last review date:	November 2023
Revision history:	1
Next review date:	June 2024
Related internal policies, procedures, guidance:	https://www.sussex.ac.uk/adge/standards/examsandassessment https://student.sussex.ac.uk/assessment/exceptional-circumstances
Policy owner:	<i>Student Experience / CCF</i>
Lead contact / author:	<i>Head of Complaints, Conduct and Funding</i>

Exceptional Circumstances

Procedural Guide

Content

1. Who is this guidance for?
2. Supporting you through your studies
3. What is an Exceptional Circumstance (EC)?
4. What situations could EC help with?
5. Circumstances likely/unlikely to be accepted
6. ECs and longstanding/chronic health conditions
7. Evidence likely/unlikely to be accepted
8. When is self-certification accepted?
9. Time limits for EC claims
10. Example scenarios and evidence likely to be accepted
11. How to submit an EC Claim
12. What happens with my EC claim when submitted?
13. Possible EC claim outcomes
14. Responding to EC Claims

1. Who is this guidance for?

This procedural document is to guide users with the Exceptional Circumstances (EC) process, as outlined in the EC policy.

This guidance document on EC is for any taught student (undergraduate / postgraduate) who is undertaking a University of Sussex assessment which is credit bearing / weighted. Research students should contact their supervisor in the first instance. See section 3 of the EC Policy for specific guidance for students who are studying abroad, are visiting and exchange students hosted by the University or on a placement.

This procedural document should be read in conjunction with the Exceptional Circumstances (EC) policy. Details about the EC policy and this procedural guide are located on the EC [webpages](#).

2. Supporting you through your studies

The EC procedure helps a student to receive additional consideration, relating to their assessment/s, if they are experiencing circumstances that have impacted them negatively. We strongly encourage you to contact the University's support services about your support needs, as soon as you know that you may have a problem. This allows us to support you during such circumstances and look at a range of options that may have a positive impact, which may or may not include the EC process. Details about help and support at the University can be located on this [webpage](#).

3. What is an Exceptional Circumstance (EC)?

An Exceptional Circumstance is a circumstance that has negatively impacted you to study/prepare/complete an assessment or exam which is determined by the University as reasonably:

- a) short-term;
- b) arisen unexpectedly; and
- c) beyond the student's control.

All parts of this definition must be met for a claim to be pursued via the EC process.

The University takes into account the impact/effects experienced on the module-assessment when considering claims.

4. What situations could EC help with?

There are specific situations where an EC claim can be used. These are:

- a) LATE SUBMISSION: you do not submit an assessment by the published deadline, but subsequently submit during a late submission period (if provided)¹
- b) NON-SUBMISSION: you do not submit an assessment during an assessment period.
- c) NON-ATTENDANCE: you are absent from a scheduled in-person examination or practical assessment.
- d) IMPAIRMENT: you consider your academic performance to be seriously impaired and will result in an unrepresentative mark.

You cannot submit a claim for:

- a) Multiple considerations, for example late and impairment.
- b) Declaring impairment prior to an exam or assessment deadline. An impairment claim must be submitted after the examination or assessment deadline in question and prior to any published EC deadline. This is because it is usual for EC circumstances to arise around the assessment not in advance.

If you raise a late submission claim but do not submit during the late period we will update the status of your claim automatically. This means you will see the status of your claim change from Late Submission to Non-Submission in Sussex Direct.

If you raise a claim for Non-Submission but then send in your assignment during the late period, we will update the status of your claim automatically. This means you will see the status of your claim change from Non-Submission to Late submission in Sussex Direct.

5. Circumstances likely/unlikely to be accepted

The content of Table A below is indicative and not exhaustive. It is challenging to prescribe all scenarios and therefore the University reserves a level of case-by-case judgement.

¹ Not all assessments have a late submission period so students must check their individual assessments carefully.

Table A

Examples of circumstances likely to be accepted	Examples of circumstances likely to be excluded.
• Serious short-term illness / injury / ailment • Atypical flare-up of an ongoing illness/disability² • Infectious disease which could be harmful if passed on to others • Death or significant illness of a close family member or friend • Unexpected caring responsibilities for a family member/dependent • Significant personal crisis leading to acute stress • Witnessing or experiencing a traumatic incident/crime • Accommodation crisis such as your home becoming uninhabitable • Jury service (where deferral not permitted by the Court) • Unforeseen representation at a sport event (at least regional level) • Major national infrastructure issues, such as national grid blackout.	• Non-serious illness / injury / ailment, unless symptoms are severe (i.e. a cold/short lived virus) • Holidays, house moves or other events/affairs that were planned or could reasonably have been expected • Foreseeable, planned or minor transport disruption • Assessments scheduled close together • Misreading the exam timetable or lack of knowledge of university processes • Poor time-management, including not meeting online assessment requirements or planning. • Personal computer or other IT issues/failures. Students should have taken adequate precautionary measures, planned and/or checked compatibility. • General pressures, stress and/or anxiety from academic work • Employment commitments • Minor life events, unless circumstance had a disproportionate impact. • Religious observance • Circumstances that are reasonably foreseeable or prevented, such as intoxication, convictions/illegal activity • Visa issues • Employment / financial issues. • Ongoing health conditions in receipt of reasonable adjustments with no atypical flare-up,

² See section 6 below also.

Where your circumstances cannot be resolved quickly or the support you need is beyond what our support services can reasonably provide, you may need to consider interrupting your studies. In such circumstances, please contact our support services who will be able to guide you through your options. How to contact them can be found via this [webpage](#).

You may wish to consider alternative options if your circumstances are unlikely to be accepted, for example your situation does not meet the EC definition. It may be possible for you to defer assessments instead, subject to specified criteria. Details and guidance regarding deferring assessments are located via this [webpage](#).

6. ECs and longstanding/chronic health conditions

The reasonable adjustment process is in place to ensure that disabled students are able to learn and be assessed on a level playing field. It should not normally be necessary for a student to use the EC process in addition to receiving reasonable adjustments. The definition of a long-term condition would not usually meet the definition of EC (i.e. being short-term and/or unexpected).

Your reasonable adjustments should be able to support you and your disability during your studies long-term. If you are in receipt of reasonable adjustments, you are eligible to seek extensions to your assessment submissions through your reasonable adjustments. Further details about applying for extensions are located via this [weblink](#).

There are circumstances that may require you to need support from both reasonable adjustments and the EC process. These are:

- a) You are experiencing an atypical flare-up, fluctuation or deterioration in your ongoing condition meaning that all adjustments in place are no longer sufficient at this stage.⁴
- b) There is a temporary issue in the implementation/presence of your reasonable adjustments so temporary measures are required.⁵
- c) You experience an EC circumstance that is unrelated to your disability/reasonable adjustments.

The Disability Team are here to support and work with you to ensure support arrangements are as effective as possible. We strongly encourage students to speak

³ See section 6 for further details.

⁴ See section 8.

⁵ See section 8.

to this team throughout their studies as they can ensure adjustments are most effective and reduce the likelihood of requiring ECs. Their contact details are located via this [webpage](#).

For (a) and (b) above, self-certification is permitted and will not count towards your two self-certification limit per academic year. For (c) above, self-certification can be used but will count towards your two self-certification limit per academic year. An EC claim may be unsuccessful if a student is able to seek a remedy, or is already in receipt of a remedy for their circumstances, through alternative mechanism (such as an extension request through reasonable adjustments).

7. Evidence likely/unlikely to be accepted

The content of table B below is indicative and not exhaustive. It is challenging to prescribe all types of evidence and therefore the University reserves a level of case-by-case judgement.

You should supply evidence that is best to support the details you are describing. Evidence from an independent and authoritative individual/source is desirable.

Table B

Examples of evidence likely acceptable to use	Examples of evidence likely to be excluded.
• Self-certification form • Medical certificate or letter • Letter from a registered counsellor • Letter from a professional best placed to corroborate matters being considered (e.g. Student Advisor or Disability Advisor) • Hospital admission report / appointment letter • Police/crime statement • Court / Tribunal letter	• Photographs • Documentation without a date or dates corresponding with the assessment/circumstances impacted • No medical evidence to support medical declaration

8. When is self-certification accepted?

The University recognises that there are circumstances that are challenging to provide evidence for and also would not be proportionate to do so. This is reflective of practices in the workplace. Consequently, self-certification will be acceptable in certain circumstances. Self-certification is permitted under the following criteria:

- a) A student may only self-certify for a maximum of two [2] occasions during a single academic year. Alternative evidence will usually be required for further occasions.
- b) Where self-certification is used/permitted, a single self-certification can only cover a maximum of a seven [7] day period (calendar days). A further self-certification or evidence will be required for day eight [8] and beyond.
- c) Self-certification can be used for all requested outcomes permitted under the EC process, where a claim is accepted. See section 6 above.

The University reserves the right to accept a greater level of self-certification and other forms of evidence, in addition to self-certification, where deemed appropriate.

Students with a disability who submit an EC claim under 6(a) and (b) above can use self-certification. When used for these two circumstances, the use of self-certification will not count towards your two-occasion limit within an academic year.

A student who is experiencing a bereavement of a close family-member/friend, can use self-certification. Such use of self-certification will not usually count towards your two-occasion limit within an academic year.

9. Example scenarios and evidence

As a guide, Table C below provides example circumstances and evidence likely to be accepted.

Table C

Example circumstances likely to be accepted	Examples of evidence likely to be accepted.
Serious short-term illness / injury / ailment	• Self-certification • Medical certificate • Hospital discharge letter • Letter from the Exams and Assessment Team confirming illness during an assessment.
Atypical flare-up of an ongoing illness/disability ⁶	• Self-certification • Professional letter from the Disability Team • Medical letter
Death or significant illness of a close family member or friend	• Self-certification • Death certificate

⁶ See [6] below also.

	• Order of service
Witnessing or experiencing a traumatic incident/crime	• Self-certification • Police/crime statement • Court / Tribunal letter • News article (respectable source)
Jury Service (where deferral not permitted by the Court)	• A letter from the Court or Tribunal including the dates of the legal proceedings, and confirming that you could not be excused.
Unforeseen representation at a sport event (at least regional level)	• A letter of confirmation from the relevant organising body

10. Time Limits for an EC Claim

You must ensure that you submit an EC (and any required/requested evidence) by the published EC deadline.

EC deadlines will take place throughout the year. Each term will have an overall deadline for claims for any assessment taking place during the associated term/assessment period. You are required to comply with any deadlines that are set according to your study level, course and the assessment period in question, i.e. A1 / A2 / A3.

All deadlines are published on the EC webpage located on this [webpage](#).

It is important that you meet these deadlines. Your EC claim will be declined if it is not received by the relevant EC deadline. Your EC claim can be declined if all steps/requests are not completed or met.

11. How to submit an EC Claim

You submit an EC claim directly to the University by:

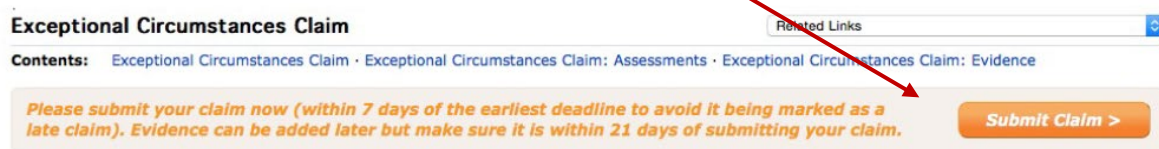
- Logging into [SussexDirect](#). You will need to log-in using your Sussex university username and password.
- Select 'Study' and click 'Exceptional Circumstances' from the drop-down menu.
- Select 'new claim' to begin drafting your EC claim.

When you are drafting your EC Claim you will be given the opportunity to:

- Describe the circumstances that you are experiencing
- Select which assessment/s you believe have been impacted

- Confirm what type of EC claim you are applying for (see section 4 above for details)
- Provide evidence (including uploading self-certification if being used). Please note, you cannot submit a claim without uploading any evidence/self-certification.
- Review your claim before submitting
- Submit for University consideration. **Important: students must ensure they click the orange 'submit claim' icon in order for your claim to be considered, see image 1 below.**

Image 1



If you raise a late submission claim but do not submit during the late period we will update the status of your claim automatically. This means you will see the status of your claim change from Late Submission to Non-Submission in Sussex Direct.

If you raise a claim for Non-Submission but then send in your assignment during the late period, we will update the status of your claim automatically. This means you will see the status of your claim change from Non-Submission to Late submission in Sussex Direct.

12. What happens with my EC claim when submitted?

Your claim will be considered in accordance with the EC policy, this guide and the accompanying webpages.

Stage 1

At stage 1 (the assessment stage), a trained member of university staff will review your claim and accompanying evidence. They will determine if the claim can be pursued. The outcomes at this assessment stage are:

- a) Claim accepted: your EC claim meets the criteria and will now progress to an examination board for further consideration. If you have applied for the removal of the late-penalty then this will be removed immediately.
- b) Claim not accepted: your EC claim does not meet the criteria of the EC policy and cannot be pursued. Alternatively, you have not provided all the information required on-time for a decision to be made.
- c) Further information required: the University requires you to provide further

information for your EC claim to be considered further. You can upload further evidence to your EC claim via Sussex Direct.

At stage 1, you will receive updates via email and also on SussexDirect. You are advised to review both regularly for updates.

The University aims to provide an initial decision on your EC claim within 15 working days, at stage 1.

Stage 2

At stage 2 (outcome stage), any claim accepted at Stage 1 is sent to the relevant examination board to be considered further. The board will make an academic judgement in relation to each EC claim, informed by your overall performance and determine what academic outcome is to be provided to you, if any. You will receive an update on the examination board's decision on your respective results day.

It is important to note that examination boards operate anonymously and do not see the nature of the EC disclosed. They note that an EC claim has been accepted (see stage 1) and consider the impact on the assessment.

Stage 3

In the event that you are dissatisfied with the outcome of either Stage 1 or 2, you can submit an appeal subject to the academic appeals procedures and timeframes. Details about the Appeals process can be found on the [Student Hub](#).

13. Possible EC claim outcomes

Table D below provides an outline of possible outcomes to an EC claim. You should note that this is indicative and any academic remedy is at the discretion of the examination board, subject to the University's academic regulations.

Table D

EC Claim Status	Typical outcome/s
Your EC Claim is not accepted	No additional consideration will be provided as your claim does not meet the EC criteria OR You have not provided all the information required/requested to make a decision before the deadline.
Your EC claim requires further information	The University has not made a decision on your claim yet. We require further information to make a decision and

	require this within the timeframe specified and before the deadline (whichever is sooner).
Your EC Claim is accepted	Your EC claim is accepted and either: a) If applied for late, your late-penalty will be removed AND/OR b) You claim will be forwarded to your examination board for further consideration.
Your EC Claim progresses to an examination board for further consideration.	- No further remedy as the board have applied academic judgement that your marks are not out of line, when considering your performance overall. - You are provided a further opportunity to take your assessment at a future point, without a cap on marks (called a sit). - You are offered the option to repeat the module/year

It is important to note that should your EC claim be accepted, this may have an impact on your progression to the next stage of your course, or to the conferment of your award and the timing of your subsequent graduation.

14. Responding to EC Claims

The details referenced as part of your EC claim/s could indicate that you may need additional support. For example, where frequent claims are made signposting to further guidance or to the Disability Team may be appropriate. Consequently, University services (support and/or academic schools) may receive notifications about the circumstances you have disclosed and contact you directly. The purpose of such contact is to discuss how we can best support you whilst you study. This can include discussing your attendance, wellbeing, academic engagement and achievement, and/or any safeguarding/legal responsibilities (if applicable) that may arise.

Disclosing sensitive/personal information can be difficult and challenging. As such, we want to reassure you that all details disclosed will be treated professionally, confidentially and sensitively. The University is here to support you and this information will help us to support you during this time and your studies.

In certain circumstances, the University may consider the information you have

disclosed via alternative process/procedure where this is appropriate, for example Fitness to Study or Reasonable Adjustment processes.

Review / Contacts / References	
Policy title:	Exceptional Circumstances Procedural Guide
Date approved:	June 2023
Approving body:	UEC
Last review date:	November 2023
Revision history:	1
Next review date:	June 2024
Related internal policies, procedures, guidance:	https://www.sussex.ac.uk/adqe/standards/examsandassessment https://student.sussex.ac.uk/assessment/exceptional-circumstances
Policy owner:	<i>Student Experience / CCF</i>
Lead contact /	<i>Head of Complaints, Conduct and Funding</i>

author:	
---------	--

PROCEDURES FOR MARKING, MODERATION AND FEEDBACK

Overview

1. 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.
2. Moderation is undertaken by reviewing a sample of assessments following the completion of the marking and marks checking process. Moderation 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.
3. Internal moderation is conducted by an internal member of academic staff 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.
4. External moderation is conducted by the External Examiner who will have access to the same sample of assessments that has been reviewed as part of the internal moderation process. They will also have access to the Internal Moderator's decision and any comments 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 External Examiner Handbook.

General principles of marking and moderation

5. The following general principles apply to all module assessments which contribute to progression and award.
6. The Faculty/ School marking strategy 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:
 - i. The Module Convenor is responsible for overseeing the marking and marks checking for 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.
 - ii. 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.
 - iii. To support 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.
 - iv. Markers should mark using a numerical scale of 0-100. Decimal places should not be used when marking *single* assessments.

- v. Markers must *not* accept written contributory module assessments directly from students.
 - vi. Marking should be conducted anonymously in line with the section on Anonymity, confidentiality and personal interest below.
 - vii. 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 Faculty Assessment Lead as soon as any such situation arises so that alternative arrangements for marking can be made.
 - viii. 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 the **Academic Misconduct Policy**.
 - ix. Where students are required to submit hard copies of their assessed work, they must be asked to submit two copies, so that a copy can be retained by the University and a sample generated for moderation purposes.
7. The moderation process ensures that proposed marks and feedback are internally moderated, 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 guide for assessments submitted in hard copy is provided at **Appendix 1**. A flowchart setting out the University moderation process is provided at **Appendix 2**.

Internal moderation

8. 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.
 - 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 deemed 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;

- All module assessments (including resits) which contribute to progression and/or award must be moderated except for the following assessments which should be excluded from the moderation sample:
 - assessments where internal marker/s cannot agree 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.
- The following 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 external moderation of assessments with an individual element of assessment.

NOTE: Where a PGT or UG dissertation/project is not internally moderated, there is an expectation that double marking will take place prior to external examiner moderation.

- stage 0/1 assessments at Levels 3 and 4.

9. Where the Moderator confirms that the marking and feedback on the sample is robust and appropriate, the marks and feedback can be published as provisional to the cohort. This ensures that normally only moderated marks are published and that marks for the cohort on any given assessment are published at the same time.
10. 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 Faculty/ 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 whole cohort. In all cases the students should be advised of a second date when marks are expected to be published or that the unmoderated marks have been published. (All marks published are provisional and subject to ratification by the exam board).
11. Where the sample 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.
12. Faculty/Schools may request exemption from the University's moderation process for particular assessments. Any proposals must be supported by the Faculty Assessment Lead and the FEC/ SEC and referred to UEC along with a rationale indicating how the assessments would be quality assured.

External Moderation

13. 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.
14. The External Examiner may request a second sample for scrutiny or may refer the assessment back for a partial/full remark for the whole cohort.
15. No assessment submitted late (within 24 hours or 7 days) requires to be moderated provided that it is marked by the same Marker.

Provision of marks and feedback on module assessments

16. The following applies to all assessments on all modules contributing to progression and/or an award:
 - i. a mark must be given unless the assessment is graded pass/fail. The mark should be communicated to the student via Sussex Direct, along with the following proviso under which marks are published:
 - that all marks are provisional and subject to external moderation until assured by the relevant Module Assessment Board (MAB).

- MAB and Progression and Award Board PAB decisions are not open to appeal until after ratification and publication of results by the relevant PAB.
- ii. 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 Faculty/ School.
- iii. Markers are asked to ensure that feedback is specifically related, at least in part, to marking criteria (either the approved Faculty/ 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.
- iv. The University requires that marks and feedback for module assessments that contribute to progression and/or an award will normally be published to students as follows:
 - for assessments that occur within a teaching period: normally within 3 weeks (excluding University closure days, so 15 working days) from the published assessment date. Where this would lead to marks and feedback being published within an assessment period, these should be published at the start of the week following the assessment period.
 - for assessments that occur within the A1 assessment period: by the start of week 3 of Semester 2.
 - for assessments that occur within the A2 assessment period or resit assessment period: after the relevant Progression and Award Board has met.

Marks and feedback publication dates must allow for feedback to be given in a timely manner to be considered for the next assessment (feed-forward). Marks and feedback should not be published before the end of the late submission period, to ensure that students submitting late do not benefit from feedback given to the cohort. No timescale guarantees can be given for assessments submitted after the published deadline, within the permitted lateness period.

- v. Where the publication of marks and feedback will be after the expected date of publication (see para 16iv), students registered on the module should be informed before the expected date of publication, and no later than 24 hours after it. It is the responsibility of the Module Convenor to communicate this to students, providing an explanation for the delay and a date by which marks, and feedback will be published, and including the Departmental/School/Faculty Office. Where the Module Convenor is unavailable, this responsibility will fall to the Head of Department (Chair of the Board of Study) in conjunction with the Faculty Assessment Lead, where appropriate.
- vi. Where a student identifies that the publication of marks and feedback has not occurred by the expected publication date, and they have not received a communication on this, they will be advised to contact both the Module Convenor and the Departmental/School/Faculty Office. Students in the module cohort should then receive an explanation for the delay and a date by which marks, and feedback will be published as soon as possible.
- vii. A report should be provided to Faculty/School Education Committees by Departmental/School/Faculty Offices recording modules that include an assessment for which an expected publication date for marks and feedback has not been met and, for these modules, whether students received a communication to this effect.
- viii. The overall proportion of assessments in each Faculty/School for which marks and feedback have been published by the expected publication date will be reported by

each Faculty/School to their Faculty Education Committee and published to students (biannually: for S1/A1 and S2/A2/A3).

Collection of examination scripts from the Exams and Assessment Office

17. Enclosed with each batch of examination scripts for on campus exams 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.
18. 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.

The marking of particular cases

Incomplete work

19. 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 Faculty/School must arrange for the students' other assessments to be checked to determine if there were any concerns regarding legibility. This will enable Faculties/Schools to refer students to Disability Advice where appropriate. Where the student has dyslexia or a disability impacting on their handwriting, the Disability Advice team can arrange for a PC or in cases of late diagnosis for the assessment to be typed at the expense of the University.
20. 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.
21. Where an assessment is assessed by several assessment components and one or more assessment component(s) has 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.

Failure to observe limits on word length

22. The maximum word 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.

Overlapping material

23. 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. Such cases are not processed as academic misconduct.
24. 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 rubric. Any overlap between unseen examination papers and other forms of assessment which is permitted by the unseen examination rubric cannot be penalised by the Markers.

Marking late submissions

25. Work submitted late must be recorded as such but should be marked as normal by the same Marker who marked the work submitted by the deadline. Penalties for late submission are set out in the Late Submission Penalty Framework (para 44 of the UG Progression and Award Regulations, and clause 36 of the PGT Progression and Award Regulations). Late submissions do not need to be moderated or considered separately to the cohort by the MAB.

Suspected academic misconduct including the use of AI

26. If during the course of marking, academic misconduct is suspected, the Academic Misconduct Regulations should be followed. See appendix 4 for approaches to marking where the illicit use of AI is suspected.

Assessments by candidates with a literacy notification

Process for adding literacy notifications to assessments for marking

27. Students assessed by the Disability Advice (DA) team as being eligible for a literacy notification will be supplied with a flag indicating this, so that consideration can be taken in the marking process. It is the student's responsibility to attach the flag to their submitted work, including online exams. 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 differences or other disabilities. For exams held on campus, the Student Administration Office will attach flags to the examination scripts of such students before they are distributed to internal examiners. Work submitted prior to disability assessment by DA will not be remarked.

Protocols for marking assessments with literacy notifications

28. When marking assessments with literacy notifications, 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 difference, or other disability, implies that less weight is placed on 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.

29. The written work of students with specific learning differences, or other disabilities, may be characterised by one, or in some cases, several, of the following:
- omitted words or punctuation;
 - excessive or misplaced punctuation;
 - repeated information or phrases – this would not be detected by a spellchecker or by a student with specific learning differences proofreading their own draft;
 - unsophisticated language structures – in order to avoid grammatical errors, students with specific learning differences may adopt simplified language structures, which do not necessarily denote unsophisticated thinking;
 - simplified vocabulary – in order to avoid spelling errors, students with specific learning differences may adopt a simplified vocabulary when writing;
 - difficulties with sequencing or word-finding may produce a stilted style of writing
30. Although assessed work, other than examination scripts for exams held on campus, 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 differences, or other disabilities, after spell-checking include:
- homophone substitutions (such as there/their, effect/affect,);
 - phonetic equivalents (such as frenetic for phonetic, homerfone for homophone);
 - incorrect word substitution (distance for disturbance);
 - American spelling (such as colorful, fueling).

Assessment produced by students using a scribe

31. Students whose circumstances cause them difficulty writing may be allowed the use of a scribe to transcribe their examination answers (for exams held on campus), provided that a scribe has been approved by Disability Advice. 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.

Anonymity, Confidentiality and Personal Interest

32. The marking of assessed work should be conducted anonymously as far as reasonably practicable (for some types of assessments, anonymity is impossible, such as presentations). Names must be anonymized in the marking of submissions and 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).
33. 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 supporting rationale, should be submitted to the University

Education Committee via the Faculty/School Education Committee. Exemptions are included in **Appendix 3**.

34. The following should be observed in relation to personal interest and/or knowledge of a student:
- 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 Associate Dean, Education and Students, or their designated nominee (see also [Personal Relationships Policy](#)).
 - 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;
 - Advocacy is not permitted on behalf of students about whom a marker has special knowledge (such as Academic Personal Tutor). 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.
35. The following are general principles on confidentiality:
- With the exception of seen examinations, the content of examination papers must not be revealed in advance to students.
 - the names of internal markers of assessed work are, formally, confidential until feedback is provided.
 - Access to students' marks before and after examination board meetings should be restricted to members of staff who require access in their work capacity.
 - Academic and professional services 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).
 - 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/PAB decision)

Other sources of guidance

36. Check with Faculty/School Offices for local guidance on the operation of the marking and moderation.
37. See **Appendix 4** for other sources of advice and guidance relevant to the marking, moderation and feedback processes.

Review / Contacts / References	
Title:	Procedures for Marking, Moderation & Feedback
Date approved:	2015
Approving body:	N/A
Last review date:	October 2025
Revision history:	Version 1.0
Next review date:	September 2026
Related internal policies, procedures, guidance:	Progression and Award Regulations Academic Misconduct Policy
Document owner:	Division for the Student Experience

Lead contact:	Academic Regulations Manager
---------------	------------------------------

Appendix 1

University process for the moderation of marks

This process guide on the moderation of marks is designed for marking and moderating assessments which are submitted in hard copy. Please also refer to the flow chart at the end of this appendix.

Step 1: Marking process

- The marker records the mark on the individual cover sheet and the batch marks sheet.
- The marker records the feedback, either directly on Sussex Direct or on the individual cover sheet. Faculties/ schools may allocate a member of staff to enter the feedback on Sussex Direct from the individual cover sheet. Marks and feedback are recorded in line with the principle of anonymous marking
- The marker completes A batch marks sheet for the batch recording a mark for every assessment in the batch, and attaches to the front of the batch (this stays with the batch close brackets). A number of internal markets 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

- The sample should be selected by the chair of the board of study (or nominee).
- The chair of the Board of study (or their nominee) Identifies the sample on the batch mark sheet. The marker passes the sample of assessments and batch marksheet to the moderator are to conduct the moderation process.
- The relevant professional services colleague sets the time frame for the sample to be returned to the marker by the moderator (this is necessary 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).

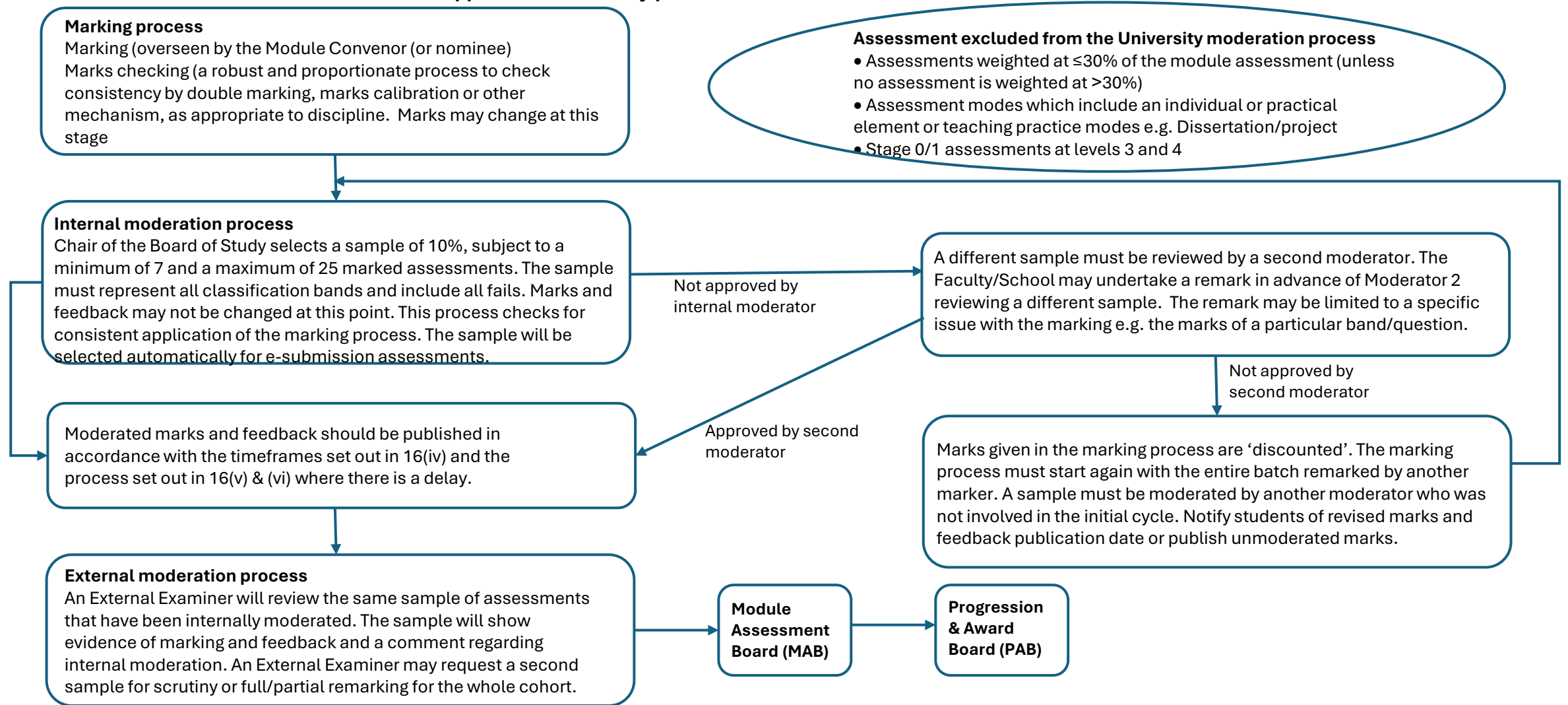
Step 3: conducting and recording the moderation process

- 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.
- The moderating records their comments on the batch mark sheet for the sample of assessments to confirm whether in their academic judgement the marking and feedback is robust and appropriate.
- Where the moderate are confirms the sample, the assessments for the Cold War and the batch marks sheet are taken to the relevant department/school/faculty office to complete and/or check the marks entry for all assessments in the cohort.
- The Marks and feedback can then be published
- Where the moderator are does not confirm the sample, a different sample must be moderated by a second moderator. The first moderator Record the outcome on the batch marks sheet.
- Where the second moderator confirms the sample, the marks and feedback are published as above.
- Where the second moderator does not confirm the sample, the marking process must be restarted

Step 4: publication of moderated Marks and feedback to students

- The chair of the board of study (or their nominee) ensures that the moderated Marks and feedback have been input correctly to the central recording system and that is process is completed within the appropriate deadlines.
 - Marks and feedback are published by faculties/schools with an annotated copy of the assessment being made available to the student.

Appendix 2: University process for the moderation of marks



Appendix 3: Courses permitted to use named candidate arrays

MAH: English:

Q3123 Radical Theory portfolios only

ESW:

Social Work and ITE courses

Appendix 4

Other sources of advice and guidance on marking and giving feedback

How to view and mark submissions	https://staff.sussex.ac.uk/teaching/enhancement/support/assessment-marking-feedback/submissions
Rubrics and grading forms	https://staff.sussex.ac.uk/teaching/enhancement/support/assessment-marking-feedback/rubrics-grading-forms
Understanding the Turnitin similarity score	https://staff.sussex.ac.uk/teaching/enhancement/support/assessment-marking-feedback/turnitin-similarity-score
Further technical advice on the moderation process	https://staff.sussex.ac.uk/teaching/enhancement/support/assessment-marking-feedback/moderation
Releasing grades and feedback	https://staff.sussex.ac.uk/teaching/enhancement/support/assessment-marking-feedback/release
Understanding how feedback appears to students	https://staff.sussex.ac.uk/teaching/enhancement/support/assessment-marking-feedback/feedback-students
Directing students to their feedback	https://staff.sussex.ac.uk/teaching/enhancement/support/assessment-marking-feedback/feedback-students-view
Use of AI in assessment including what to do if the illicit use of AI is suspected	https://staff.sussex.ac.uk/teaching/enhancement/support/artificial-intelligence/academic-integrity

ANONYMITY, CONFIDENTIALITY AND PERSONAL INTEREST

Anonymity

1. 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 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).

Exemption from anonymity

2. 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 Education Committee via the School Education Committee. Exemptions are included in **Appendix 1**.

Confidentiality

3. The following are general principles on confidentiality:
 - (i) with the exception of seen examinations, the content of 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) academic and professional services 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);

Protocol relating to personal interest and/or knowledge

4. 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.

Appendix 1: Courses permitted to use named candidate arrays

MAH: English:

Q3123 Critical Approaches 2 portfolios only

ESW:

Social Work and ITE courses

EXAMINATION BOARD POLICY AND PROCEDURE

Contents

1. Introduction.....	2
2. Links to other Policies and Regulations.....	2
3. General Principles	3
4. Module Assessment Boards (MAB) terms of reference, composition and quoracy	4
MAB Terms of Reference: Marks assurance	4
MAB Composition	4
MAB Quoracy and attendance:.....	4
MAB Agenda.....	5
MAB minutes.....	5
5. Progression and Award Boards (PAB) terms of reference, composition and quoracy.....	5
PAB Terms of Reference: Progression and Award	5
PAB Composition:	6
PAB Quoracy and attendance:	6
PAB Agenda.....	6
PAB minutes	6
6. Examination Board Chair's Action	6
7. Reconvened Examination Board	7
8. Pre-meetings of Examination Boards	7
9. Examination Boards for standalone modules	8
10. Resit Examination Boards.....	8
11. External Examiner involvement and attendance at Examination Boards	8
12. Role of the Chair of the Examination Board	9
13. Role of Deputy Chair of the Examination Board	9
14. Role of External Examiners at Examination Boards	10
15. Role of Secretary to the Examination Board.....	11

Examination Boards

1. Introduction

- 1.1 This policy and procedure relates to the operation of Examination Boards for taught provision at the University.
- 1.2 An Examination Board must be appointed to consider all academic credit conferred by the University, and for every course leading to an award.
- 1.3 The University operates a tiered Examination Board structure of Module Assessment Boards (MABs) and Progression and Award Boards (PABs) for taught provision. The terms of reference, composition and quoracy requirements of MABs and PABs are detailed within this policy and procedure.
- 1.4 The Faculty/ School Education Committee recommends the appointment of officers and members of MABs and PABs to the University Education Committee for formal approval. Markers who are not members of the Board have the right to be in attendance.
- 1.5 The Vice-Chancellor, Pro-Vice-Chancellor Education and Students, Pro-Vice-Chancellor Research and Enterprise, or the Pro-Vice-Chancellor Global and Civic Engagement, or any other officer approved by the Pro-Vice-Chancellor Education and Students may Chair, or observe, any Examination Board across the University.
- 1.6 An independent observer from Academic Services may attend all Examination Boards to ensure independent presence and provide advice and guidance on the application on the Progression and Award regulations. Where attendance by a member of Academic Services is not possible, advice and guidance on the application of the regulations may be sought by correspondence.
- 1.7 Examination Boards will be scheduled in accordance with the annually published marks calendar. Schools may exceptionally schedule undergraduate and postgraduate PABs with a different timing or remit, for example where the start date differs from the standard University calendar.
- 1.8 Guidance materials and common templates will be updated and published annually by Academic Services.
- 1.9 For provision delivered by Partner institutions, the University will allocate a senior member of University faculty, nominated by the University Education Committee, to Chair each Examination Board. The standard MAB and PAB terms of reference should be followed, and composition and quoracy should mirror the University's. Membership of MABs and PABs must be reported annually to the University, and should be drawn from equivalent roles within the Partner institution. An independent observer from Academic Services will attend all Examination Boards at Partner institutions.

2. Links to other Policies and Regulations

- 2.1 Other relevant University Policies, regulations and procedures may need to be referred to in order to operationalise this section of the regulations:
 - Anonymity, confidentiality and personal interest

- Exceptional Circumstances Policy and Procedural Guidance
- Marking, Moderation and Feedback Policy
- Academic Appeals Regulation

3. General Principles

- 3.1 Marks confirmation by MABs and consideration of marks arrays by PABs and assessment outcomes by PABs is conducted anonymously by candidate number rather than name. Where the conferral of the award embeds a professional qualification that requires a fuller discussion of individual performance, an exemption from this requirement may be sought.
- 3.2 The discussions of MABs and PABs are strictly confidential (this does not preclude publishing decisions or providing students with a rationale following a published decision).
- 3.3 Members of examination boards must declare any personal connection with a student either in advance to the Chair of the examination board or at the meeting before the student is considered. The member must withdraw from the meeting while the student in question is being considered.
- 3.4 Advocacy is not permitted on behalf of students about whom a member of the examination board 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 or not.
- 3.5 Examination boards will follow the University's Progression and Award Regulations and associated approved derogations, applying discretion in a consistent manner.
- 3.6 Examination boards will confirm the outcome for all students, however, discussion is only required where indicated by the particular array of marks.
- 3.7 Decisions of the Examination Board are collective and reached by majority after deliberation.
- 3.8 Where an Examination Board cannot reach a consensus decision on a matter of academic judgement, the Chair will make a final decision taking into account the views of the External Examiner/s and this will be accepted by the Examination Board as final.
- 3.9 Decisions should be taken in formal scheduled meetings of the Board and can only subsequently be changed in exceptional circumstances. In the exceptional circumstance that a matter arises outside of the formal meeting cycle, an extraordinary meeting of the Board, or sub-group, will be convened, where practicable. Chair's action may be used in limited circumstances.
- 3.10 The Examination Board is responsible for the judgements of any of its sub-groups and decisions taken by Chair's action. All decisions taken by an Examination Board sub-group or Chair's action will be reported into the next meeting of the Board.

4. Module Assessment Boards (MAB) terms of reference, composition and quoracy

MAB Terms of Reference: Marks assurance

- (i) To receive and approve minutes of the previous meeting of the Board, and to receive a report of decisions made by Chair's action, or any approved sub-group since the last meeting.
- (ii) 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).
- (iii) 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.
- (iv) 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 (Education and Students) 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.
- (v) To recommend action to be taken in cases where academic judgement concludes that an assessment has been unexpectedly easy or difficult, or where students within a cohort may be markedly advantaged or disadvantaged by their particular choice of modules. The scaling of marks, in line with University guidance, may be considered in such situations. The Chair of the MAB will consult the relevant External Examiner before making recommendations to the Pro Vice-Chancellor (Education and Students) for approval to remedy the situation. The Chair will also report the matter to the Board of Study responsible for the module.
- (vi) To exceptionally recommend proposed outcomes for approval by the Pro Vice-Chancellor (Education and Students) 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 Education Committee and Senate.
- (vii) To transmit marks for modules to the Student Administration Office (SAO) who will ensure they are available to the appropriate PABs.

MAB Composition:

- Chair (nominated by Head of School, or equivalent);
- Deputy Chair (nominated by the Head of School, or equivalent, 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).

MAB Quoracy and attendance:

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

MAB Agenda

School's must use the University's common MAB agenda.

MAB minutes

School's must use the University's common MAB minute template, which will be reviewed and published annually with supplementary guidance.

5. Progression and Award Boards (PAB) terms of reference, composition and quoracy

PAB Terms of Reference: Progression and Award

Schools will have an Undergraduate and a Postgraduate PAB Examination Board

- (i) To receive and approve minutes of the previous meeting of the Board, and receive a report of decisions made by Chair's action, or any approved sub-group since the last meeting.
- (ii) To determine, in accordance with the rules and procedures determined by University Education Committee, whether students for certificates, diplomas or degrees have satisfied the rules for progression from one stage of the course to the next.
- (iii) To recommend to the University Education Committee the award, or intermediate exit 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 as required, the Pro Vice-Chancellor (Education and Students) will review and approve the awards recommended, to ensure that classification is not unduly delayed. All such cases must be reported to University Education Committee and Senate.
- (iv) To make academic judgements in relation to accepted Exceptional Circumstances Claims and to grant further resits as sits or a repeat stage, in accordance with the regulations, to allow students a fair chance to demonstrate academic ability.
- (v) To consider academic performance and award academic credit, in accordance with the University's Progression and Award regulations, and to apply the discretionary assessment regulations.
- (vi) To determine whether a student's overall performance may allow the award of academic credit via condoned credit in the final stages of an award.
- (vii) To determine the resit or repeat requirements, in accordance with the University's Academic Framework and Progression and Award Regulations, in the event of failure of a stage or the award.
- (viii) To confirm withdrawal of students who have exhausted assessment attempts, exceeded the maximum period of registration, or otherwise not met the academic requirements to continue the course.
- (ix) To agree what actions the Chair, or any approved sub-group, may take on behalf of the Board.
- (x) To report to the Faculty/ School and University Education Committee annually at the beginning of Semester 1, on the conduct and outcomes of previous year's assessments.
- (xi) To award prizes in accordance with School prize criteria.

PAB Composition:

- Chair (Head of School or equivalent, or nominee);
- Deputy Chair (nominated by the Head of School, or equivalent, 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).

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.

PAB Agenda

School's must use the University's common PAB agenda.

PAB minutes

School's must use the University's common PAB minute template, which will be reviewed and published annually with supplementary guidance.

6. Examination Board Chair's Action

6.1 The MAB or PAB may delegate authority to the Chair, in consultation with the appropriate External Examiner/s as required, to take Chair's action on behalf of the Examination Board. Chair's action may be used in exceptional circumstances where no meeting of the Board is scheduled within a reasonable time. Such circumstances usually concern individual students, and may include:

- to receive late or held marks for an individual student which were previously unavailable to the Board;
- to remedy an identified error or other procedural irregularity within the assessment process;
- to enact a decision made by another University Panel or body after the main PAB, for example, where an academic misconduct penalty is applied or an academic appeal is upheld.

6.2 Chair's action may only be used to confirm straightforward outcomes within the regulations, which follow the Faculty/ School strategies employed at previous meetings of the Examination Board.

- 6.3 Decisions which are not straightforward, require exceptional approval, or where there are serious concerns about an error or other procedural irregularity within the assessment process should not be resolved by Chair's action. In these circumstances, the Chair has the right to reconvene the Examination Board or a subgroup of the Board. The Examination Board will then review its decisions, taking account of the new information and revise decisions as appropriate.
- 6.4 Chair's action must not be used to alter the academic judgment of the previous meeting of the Board, unless new information is available through a formal route, for example exceptional circumstances.
- 6.5 The outcome of all decisions made by an Examination Board Chair's action must be reported to Academic Services and be reported to the next meeting of the Board, and recorded in the minutes.

7. Reconvened Examination Board

- 7.1 The Chair may reconvene an Examination Board in full, or via a sub-group, to reconsider the decision made where new information is received which was not available at the time of the previous meeting. Such circumstances may include:
- The status, return date and re/sit requirements for intermitting/ temporarily withdrawn (TWD) students;
 - to remedy an identified error or other procedural irregularity within the assessment process which is complex, or requires exceptional approval to reach a satisfactory outcome;
 - to enact decision made by another University Panel or body after the main PAB, for example, where an a School Student Progress Panel has recommended permanent withdrawal, where an academic misconduct penalty is applied or an academic appeal is upheld and the case is complex, or requires exceptional approval to reach a satisfactory outcome.
- 7.2 The standard MAB or PAB terms of reference will apply to a reconvened Examination Board.
- 7.3 The quoracy for a MAB to reconvene will be as per the minimum quoracy requirements of a MAB.
- 7.4 The minimum quoracy for a reconvened PAB sub-group will be the Chair, Deputy Chair, at least one External Examiner (as required for decisions at the level of the award) and at least one member. In making any award the PAB should ensure equity in application of any discretionary decisions with those considered at the main PAB. For Online Distance Learning Courses, award decisions may be made for any candidate at a reconvened PAB, providing the quoracy requirements for a reconvened PAB are followed.
- 7.5 The outcome of all decisions made by a reconvened Examination Board sub-group must be reported to Academic Services and be reported to the next meeting of the Board, and recorded in the minutes.

8. Pre-meetings of Examination Boards

- 8.1 It is recommended that a pre-meeting of the PAB is held to determine the recommended strategy to be applied in cases where the Board has discretion and decide which candidates should be drawn to the attention of the Board and External Examiners for discussion.
- 8.2 Membership of the pre-meeting should be consistent with that of the main meeting, but there are no quoracy requirements and External Examiners are not required to attend.
- 8.3 Pre-meetings should be conducted anonymously by candidate number rather than name.

9. Examination Boards for standalone modules

- 9.1 Where credit is awarded for a module which does not contribute towards a course or an award of the University (a standalone module), the recommendation to award credit can be made either at the Examination Board of the owning School, or by a designated Examination Board (for example, International Summer School).
- 9.2 The standard MAB or PAB terms of reference will apply.
- 9.3 The standard MAB or PAB composition and quoracy requirements will apply, however, no External Examiner is required to be present at an Examination Board exclusively considering standalone modules, as no award is being recommended.

10. Resit Examination Boards

- 10.1 The standard MAB or PAB terms of reference will apply to Examination Boards meeting to consider resit opportunities.
- 10.2 The quoracy for a Resit MAB or PAB will be as per the minimum quoracy requirements of a Board, however, at least one External Examiner should be available for immediate consultation, but is not required to attend if procedural compliance has been confirmed at the main meeting of the Board.

11. External Examiner involvement and attendance at Examination Boards

- 11.1 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);
 - (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 should be available for immediate consultation, but is not 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.

12. Role of the Chair of the Examination Board

12.1 The Chair of the Examination Board (MAB or PAB respectively) is responsible for the following:

- convening the meetings of the MABs and PABs
- agreement between the Chair (or deputy) of the examination board 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
- convening the School PAB at School level and including all courses owned by the School.
- ensuring that the examination board functions in accordance with its *Terms of reference*
- ensuring the effective conduct of business
- ensuring that a PAB annual report is drafted for consideration by the FEC/ SEC in Semester 1

13. Role of Deputy Chair of the Examination Board

13.1 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.

13.2 The Deputy Chair of the PAB is responsible for:

- Being the main point of contact with the External Examiner/s including:
 - (i) 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.
 - (ii) 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.
 - (iii) 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 Marking, Moderation and Feedback policy.

- (iv) 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.
 - (v) Dispatching sample of assessments with completed batch mark sheet, and including relevant materials such as question-papers for unseen exams; generally keeping accurate records of what has been sent to the External Examiner.
- Seeking the approval of the External Examiners and signing off examination papers to ensure that they meet the standard required by the Student Administration Office and ensuring appropriate contacts are available during an examination:
 - (i) Seeking approval from the Faculty/ School Education Committee where an examination paper or other heavily weighted assessment task has not been signed off by the External Examiner.
 - (ii) Proof-reading (see also '**Question papers and titles**') prior to finalising and final checking of any printed papers.
 - (iii) Ensuring that the rubric refers to any handout that should apply to the examination paper.
 - (iv) Ensuring that copies of rubrics are sent to the School Administrator or nominee and the Student Administration Office (for an campus exams) and that any significant changes in format or rubric of question-papers are flagged to the Student Administration Office (for on campus exams).
 - (v) Ensuring that the final proof-read versions of question papers are sent to the Student Administration Office (for on campus exams) in the prescribed format by the appropriate deadline and that any model answers are removed.
 - (vi) 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 Administration Office with a contact telephone number (for on campus exams).
 - (vii) Investigating complaints on question papers and/or via the conduct of examinations report, supported by the Chair of the Board of Study.
 - ensuring that the following information is published to students and examiners in a timely manner:
 - (i) rubrics for all examination papers including resit papers where these differ
 - (ii) changes to the format of examination question papers including resit papers;
 - (iii) updated and approved versions of relevant marking criteria against which marking should be undertaken.
 - 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:
 - (i) stage-to-stage progression;
 - (ii) consideration for final award, and where relevant, classification.

14. Role of External Examiners at Examination Boards

- 14.1 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>.

- 14.2 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, Statutory or Regulatory Body (PSRB) requirements related to assessment have been met. They should not act as additional Markers on a par with internal examiners in any circumstances. See Marking, Moderation and Feedback policy for more information regarding moderation.
- 14.3 In their independent capacity External Examiners have the power to:
- (i) 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.
 - (ii) Request and obtain reasonable access to assessed parts of any course, including evidence about a student's performance on a placement.
 - (iii) 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 the Marking, Moderation and Feedback policy.
 - (iv) Review and critique the outcome of the internal moderation process, based on the assessment outcomes in the sample.
 - (v) Not endorse the outcome of the internal moderation process.
 - (vi) Request that the decisions of the PAB are consistent with the requirements of any PSRB.
- 14.4 Limits of External Examiners' powers:
- (i) 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 (Education and Students) immediately. External Examiners retain the right to make a separate confidential report to the Vice-Chancellor on such occasions.
 - (ii) 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.

15. Role of Secretary to the Examination Board

- 15.1 The secretary to the Board (MAB or PAB respectively) is responsible for the following:
- (i) Ensuring that the agenda and papers are compiled in accordance with University guidelines and shared securely with members of the Board, including External Examiners.
 - (ii) Keeping an attendance list and noting apologies for absence.
 - (iii) Keeping an accurate record of the decisions made by the Board, and rationale where these are not in line with pre-agreed strategies.
 - (iv) Confirming the accuracy of the official minutes of the Board with the Chair.
 - (v) Ensuring that the official minutes of the PAB meeting are finalised as soon as possible and passed to the Student Administration Office. The candidate name should not normally be included to ensure anonymity. This process should be completed no later than fourteen days after the meeting of the board.

- (vi) Ensuring the External Examiner has signed the Statement of Procedural Compliance (as required).
- (vii) Providing the outcomes by the published deadlines to Academic Services.
- (viii) Maintaining an accurate record of decisions taken outside the meeting for onward reporting, for example by Chair's Action.

Academic Appeals

Contents

PART A - General Information about Academic Appeals	3
1. Introduction and Scope	3
2. General Information about Academic Appeals	3
3. Advice on the Appeals Process for Students	4
PART B – Academic Appeals Process – General Information	4
4. Steps of the Academic Appeals Process	4
5. Deadlines for Submitting Academic Appeals	5
6. Timeframes for Processing Academic Appeals	5
7. Informal Resolution	6
PART C – Formal Stages of the Academic Appeals Process	6
8. Important Note on Evidence for a Formal Appeal or an Appeal Review Request	6
9. Formal Appeal	7
10. Grounds for Making a Formal Appeal	7
11. Technical Conditions for the Submission of a Formal Appeal or an Appeal Review Request	8
12. Processing of Formal Appeals by the Appeals Office	8
13. Investigation of the Formal Appeal	9
14. Formal Appeal Outcomes	9
15. Reasons for Rejecting the Formal Appeal	10
16. Request for an Appeal Outcome Review (review of the decision made at Formal Appeal Stage)	10
17. Grounds for Requesting an Appeal Outcome Review	11
18. Submission of an Appeal Outcome Review – Technical Conditions	11
19. The Academic Appeals Panel	11
PART D – Outcomes of Appeals Reviews	12
20. Issuing of Outcomes	12
Appendix 1: Appeal Grounds against a Decision of the Progression and Award Board (Examination Board) for taught students	13
1. Introduction and Scope	13
2. Informal Resolution	13
3. Grounds for Academic Appeal at the Formal Appeal stage	13

Appendix 2: Appeal Grounds Against the Decision of a School Student Progress Committee	15
1. Introduction and Scope	15
2. Informal Resolution.....	15
4. Continuation of Studies During the appeals process.....	16
Appendix 3: Appeal Grounds against the Decision of an Academic Misconduct Panel (taught students).....	17
1. Introduction and Scope	17
2. Informal Resolution.....	17
3. Grounds for Academic Appeal at the Formal Appeal Stage.....	17
Appendix 4: Appeal Grounds Against a progression or award decision by the School Doctoral Studies Committee or Research Degrees Progression and Award Board for Master of Philosophy or Doctor of Philosophy postgraduate researchers	19
1. Introduction and Scope	19
2. Informal Resolution.....	19
3. Grounds for Appeal.....	19
4. Not Grounds for Appeal.....	20
Appendix 5 Appeal Grounds Against a progression or award decision by the School Doctoral Studies Committee or the Professional Doctorate Examination Board Doctor of Education or Doctor of Social Work postgraduate researchers	21
1. Introduction and Scope	21
2. Informal Resolution.....	21
3. Grounds for Appeals at the Formal Stage	21
4. Not Grounds for Appeal.....	22
Appendix 6 Examination Board at a Partner institution (Appeals_Outcome Review only).....	23

Academic Appeals

This section of the regulations sets out the procedures for processing student academic appeals.

PART A - General Information about Academic Appeals

1. Introduction and Scope

- 1.1. An academic appeal is “a challenge to or request for reconsideration of a decision by an academic body that makes decisions on student progress, assessment and awards.¹” ((Office of the Independent Adjudicator for Higher Education (OIA))).
- 1.2. This section of the regulations applies to students who wish to appeal against the decision of the following academic bodies:
 - 1.2.1. Progression and Award Board (hence fourth “Examination Board”) for either an undergraduate or postgraduate taught course of study;
 - 1.2.2. School Student Progress Committee Decision;
 - 1.2.3. Academic Misconduct Panels (taught students);
 - 1.2.4. School Doctoral Studies Committees and Research Degrees Progression and Award Board for either a Master of Philosophy (MPhil) or Doctor of Philosophy (PhD) course of study;
 - 1.2.5. Professional Doctorate Examination Board;
 - 1.2.6. Examination Board at a Partner institution (Appeals Outcome Review only).
- 1.3. For the purposes of these regulations the term ‘students’ includes postgraduate researchers.
- 1.4. The procedures set out in the Academic Appeals regulations are for current students.

2. General Information about Academic Appeals

- 2.1. Students who submit an appeal can expect to do so without risk of disadvantage or of unfair treatment. The University recognises that pursuing an appeal may be stressful and aims to finalise the process as quickly and efficiently as possible. Student well-being will be considered throughout the process and reasonable adjustments will be made where necessary in order to ensure equality and accessibility for all students submitting an appeal.

¹ The [OIA](#) is an independent body set up to review student complaints about higher education providers in England and Wales. See [the OIA's Good Practice Framework - Handling complaints and academic appeals](#)

- 2.2. Students have the right to withdraw their appeal at any time.
- 2.3. Students may not appeal against the academic judgement of the academic body or its academic nominee. Academic judgement is defined by the OIA as “a judgement which is made about a matter where the opinion of an academic expert is essential”, for example, a judgement about marks awarded for assessment, progression, degree classification or the achievement of course outcomes.
- 2.4. Appeals are not legal proceedings and legal representation would only be appropriate in very exceptional circumstances. The involvement of a legal representative has potential to change the nature of the procedure or delay the process. However, if a student asks to use a legal representative, the University will carefully consider whether it would be reasonable in the particular circumstances of the case to allow them to do so.
- 2.5. Students are reminded that all appeals will be dealt with confidentially. All information and evidence submitted as part of an appeal will be treated as sensitive personal data under UK GDPR legislation (‘special category data’) and processed as such. Materials will be kept securely and destroyed per the records retention policy, with access restricted to those staff in the University who have a legitimate reason for accessing it in order to process the appeal.
- 2.6. The University also has a complaints procedure². This procedure is distinct from the procedure for Academic Appeals.
- 2.7. On occasion, students will submit both an appeal and a complaint at the same time and when this happens it may be necessary to suspend one process until the other is completed.

3. Advice on the Appeals Process for Students

- 3.1. Advice on the process can be found on the Student Hub.
- 3.2. Independent advice and support for students is available from the University of Sussex Students’ Union and students considering submitting an appeal are strongly encouraged to contact the Students’ Union Advisors at the earliest opportunity to discuss their appeal submission.

PART B – Academic Appeals Process – General Information

4. Steps of the Academic Appeals Process

- 4.1. The University’s appeal process consists of three steps – Informal Resolution, Formal Appeal and Appeal Outcome Review.

² See [Complain about the University : University of Sussex](#)

Informal Resolution

Designed to address a student's concerns quickly and directly with their School where appropriate (see section 7)

Formal Appeal

Used where a student is either dissatisfied with or has not made an Informal Resolution request, and has asked for formal consideration of their appeal. Specialist staff outside the student's School consider the appeal (see sections 9-15)

Appeal Outcome Review

Review of the process of the Formal Appeal stage to make sure that appropriate procedures were followed and that the decision was reasonable (see sections 16-20)

Figure 1: Diagram showing three steps in Academic Appeals process.

5. Deadlines for Submitting Academic Appeals

5.1. Students should submit by the following deadlines:

- 5.1.1. Informal Resolution – **can be submitted at any time, but within a maximum of 10 University working days** following receipt of the academic body's decision;
- 5.1.2. Formal Appeal – within **10 University working days** following receipt of the academic body's decision or within 10 university working days following receipt of the outcome of Informal Resolution, whichever is the longer;
- 5.1.3. Appeal Outcome Review Request – within **10 University working days** of receipt of their Formal Appeal Outcome.

5.2. Exceptionally, late appeals may be accepted for consideration if there is good reason to do so. Such reasons may include:

- 5.2.1. Where a student has Reasonable Adjustments (RA) in place which recommend adjustments in order to accommodate difficulties around meeting deadlines; this is limited to 7 days after the appeal deadline;
- 5.2.2. Where there is evidence of mitigating circumstances that would have prevented a student from submitting their appeal by the relevant deadline (e.g. hospitalisation).

This list is not exhaustive.

6. Timeframes for Processing Academic Appeals

6.1. The completion of the full formal appeals process by the University (Formal Appeal

and Outcome Review) should normally take no longer than **3 calendar months** as prescribed by the OIA. If deadlines are exceeded, the student will be kept informed.

7. Informal Resolution

- 7.1. Informal Resolution is a route to correct administrative or technical errors, in a timely manner.
- 7.2. Students should consult the relevant appendix of these regulations to determine whether or not their issue or concern can be considered via the process of Informal Resolution with their School.
- 7.3. The School must provide a response to the student in a timely manner. This will ensure that, where Informal Resolution has not proven successful, students are still able to proceed to the formal stages of the appeals process if they wish.
- 7.4. A written response should be provided to the student setting out the outcome.

PART C – Formal Stages of the Academic Appeals Process

8. Important Note on Evidence for a Formal Appeal or an Appeal Review Request

- 8.1. Evidence requirements
 - 8.1.1. Evidence should be a letter or email from someone who knows you in a professional capacity and who can independently verify your circumstances. Evidence should be robust, explain the impact of the circumstance and the dates and duration of the circumstance.
- 8.2. New Supporting Evidence
 - 8.2.1. Where an appeal includes new supporting evidence (i.e., evidence that was not made available to the academic body for good reason), original hard copy documentation may be requested before the appeal will be considered. Students will be informed if this is the case.
- 8.3. Supporting Evidence not in English Language
 - 8.3.1. If the original documentation is not in English, the student is required to also submit a translation into English that has been certified by an independent person or agency. They must provide their contact details to confirm the translation is a true and accurate representation of the original source.
- 8.4. Falsified Evidence
 - 8.4.1. Should the Casework have cause to suspect that the documentary evidence provided with the appeal has been falsified, they will refer the case to the Office for Student Complaints, Conduct and Funding for consideration under the Student Discipline Regulation. The appeal will be paused, or the appeal outcome withheld until the matter has been resolved.
- 8.5. Reasonable Adjustments (RA)
 - 8.5.1. Students with a fluctuating condition that is covered by Reasonable Adjustments ('RA') who suffer an acute episode or worsening of that fluctuating

condition are not required to submit fresh medical or other evidence related to the condition. The RA constitutes the evidence-base for such applications.

8.5.2. However, students are required to submit evidence relating to conditions or mitigating circumstances that are not covered by that established arrangement.

9. Formal Appeal

- 9.1. Where a student is not satisfied with the outcome of the Informal Resolution, they can submit a Formal Appeal.
- 9.2. The submission of an appeal is not a guarantee of a successful outcome. The decision that the student is appealing against remains in force until the appeal is completed.
- 9.3. Formal Appeals should be submitted within **10 University working days** of the date the University informed the student of the academic body's decision.
- 9.4. All appeals are assessed for level of urgency upon receipt. This is to ensure that urgent appeals are dealt with first. Where appeals are assessed as less urgent, they will be processed in the order in which they were received. Examples of urgent appeals are normally those where a successful outcome will allow a student to continue with their studies, undertake optional sits, or where there are visa implications.

10. Grounds for Making a Formal Appeal

- 10.1. Formal Appeals can only be made if they meet one or more of the specified grounds:
 - 10.1.1. **Ground a) Illness or other mitigating circumstance:** there exists evidence of circumstances that have impacted on a student's studies which could not reasonably have been presented to the academic decision-making body by the relevant deadline;
 - 10.1.2. **Ground b) procedural irregularity or error;** where the University has not acted in accordance with its own regulations or procedures, and this has had a detrimental effect on the outcome. Procedural irregularity does not include disagreement with an academic judgement or the application of discretionary rules within the regulations. An appeal on the basis of procedural irregularity must be supported by evidence;
 - 10.1.3. **Ground c) Prejudice and Bias** there exists evidence of prejudice or of bias or a reasonable perception of prejudice or bias on the part of those making the decision.
- 10.2. The following matters are not grounds for an academic appeal:
 - 10.2.1. Academic judgement of the examiners or markers. Academic judgement is defined as an opinion that can only be given by an academic expert, for example, a judgement about marks awarded for assessment, progression, degree classification or the achievement of course outcomes;
 - 10.2.2. Student's lack of awareness of the relevant procedure or regulations;

- 10.2.3. Matters that would be more appropriately addressed through the University's Complaints Procedure³.

This list is not exhaustive.

- 10.2.4. Appeals of decisions made by other types of University decision making bodies on matters unrelated to a student's progress, assessment or award, will be set out by the regulation or policy governing that area.

10.3. Further detail and derogations from the Academic Appeals regulations for different types of appeal are laid out in the following documents:

- 10.3.1. Examination Board for either an undergraduate or postgraduate taught course of study, see Appendix 1;

- 10.3.2. School Student Progress Committee Decision, see Appendix 2;

- 10.3.3. Academic Misconduct Panels for taught students, see Appendix 3;

- 10.3.4. Research Degrees Progression and Award Board for either a Master of Philosophy (MPhil) or Doctor of Philosophy (PhD) course of study and Sussex Researcher School Board, see Appendix 4;

- 10.3.5. Professional Doctorate Examination Board, see Appendix 5;

- 10.3.6. Examination Board at a Partner institution (Appeals Outcome Review only), see Appendix 6.

11. Technical Conditions for the Submission of a Formal Appeal or an Appeal Review Request

11.1. Appeals will be considered only if submitted in accordance with these technical conditions:

- 11.1.1. it is submitted using the correct appeal form;

- 11.1.2. includes all necessary documentary evidence substantiating the grounds of the appeal;

- 11.1.3. within the applicable deadline (see section 5);

- 11.1.4. includes a clear explanation of how it meets one or more of the grounds for appeal as per the relevant appendix;

- 11.1.5. includes an explanation of the outcome that is being requested;

- 11.1.6. (for Formal Appeals only) the inclusion of the Informal Resolution outcome if sought.

12. Processing of Formal Appeals by the Appeals Office

³See [Student Complaints website](#)

- 12.1. On receipt of a Formal Appeal, the Appeals Office will undertake an initial assessment to determine whether it meets the technical conditions outlined in section 11 of these regulations.
- 12.2. If the appeal meets the technical conditions, it will proceed to formal consideration in line section 13 of these regulations.
- 12.3. In some circumstances, the Appeals Office may contact the student for additional information to be submitted by a given deadline. If the student fails to respond, the appeal may be rejected.
- 12.4. Where the appeal does not meet the technical conditions, it will be rejected. The student can ask for a review of the decision by submitting an Appeal Outcome Review request which will be considered in line with section 16 of these regulations.

13. Investigation of the Formal Appeal

- 13.1. The Formal Appeal will be investigated by the Appeals Office.
 - 13.1.1. If there is a conflict of interest that would prevent an Appeals Officer from dealing with the case and any subsequent reviews, the case will be assigned to another member of staff who has the required training, experience and authority to process the appeal.
- 13.2. The Appeals Office will compile a case file, which normally contains the evidence base for the appeal:
 - 13.2.1. Appeal form submitted by the student;
 - 13.2.2. supporting evidence submitted by the student;
 - 13.2.3. information relating to the decision made by the academic body that is the subject of the appeal;
 - 13.2.4. any other relevant information gathered by the Appeals Office.

14. Formal Appeal Outcomes

- 14.1. When the Appeals Office has investigated the case, they will come to one of three outcomes. The outcomes are:
 - 14.1.1. upheld in full: all grounds cited in the appeal can be upheld;
 - 14.1.2. partially upheld: at least one ground for appeal can be upheld, but there are other grounds for appeal which cannot be upheld;
 - 14.1.3. that the appeal is rejected as no grounds for appeal can be upheld.
- 14.2. If at least one ground for appeal can be upheld then the academic decision-making body will be asked to review its decision in light of the new information. It will consider whether the outcome that the student has requested can be offered. If the outcome is not permitted under the relevant academic regulations or should not be offered on the basis of academic judgment, then an alternative outcome should be considered. If no outcome can be offered, then this will be communicated to the student.
- 14.3. Appeal decisions that do not require academic judgement can be determined by the

Appeals Office rather than being referred back to the academic decision-making body. Examples include: the uncapping of a resit that has already been offered or the removal of a late penalty.

15. Reasons for Rejecting the Formal Appeal

15.1. The Formal Appeal can be rejected for one or more of the following reasons:

- 15.1.1. that the grounds cited for the appeal are not consistent with the technical conditions for appeals;
- 15.1.2. that no evidence, or no relevant evidence, has been submitted to support the appeal;
- 15.1.3. that the appeal is based on evidence that relates to Exceptional Circumstances that could have been reported to the University at the time they occurred, but were not, and the student has not provided a reasonable explanation for not having provided the evidence at the time;
- 15.1.4. that the appeal is against the academic judgement of the academic decision-making body;
- 15.1.5. the appeal is deemed ineligible as it was submitted prior to the academic body making a decision.

16. Request for an Appeal Outcome Review (review of the decision made at Formal Appeal Stage)

- 16.1. The purpose of the Appeal Outcome Review stage is to review the decision taken at the Formal Appeal stage. The matter of the Formal Appeal itself will not normally be considered afresh.
- 16.2. The Appeal Outcome Review will be undertaken by the University's Academic Appeals Panel.
- 16.3. Where a student is not satisfied with the Formal Appeal Outcome they may submit a request for a review of this decision within **10 University working days** of being notified of it.
- 16.4. Requests should be submitted to the Appeals Office using the standard form⁴.
- 16.5. Students should be aware that entering the Appeal Outcome Review stage of the formal appeals process might impact upon their ability to proceed to the next stage of their course, graduate with their cohort or participate in the re-sit period. This is because of the additional time that the Appeal Outcome Review will add to the overall timescale for completion of the formal appeals process.

⁴ Students will be provided with the link to the form as part of their appeal outcome, where applicable.

17. Grounds for Requesting an Appeal Outcome Review

- 17.1. When requesting a review of the decision taken at the Formal Appeal stage, the student is required to show that they have evidence to demonstrate that one or more of the following grounds apply:
- 17.1.1. that there was a procedural irregularity in the formal appeal decision, i.e., where the University has not acted in accordance with its own regulations or procedures, and this has had a detrimental effect on the outcome. Procedural irregularity does not include disagreement with an academic judgement or the application of discretionary rules within the regulations;
 - 17.1.2. that relevant new evidence has become available that should be considered and there are valid reasons why it was not presented at the time of the appeal;
 - 17.1.3. that there are reasonable grounds to suggest that the Formal Appeal outcome was biased against the student.

18. Submission of an Appeal Outcome Review – Technical Conditions

- 18.1. On receipt of an Appeal Outcome Review request, the Appeals Office will assess whether it meets the technical conditions outlined in section 11 of these regulations.
- 18.2. If the Appeal Outcome Review request **does not** meet the technical conditions set out in section 11 of these regulations, it will be rejected and the student will be issued with a Completion of Procedures letter.
- 18.3. As required, the student may be contacted for additional information to be submitted by a given deadline. If the student fails to respond, the appeal review may be rejected.
- 18.4. If the Academic Appeal Outcome Review request meets the technical conditions then:
- 18.4.1. a review of the Formal Appeal outcome will be undertaken by the Academic Appeals Panel;
 - 18.4.2. where there is clear evidence of a procedural irregularity at the Formal Appeal stage the Appeals Office will be empowered to re-open the appeal without referral to the Academic Appeals Panel.

19. The Academic Appeals Panel

- 19.1. The Academic Appeals Panel is an independent body comprised of a pool of expert senior academic and professional services staff.
- 19.2. Members of the Academic Appeals Panel are available to provide advice to the Appeals Office on the interpretation and application of these regulations (and associated regulations) as they pertain to both Formal Appeals and Appeal Outcome Reviews.
- 19.3. The Academic Appeal Panel will review the Formal Appeal decision, taking consideration of the following:
- 19.3.1. Whether the relevant policies, procedures and regulations were followed during the formal stage;

- 19.3.2. Whether the outcome was reasonable;
 - 19.3.3. Whether the student received clear reasons why the academic appeal was rejected at the formal stage;
 - 19.3.4. Whether the student has provided new evidence that could have made a difference to the outcome, and given good reasons for not providing this earlier.
- 19.4. The Appeals Panel is empowered to come to one of the following decisions:
- 19.4.1. Determine that the outcome of the Formal Appeal stage was reasonable and correct and there is no further information provided in the review form to alter this decision. A Completion of Procedures letter will be sent to the student;
 - 19.4.2. Refer the appeal request to the relevant academic body for reconsideration.
- 19.5. Membership of the Academic Appeals Panel will include a minimum of a Chair, and at least two members drawn from a pool of expert academic and professional services staff. Members of the Academic Appeals Panel are appointed by the University Education Committee normally for a period of three years. Secretariat will be provided by the Appeals Office.
- 19.6. Members of an Academic Appeal Panel will have no current academic or personal connection with the student (or students) considered by the Panel.

PART D – Outcomes of Appeals Reviews

20. Issuing of Outcomes

- 20.1. Outcomes of Appeals Reviews will be communicated by the Appeals Office.
- 20.2. If the Appeals Panel determines that the decision at Formal Appeal stage was correct and the grounds for appeal cannot be upheld, then the Appeals Office will issue a Completion of Procedures letter.
- 20.3. If the Appeals Panel determines that the decision at the Formal Appeal stage was correct and at least one ground for appeal can be upheld, then the student may request a Completion of Procedures if they are not satisfied with the outcome.
- 20.4. A Completion of Procedures letter will allow the student to take their case to the OIA within 12 months of the date of issue and will only be automatically issued at the end of the Appeal Review stage where the Formal Appeal decision was found to be correct. This includes cases where the appeal review was not taken forward because it did not meet the technical conditions (section 11 of these regulations).

Appendix 1: Appeal Grounds against a Decision of the Progression and Award Board (Examination Board) for taught students

1. Introduction and Scope

- 1.1. This document outlines the grounds for academic appeals against the decision of the Progression and Award Board (Examination Board) for either undergraduate or postgraduate students on a taught course of study. This appendix of the regulation should be followed without derogation.
- 1.2. This document should be read in conjunction with the University's Academic Appeals Regulations, and Progression and Award Regulations

2. Informal Resolution

In the first instance, students are strongly advised to resolve any issues informally. It is beneficial to resolve concerns and queries as early as possible and prior to entering the formal appeal process.

2.1. How to Seek Informal Resolution

In order to benefit from Informal Resolution, students should first raise their concerns directly with their School Office.

2.2. Informal Resolution Deadlines.

Informal Resolution requests must be submitted as soon as an issue arises.

If the Informal Resolution request relates to an Examination Board's decision, the Informal Resolution request should be submitted no later than **10 University working days** following the publication of that decision.

2.3 Informal resolution examples and limitations

Examples of issues that may be raised directly with the School as part of the Informal Resolution process include:

- 2.3.1 Seeking clarification that marks and results have been recorded accurately;
- 2.3.2 Seeking confirmation that the impact of Exceptional Circumstances have been considered by the Examination Board, and any adjustments that have been taken as a result.
- 2.3.3 Seeking clarification of the Examination Board's decision and the rationale for that decision.

Note that this list is not exhaustive.

- 2.4 Students who wish to submit new evidence under academic appeal ground a) should proceed directly to the Formal Appeal stage.
- 2.5 Students wishing to seek feedback on the way in which marks have been arrived at should contact the relevant Module Convenor.

3. Grounds for Academic Appeal at the Formal Appeal stage

Appeals from students against the decision of an Examination Board will be considered on the following grounds only:

- 3.1. **Ground a): Illness or other mitigating circumstances:** there exists evidence of circumstances that have impacted on a student's studies which could not reasonably have been presented to the Examination Board (e.g. via an Exceptional Circumstances claim) by the relevant deadline.

and/or

- 3.2. **Ground b): procedural irregularity or error;** where the University has not acted in accordance with its own regulations or procedures, and this has had a detrimental effect on the outcome.

Procedural irregularity does not include disagreement with an academic judgement or the application of discretionary rules within the regulations. An appeal on the basis of procedural irregularity must be supported by evidence

and/or

- 3.3. **Ground c): Prejudice or Bias:** there exists evidence of prejudice or of bias or a reasonable perception of prejudice or bias on the part of the Examination Board.

Appendix 2: Appeal Grounds Against the Decision of a School Student Progress Committee

1. Introduction and Scope

- 1.1. This document outlines the grounds for academic appeals against the decision of a School Student Progress Committee (SSPC) requiring that a student on a taught course of study is required to either permanently or temporarily withdraw from their studies in accordance with the Attendance, Engagement and Absence Policy.
- 1.2. Postgraduate Research Students who wish to appeal against a decision that they withdraw from their studies due to unsatisfactory progress should refer to Appendix 4 of the Academic Appeals Regulation.
- 1.3. This document should be read in conjunction with the Academic Appeals Regulation and the Attendance, Engagement and Absence Policy.

2. Informal Resolution

In the first instance, students are strongly advised to resolve any issues informally. It is beneficial to resolve concerns and queries as early as possible and prior to entering the formal appeal process.

2.1. How to Seek Informal Resolution

In order to benefit from Informal Resolution, students should first raise their concerns directly with their School Office.

2.2. Informal Resolution Deadlines

An Informal Resolution request should be submitted no later than 10 University working days following notification of the SSPC's decision.

2.3. Informal Resolution Examples

Examples of issues that may be raised directly with the School as part of the informal resolution process include:

- 2.3.1 Providing evidence of extenuating circumstances that may have impacted on a student's ability to engage with their studies, that were not previously made known to the School Student Progress committee.
- 2.3.2 Seeking clarification of the SSPC's decision, and the rationale for that decision.

For all other issues, students should be advised to proceed with the submission of a Formal Appeal.

3. Grounds for Academic Appeal at the Formal Appeal Stage

- 3.1. **Ground a): Illness or other mitigating circumstances:** there exists evidence of circumstances that have impacted on a student's studies which could not reasonably have been presented to the School Student Progress Committee (e.g. by engaging with the School Student Progress Committee process);

and/or

- 3.2. **Ground b): procedural irregularity or error:** where the University has not acted in accordance with its own regulations or procedures, and this has had a detrimental effect on the outcome affecting one student.

Procedural irregularity does not include disagreement with an academic judgement of the SSPC. An appeal on the basis of procedural irregularity must be supported by evidence.

and/or

- 3.3. **Ground c): Prejudice or Bias:** there exists evidence of prejudice or of bias or a reasonable perception of prejudice or bias on the part of the SSPC.

4. Continuation of Studies During the appeals process

- 4.1 Students who have submitted an appeal against a decision of the SSPC are permitted to continue with their studies pending the appeal outcome.

Appendix 3: Appeal Grounds against the Decision of an Academic Misconduct Panel (taught students)

1. Introduction and Scope

- 1.1. This document outlines the grounds for academic appeals against the decision of an Academic Misconduct Panel for undergraduate and postgraduate students on a taught course of study. This appendix of the Academic Appeals regulations should be followed without derogation.
- 1.2. Postgraduate Research students who wish to appeal a decision relating to allegations of misconduct in research should follow the appeals procedure as detailed in the [Procedure for the Investigation of Allegations of Misconduct in Research](#).
- 1.3. This document should be read in conjunction with the Academic Appeals Regulations and the Academic Misconduct Regulations.

2. Informal Resolution

In the first instance, students are strongly advised to resolve any issues informally. It is beneficial to resolve concerns and queries as early as possible and prior to entering the formal appeal process.

2.1 How to Seek Informal Resolution

In order to benefit from Informal Resolution, students should first raise their concerns directly with the Academic Misconduct Office

2.2 Informal Resolution Deadlines

- 2.3 Informal Resolution requests should be submitted no later than 10 University working days following written notification of the Academic Misconduct Panel's decision.

2.4 Informal Resolution Examples

2.4.1 Informal Resolution will normally be limited to:

- 2.4.1.1 Seeking clarification of the Academic Misconduct Panel's decision and the penalty imposed.

For all other reasons, students are advised to proceed with the submission of a Formal Appeal.

3. Grounds for Academic Appeal at the Formal Appeal Stage

Appeals from students against the decision of an Academic Misconduct Committee will be considered on the following grounds only:

- 3.1. **Ground a): Illness or other mitigating circumstances:** Appeals on grounds of illness or other mitigating circumstances cannot be accepted for consideration. In accordance with the Academic Misconduct Regulations, Exceptional Circumstances cannot be taken into account by an Academic Misconduct Panel, when determining whether or not misconduct occurred. Student who consider that they have been impacted by extenuating circumstances when the misconduct occurred should follow the Exceptional Circumstances policy.

- 3.2. **Ground b): procedural irregularity or error:** where the University has not acted in accordance with its own regulations or procedures, and this has had a detrimental effect on the outcome affecting one student.

Procedural irregularity does not include disagreement with an academic judgement of the Academic Misconduct Committee. An appeal on the basis of procedural irregularity must be supported by evidence.

and/or

- 3.3. **Ground c): Prejudice or Bias:** there exists evidence of prejudice or of bias or a reasonable perception of prejudice or bias on the part of the Academic Misconduct Panel.

Appendix 4: Appeal Grounds Against a progression or award decision by the School Doctoral Studies Committee or Research Degrees Progression and Award Board for Master of Philosophy or Doctor of Philosophy postgraduate researchers

1. Introduction and Scope

- 1.1. This document outlines the grounds for academic appeals against progression or award decisions and recommendations made by School Doctoral Studies Committee and Research Degrees Progression and Award Board for either a Master of Philosophy (MPhil) or Doctor of Philosophy (PhD) course of study.
- 1.2. This document should be read in conjunction with the Academic Appeals Regulations and Regulation 23: Degrees of Master of Philosophy and Doctor of Philosophy and the University's [Research policies and regulations](#).

2. Informal Resolution

In the first instance, students are strongly advised to resolve any issues informally. It is beneficial to resolve concerns and queries as early as possible and prior to entering the formal appeal process.

2.1 How to Seek Informal Resolution

In order to benefit from Informal Resolution, students should first raise their concerns directly with their School Office.

2.2 Informal Resolution Deadlines

Informal Resolution requests must be submitted as soon as an issue arises.

If the Informal Resolution request relates to a decision as detailed in section 1.1, the Informal Resolution request should be submitted no later than **10 University working days** following notification of that decision.

2.3 Informal Resolution Examples

Examples of issues that may be raised directly with the School as part of the Informal Resolution process include:

- 2.3.1 Seeking clarification of the progression or award decision and the rationale for that decision.

Note that this list is not exhaustive.

3. Grounds for Appeal

Appeals from postgraduate researchers can only be made on the following grounds:

- 3.1. **Ground a): Illness or other mitigating circumstances:** there exists evidence of circumstances that have impacted on a student's studies which could not reasonably have been presented to the decision making body

and/or

Ground b): procedural irregularity or error; where the University has not acted in accordance with its own regulations or procedures, and this has had a detrimental effect on the outcome.

Procedural irregularity does not include disagreement with an academic judgement or the application of discretionary rules within the regulations. An appeal on the basis of procedural irregularity must be supported by evidence;

and/or

- 3.2. **Ground c): Prejudice or Bias:** there exists evidence of prejudice or of bias or a reasonable perception of prejudice or bias on the part of the decision making body.

4. Not Grounds for Appeal

A postgraduate researcher may not appeal:

- 4.1 Against the academic judgement of the examiners; or
- 4.2 On the basis of alleged inadequacy of supervisory or other arrangements during the period of registration, unless there are exceptional reasons for the information not having come to the attention of the examiners until after the examination (Regulation 23:81)

Appendix 5 Appeal Grounds Against a progression or award decision by the School Doctoral Studies Committee or the Professional Doctorate Examination Board Doctor of Education or Doctor of Social Work postgraduate researchers

1. Introduction and Scope

- 1.1. This appendix applies to the **Doctor of Education or Doctor of Social Work** candidates.
- 1.2. This document outlines the grounds for academic appeals against decisions and recommendations made under Regulation 24: Professional Doctorates and exit awards.
- 1.3. This document should be read in conjunction with the Academic Appeals Policy and Regulation 24: Professional Doctorates and exit awards and the University's [Research policies and regulations](#).

2. Informal Resolution

In the first instance, students are strongly advised to resolve any issues informally. It is beneficial to resolve concerns and queries as early as possible and prior to entering the formal appeal process.

2.1 How to Seek Informal Resolution

In order to benefit from Informal Resolution, students should first raise their concerns directly with their School Office.

2.2 Informal Resolution Deadlines

The Informal Resolution request should be submitted no later than 10 University working days following notification of the progression or award decision.

2.3 Informal Resolution Examples

Examples of issues that may be raised directly with the School as part of the Informal Resolution process include:

2.3.1 Seeking clarification of the progression or award decision and the rationale for that decision;

Note that this list is not exhaustive.

3. Grounds for Appeals at the Formal Stage

Appeals from students can only be made on the following grounds:

- 3.1. **Ground a): Illness or other mitigating circumstances:** there exists evidence of circumstances that have impacted on a student's studies which could not reasonably have been presented to the decision making body

and/or

Ground b): procedural irregularity or error; where the University has not acted in accordance with its own regulations or procedures, and this has had a detrimental effect on the outcome.

Procedural irregularity does not include disagreement with an academic judgement or the application of discretionary rules within the regulations. An appeal on the basis of procedural irregularity must be supported by evidence

and/or

- 3.2. **Ground c): Prejudice or Bias:** there exists evidence of prejudice or of bias or a reasonable perception of prejudice or bias on the part of the decision making body

4. Not Grounds for Appeal

A postgraduate researcher may not appeal:

- 4.1 Against the academic judgement of the examiners; or
- 4.2 On the basis of alleged inadequacy of supervisory or other arrangements during the period of registration, unless there are exceptional reasons for the information not having come to the attention of the examiners until after the examination (Regulation 24:86).

Appendix 6: Examination Board at a Partner institution (Appeals Outcome Review only)

1. Appeals against the decision of an Examination Board at a Partner institution follow this policy with the following derogations:
 - 1.1. The Partner Institution's policy and procedures should be followed up to and including the formal Academic Appeal stage;
 - 1.2. Once the Partner Institution's formal Academic Appeal procedures have been concluded, and a formal appeal outcome has been issued by the Partner Institution, students are eligible to request an Appeal Outcome Review as per this policy.
 - 1.3. When making appeals against the decision of an Examination Board at a Partner Institution, this policy should be read in conjunction with the Partner institution's regulations for Examination and Assessment (or equivalent).

Review / Contacts / References	
Document title:	Academic Appeals Regulations
Date approved:	October 2023
Approving body:	University Education Committee
Last review date:	February 2024
Revision history:	2
Next review date:	2026
Related internal policies, procedures, guidance:	Regulations for examinations and assessment
Owner:	Academic Regulations, Student Administration
Lead contact / author:	Academic Regulations Manager, Casework Manager (Appeals)

STUDENTS WITH A DECLARED DISABILITY

Please note, as of October 2023, the information in this section of the regulations is in the process of being reviewed and will be re-published shortly.

1. 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 difference 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.
2. 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 (to be used for writing or resting subject to a maximum duration of 4 hours including the additional time) and the use of assistive software on a computer.
3. 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. The Equality Act 2010, Section 98 4(3) provides the following definition: '*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.*'

Role of Disability Advice (DA)

4. Disability Advice (DA) provides advice and support for disabled students. Students with an existing disability should let the University know about their disability as early as possible after their place at the University is confirmed, and by week 3 of Semester 1 where possible, or before the start of the first module on an online distance learning course. This is to allow time for RAs to be considered and implemented for the whole of the academic year.
5. In order to be considered for RAs to assessment a student will need to provide recent evidence to DA 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.
6. DA and the student will jointly review the likely impact of the student's disability on their learning and/or ability to engage with the generic categories of assessment. The DA, in collaboration with the student, will then consider RAs to assessment to support the student in an anticipatory manner with their learning and assessment. The DA may suggest RAs that should remove or minimise any disadvantage that the student might otherwise experience. The generic categories of assessment and modes of assessment are available at:
<http://www.sussex.ac.uk/adqe/standards/examsandassessment>

7. The University 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 DA 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.

Process for applying/approving Reasonable Adjustments to assessment

8. The process for applying and approving RAs to assessment put forwards by DA is set out below. The table at Annex A provides a summary of the application and approval route for RAs to assessment.
9. Academic judgement will be used to decide whether some types of RA to assessment are possible, to maintain academic standards in delivery and assessment of module learning outcomes. RAs 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 or assessment arrangement, will need to be considered on a module by module basis.
10. 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.
11. The agreed RAs 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 are not being delivered.

The Student

12. Students assessed by DA as being eligible for a literacy notification will be supplied with a flag indicating this, so that consideration can be taken in the marking process. It is the student's responsibility to attach the flag to their submitted work, including online exams. 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 differences or other disabilities. For exams held on campus, refer section 13 (j).

The Student Administration Office

13. The Student Administration Office (SA) will apply the following RAs to assessment:
 - (a) 25%, 50% or 100% additional time for exams (a variation to the exam paper must be considered in cases where the exam duration exceeds 4 hours following the application of additional time)
 - (b) an extended deadline of an additional 4 or 8 hours for a Take Away Paper (DA to propose extended deadline based on the student's circumstances – not necessarily 4 hours for a 24hr TAP and 8 hours for a 48hr TAP).
 - (c) access to the designated rest area outside the examination room
 - (d) use of equipment or voice assisted software to support exams
 - (e) use of a support worker to support exams, for example, a scribe or reader
 - (f) scheduling of exams separately to the main cohort in a small group room or an individual room
 - (g) provision of exam paper in a specified way, for example, large print or coloured paper
 - (h) chaperoning within the designated examination area to enable an earlier/later exam start time
 - (i) deferral of an assessment into the resit assessment period of the current academic year
 - (j) for exams held on campus, the SA will attach flags to the examination scripts of students with a literacy notification before they are distributed to internal examiners. Work submitted prior to disability assessment by DA will not be remarked.

At the beginning of each academic year SA will review assessments to ensure that these RAs are applied where they have been agreed for an individual student.

School Director of Student Experience

14. The School Director of Student Experience can approve the following RAs to assessment:

- (a) 'Penalty waiver' and individual extended deadlines: All students with a disability who are known to the DA may submit within the late submission period, which is normally 7 days, without the usual penalties. This is referred to as a 'penalty waiver'. No approval is required to submit during the 'penalty waiver'. In addition to the 'penalty waiver', an extended deadline may be considered to ensure that submission deadlines are appropriately staggered, for example, in the assessment periods. This may result in the cohort deadline standing for some assessments, with use of the 'penalty waiver'. Where a deadline is extended the student may also submit without penalty during the late submission period ('penalty waiver') after their individual extended deadline. This may result in a submission up to 14 days after the cohort deadline. The DoSE must ensure that the security of the assessment is maintained when approving an extended deadline, given that the penalty waiver may also be used, so that a student cannot submit after feedback is given to the cohort. This may mean that an extended deadline cannot be given for assessments where feedback is due to be given to the cohort before the 15 day deadline for the return of cohort marks and feedback. An extended deadline may not be approved on a group written 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 electronic submissions). In practice, SA will hold a list of modules where an extended deadline is possible. The standard regulations apply in relation to re-submission of an assessment after the cohort deadline or after the individual extended deadline. This means it is not possible to re-submit during the late submission period ('penalty waiver') 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.
- (b) Presentations: a variation to the arrangements for a presentation for an individual student may be approved, provided this enables the module learning outcomes to be met and the mode of assessment is not changed. 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. For a group presentation, a variation to the assessment task may be approved, for example, that a student undertakes a researching role rather than a presenting role, providing this enables the module learning outcomes to be met by all students in the group.
- (c) Group Written Submissions: a variation to the assessment arrangements may be approved for an individual student, provided this enables the module learning outcomes to be met and the mode of assessment is not changed. For example, a student may be asked to write up a section of the group assessment on their own rather than collaboratively.
- (d) Alternative modes of assessment: an alternative mode of assessment may be considered in cases where arrangements to support the approved mode of assessment are not appropriate, due to the nature of the disability. Any alternative mode of assessment must enable the module learning outcomes and any accreditation requirements to be met. An alternative mode must assess, as far as possible, the same range of knowledge as the cohort mode. For some modules it may not be possible to provide an alternative mode due to the specific module/course learning outcomes, Professional and/or Statutory Body accreditation requirements or where the mode approved for the cohort is required to test competence standards. In cases where it is not possible, the DoSE must provide the Chair of the University Reasonable Adjustments Panel with an evidence based rationale. The Chair may accept or reject the rationale for not providing an alternative mode and will confirm the

outcome to the DoSE. An outcome should normally be agreed within 10 working days from when the DoSE is first contacted. The External Examiner should normally sign off the assessment task for an alternative mode and review the student's assessment script as part of the sample for external moderation. The DoSE will not normally be asked to consider an alternative mode of assessment for a Distance Exam. Unlike a timed exam, a Distance Exam allows a student to work on the exam at any time during the 24 hour period, enabling the student to decide when to work on the exam and when to take breaks.

- (e) Variation to the exam rubric: a variation to the examination question paper may be considered where the provision of additional time would otherwise result in the overall duration of the examination exceeding 4 hours. For example, a variation to the rubric such that a student had to answer fewer questions than the cohort. 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. A variation to an examination question paper may also be considered in cases where a student's circumstances require a variation, for example, to enable a colour blind student to answer all the questions where colour graphs are used. Any variation to the rubric must enable the module learning outcomes and any accreditation requirements to be met. In cases where a variation is not possible, the DoSE must provide the Chair of the University Reasonable Adjustment Panel with an evidence based rationale. The Chair may accept or reject the rationale for not providing a variation to the exam rubric and will confirm the outcome to the DoSE. An outcome should normally be agreed within 10 working days from when the DoSE is first contacted. 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. A mock past paper must be provided where the variation is not in keeping with the published exam rubric or guidance. This is to ensure that equivalent guidance is provided to support the variation to the assessment task.
- (f) Alternative exam paper: an alternative exam paper, distinct to the cohort exam paper, to enable the exam to be scheduled at a different time to the cohort, e.g. morning/afternoon or to create a better spread of exams. DA will advise SA of cases where chaperoning arrangements can be provided instead to enable the student to take the cohort exam earlier/later on the same day as the cohort. An alternative paper will not normally be possible for resit/sit examinations in the resit assessment period.

15. At the start of each semester the DoSE will provide SA with a list of modules where an extended deadline may be applied. The DoSE will also review presentation arrangements and group written submission arrangements to ensure the agreed RAs to assessment are considered.

University Reasonable Adjustments Panel

16. University Reasonable Adjustments Panel terms of reference:
 - (i) To consider all cases referred by the School Director of Student Experience where the School consider that an alternative mode of assessment cannot be offered as a reasonable adjustment.
 - (ii) To use academic judgment to (a) consider the evidence based rationale provided by the School and (b) ensure that academic standards are maintained in line with the University principles of assessment.
 - (iii) To ensure that all decisions made allow the University to meet any legal obligations and requirements.
 - (iv) The Panel will meet as required.
 - (v) The Panel reports to the University Education Committee.
 - (vi) To authorise the Chair to make decisions by chair's action on individual cases, where appropriate.

Composition:

Pro-Vice-Chancellor (Education and Students) (or nominee) (Chair), Director of Teaching and Learning from each cluster; Director for the Student Experience; Associate Director Student Engagement and Achievement; two elected USSU Officers and Curriculum Manager (Secretary).

Notification of approved RAs to assessment

17. The University will inform students of RAs to assessment that have been agreed. Extended deadlines and alternative modes of assessment 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.

Changes in Circumstances and Exceptional Circumstances Claims

18. Reasonable Adjustments 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).
19. When there is a sudden and unforeseen exacerbation of the known condition, or where the condition is first diagnosed or declared 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.
20. A student may also claim for exceptional circumstances that are unrelated to their long term condition via the on-line claims process.
21. The evidence must relate to the original cohort deadline or the extended deadline, not to any late submission deadline.
22. The DPVC for the Student Experience may be asked, by the Chair of the University Education 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 whose disability meets the definition in the Equality Act 2010. The School Director of Student Experience would normally be included in any such meeting.
23. 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 DA, providing the curriculum structure permits this and the School 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.

International Summer School (ISS)

24. The Director of the International Summer School (ISS) will consider applications from International Summer School students for RAs to assessment, provided the student is known to the Student Support Unit and an application is submitted 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 extended deadlines, presentations, group work, alternative modes of assessment, variations to exam papers and alternative exam papers, in accordance with the principles set out in the procedures above.

Students registered with the University of Brighton

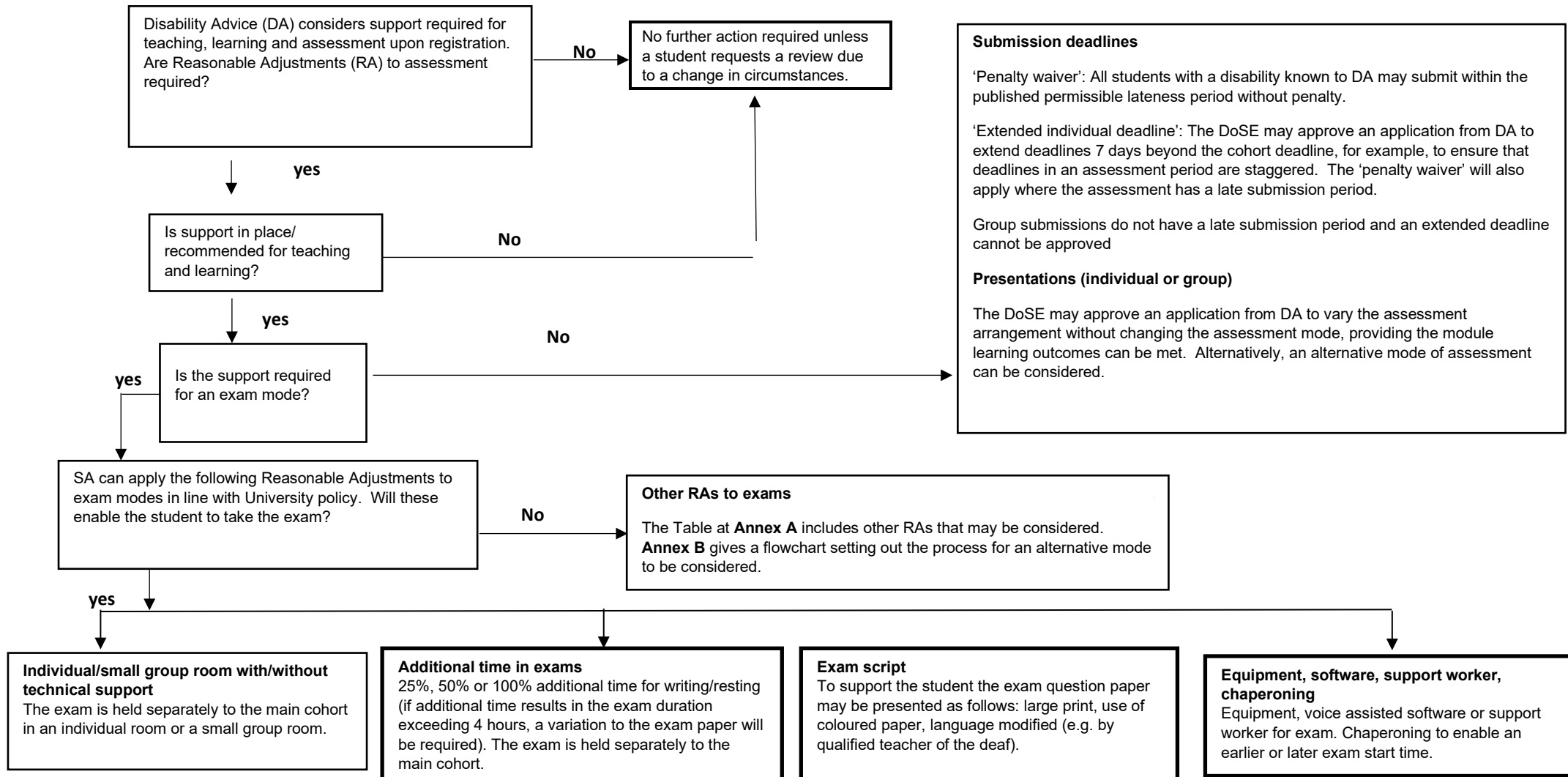
25. The University of Brighton regulations and procedures apply to students registered on a course owned by BSMS. However, the University of Sussex regulations apply where a module owned by the University of Sussex is taken, in accordance with the course structure. Where this occurs, the University of Brighton will advise Disability Advice (DA) of the RAs to teaching and assessment that have been agreed. DA will consider RAs in accordance with the procedure above, without the need to review the evidence provided. Exceptionally, the evidence may be requested and reviewed, should the RA be an alternative mode of assessment.

Appeals

26. Students have the right of appeal against University Reasonable Adjustment Panel decisions, where the criteria are met. Please refer to the appeals criteria available at:
<https://student.sussex.ac.uk/complaints/appeals/types-of-appeal#reasonable-adjustments>

Appendix 1: Procedures to follow for students with a disability without an Exceptional Circumstances Claim

For students with a declared disability, Disability Advice (DA) 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 semester, where possible.



Submission deadlines

'Penalty waiver': All students with a disability known to DA may submit within the published permissible lateness period without penalty.

'Extended individual deadline': The DoSE may approve an application from DA to extend deadlines 7 days beyond the cohort deadline, for example, to ensure that deadlines in an assessment period are staggered. The 'penalty waiver' will also apply where the assessment has a late submission period.

Group submissions do not have a late submission period and an extended deadline cannot be approved

Presentations (individual or group)

The DoSE may approve an application from DA to vary the assessment arrangement without changing the assessment mode, providing the module learning outcomes can be met. Alternatively, an alternative mode of assessment can be considered.

Annex A: University policy regarding application and approval of reasonable adjustments to assessment for disabled students who are known to the Disability Advice (DA) and whose disabilities meet the definition in the Equality Act 2010.

Reasonable Adjustments applied by SA

Number	Reasonable Adjustment application	DoSE approval	SA to apply
1	Additional time for writing or resting: 25%, 50%, 100%, up to a maximum of 4 hours, which may be used for writing or resting at the desk in examinations. ¹ (An additional 15 minutes will be included per examination where 25% additional time is given; an additional 15 minutes will be included for resting in exams of less than 60 minutes where 50% additional time is given.)	n/a	Yes
2	An additional 4 or 8 hours for a Take Away Paper to enable submission on the same day as the cohort. DA to advise of extended deadline based on the student's circumstances – not necessarily 4 hours for a 24hr TAP and 8 hours for a 48hr TAP.	n/a	Yes
3	Resting outside the exam room within the designated rest area.	n/a	Yes
4	Use of equipment: PC; use of own ergonomic keyboard; use of own mouse (e.g. roller ball); use of own back rest, foot rest; adjustable chair; adjustable desk; voice assisted software	n/a	Yes
5	Use of Support Worker: Scribe; Reader; Lip-speaker; BSL Interpreter; presence of carer	n/a	Yes
6	Small group room; individual room; seating preference; permission within exam room to walk, stand, exercise; room requirements (warm or cool, lighting, windows, background noise).	n/a	Yes
7	Exam Script: large print; use of coloured paper; language modified (e.g. by qualified teacher of the Deaf)	n/a	Yes
8	Examination start time scheduled before/after cohort start time: chaperoning within the designated examination area on the day of the cohort exam to enable an earlier/later start time.	n/a	Yes
9	Deferral of assessment into the resit assessment period of the current academic year. This will be a sit of the resit mode at the weighting of the deferred assessment.	n/a	Yes

¹ Students may rest at their desk in the examination room or use the additional time for writing, up to the maximum additional time. No further time is given for toilet visits which may be taken throughout, including during the first hour. SA will advise of any cases where a variation to the exam paper is required due to the exam duration exceeding 4 hours, following the application of additional time.

Reasonable Adjustments requiring approval by the School Director of Student Experience (DoSE)

Number	Reasonable Adjustment application	DoSE approval	SA to apply
1	Individual extended deadline to an assessment (7 days beyond the cohort deadline ²)	Yes via SA	Yes
2	Presentations: 1-1 ³	Yes	n/a
3	Group Written Submission ⁴	Yes	n/a
4	Alternative mode of assessment ⁵	yes	Yes
5	Variation to examination rubric e.g. to answer fewer exam questions from the same exam paper as the cohort. ⁶	yes	Yes
6	Alternative exam paper to enable exam to be scheduled at a different time to the cohort e.g. morning, afternoon or every other day. ⁷	yes	Yes

² All disabled students known to the Disability Advice may submit in line with the published late submission period without penalty ('penalty waiver'). Applications from DA for individual extended deadlines beyond the cohort deadline may be approved by the DoSE, provided the security of the assessment is maintained. An extended deadline may not be agreed for a group written submission.

³ Individual or group presentations can be held separately, other than to an audience, provided they are made to the same Marker. A variation to the presentation arrangements may be approved by the DoSE for an individual student, provided the mode is not changed and the variation enables the module learning outcomes to be met.

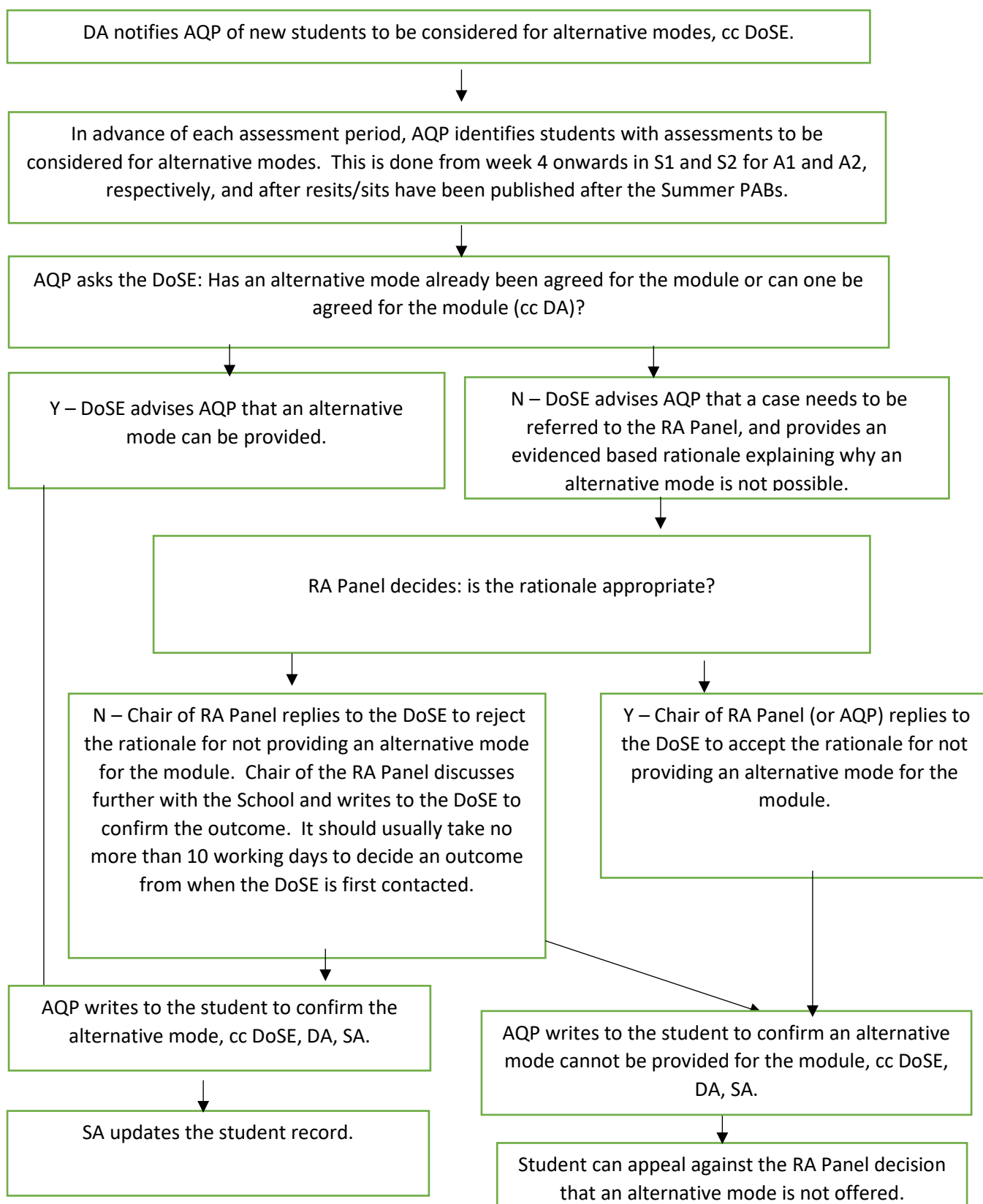
⁴ A variation to the arrangements for a group written submission may be approved by the DoSE for an individual student, provided the mode is not changed and the variation enables the module learning outcomes to be met. An extended deadline may not be approved for a group written submission.

⁵ The School may be asked to provide an appropriate alternative mode of assessment. The School must ensure that the alternative mode enables the relevant module learning outcomes and any accreditation requirements to be met. (This is usually for exam modes in the assessment period but can be for presentations and for Tests, weighted at more than 30%, during the teaching period) The School must refer any cases to the Chair of the University Reasonable Adjustments Panel where they consider an alternative mode cannot be provided. See flowchart at Annex B.

⁶ The School may be asked to provide an appropriate adjustment to the exam question paper in cases where additional time results in the exam duration exceeding 4 hours, for example, to answer fewer questions than the cohort. The School must ensure that any adjustment enables the relevant module learning outcomes and any accreditation requirements to be met. SA will advise of any cases where a variation to the exam paper is required

⁷ The School may be asked to provide an alternative exam paper, distinct to the cohort exam paper, to enable an exam to be scheduled at a different time to the cohort. DA will advise SA of cases where chaperoning arrangements can be provided instead to enable the student to take the cohort exam earlier/later on the same day as the cohort. An alternative paper will not normally be possible for resit/sit examinations in the resit assessment period.

Annex B: Flowchart setting out process for alternative modes to be considered



Key: RA Panel – University Reasonable Adjustment Panel; DA – Disability Advice; SA – Student Administration Office, AQP – Academic Quality and Partnerships Office.

QUESTION PAPERS AND TITLES OF WRITTEN ASSESSMENTS REQUIRING AGREEMENT

Question papers

The preparation of examination question papers

1. 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 Administration Office (SAO) have been met. Question papers relating to stage 1 assessment do not normally require External Examiner approval, unless there is a Professional Statutory and Regulatory Body (PSRB) requirement.
2. 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, to avoid repetition of questions from year to year.
3. 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 Semester 1 and Semester 2 examinations, where the resit mode for the module is an examination. Unused resit papers may be retained for use at future resit examinations.

Production and formatting of examination question-papers

4. The Student Administration 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. .
5. 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]
EXAMINATIONS 2020/21
6. 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 any printing difficulties.
7. Question papers for on campus exams must be returned to the Student Administration Office in the prescribed format after scrutiny and approval by External Examiners, where this is required. Email attachment of exam papers is NOT permitted.
8. The Student Administration Office will arrange for finalised question-papers to be reproduced by the University Print Unit for on campus exams. Papers will be printed in A4-size unless otherwise specified. Printing instructions (such as backed/unbacked) must be flagged at time of submission.

Print Deadline for on campus exam question papers

9. The Student Administration 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 Administration Office will be published early in Semester 1 by the Student Administration 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.

Procedures if errors on exam question papers are discovered

10. Should any errors be discovered during the examination (remote and campus exams) 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 (Education and Students). A report of the error and any action taken will be included in the Chief Invigilator's report (for on campus exams) 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.

Titles of written assessments requiring agreement

11. 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 sign the form in approval, after:
 - ensuring that the subject is relevant to the module;
 - 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.
12. 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.

CONDUCT OF EXAMINATIONS AND CHANGES TO EXAMINATION AND ASSESSMENT ARRANGEMENTS

Conduct of Examinations

Examinations timetables

1. The timetables for examinations are made available in a timely manner 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: <https://student.sussex.ac.uk/assessment/exams/timetable>
2. 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 17, where this is requested early in the academic year. 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.

Invigilation and availability of examiners

3. The Student Administration Office will arrange for appropriate invigilation throughout the published examination periods for on campus exams. 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 for on campus and remote exams. 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 Administration Office Reception ext: 7093 (except for evening and weekend sessions when direct contact numbers will be provided)
4. 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 Assessment and Examinations Manager (Student Administration Office) will proceed on their best judgement.
5. If an error is discovered it is the responsibility of the Chief Invigilator (with the Student Administration Office) to ensure that all examination centres (where the examination is being sat in more than one location) are informed of the error.

Late arrival and early departure

6. 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.
7. Students may not leave the examination room during the first 60 minutes or the last 10 minutes of an examination.

Attendance lists

8. A record of attendance will be taken as soon as possible after the start of on campus examinations. At the end of the examination session, any absences will be reported to the Student Administration 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 Administration Office in the event of any queries over the number of scripts submitted by students.

Examination aids

9. 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.

Calculators

10. Students are allowed to use any of the following non-programmable CASIO calculators in campus examinations: 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 room or to transfer their calculator to another student.
11. 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.

Recording of music performances

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

Open and Seen Examinations

13. In open examinations, students may bring prescribed materials into the examination hall.
14. In seen examinations, students must not bring any materials into the examination hall.

Changes to examination and assessment arrangements

Reasonable adjustments for students with disabilities, mental health conditions and specific learning differences including dyslexia, dyspraxia or AD/HD

15. Reasonable adjustments to assessments, including deadlines and examination arrangements, are considered via Disability Advice (DA). Students should contact the DA at the start of their course in order to allow time for any reasonable adjustments to assessment to be implemented. The Student Administration Office will inform staff and students of the arrangements that have been made, following approval of reasonable adjustments to assessment. See '**Students with a Declared Disability**' for further details.
16. See also **Assessments by candidates with a literacy notification** in '**Marking, Moderation and Feedback Regulations**'.

Deferral of a scheduled examination (not a resit)

17. 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 School 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 DoSE will consider the request and the evidence and inform the Student Administration Office (SAO) of any requests approved in order that the SAO 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 the SAO will inform the DoSE so that the student may be given the option of a deferred sit during the resit assessment period, for an uncapped mark. Having already approved the evidence, the DoSE will confirm to the student and to the SAO that the student has been excused from the examination. The SAO will notify the Progression and Award Board (PAB) that a sit to be taken in the resit assessment period has been agreed. The regulations under '**Resit Opportunities**' regarding resit modes and resit scheduling apply.
18. 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 the resit assessment period for the module. 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. The regulations under '**Resit Opportunities**' regarding resit modes and resit scheduling apply.

Rescheduling of a resit

19. The School Director of Student Experience (DoSE) may consider a request for a resit (or sit) assessment scheduled in the resit assessment period to be taken in the following resit 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 resit assessment period, provided the visa was requested in a timely manner.
20. Exceptionally the DoSE may consider an application for a trailed, second or an optional resit (including following condoned/compensated credit) to be taken in Semester 1 or Semester 2 assessment period (at the time scheduled for the next cohort), instead of in the resit assessment period at the end of the academic year. Applications may only be approved where:
 - the assessment cycle has been exhausted and
 - the assessment scheduled for the next cohort tests all the module learning outcomes and
 - the application is approved at least 20 working days before the start of the assessment period in which the resit would be offered
 - for trailed resits, the assessment load does not exceed 150 credits per stage of study

- for trailed resits, the application is not 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
- for second resits, a maximum of 60 credits are rescheduled

An application to reschedule second or trailed resits 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 resit 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.

Deferral of a PGT Dissertation/Project

21. The School Director of Student Experience (DoSE) may consider an application from a PGT student who wishes to defer their dissertation/project from the resit assessment period to the Semester 1 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.

Variation to a submission deadline

22. A student may make a formal request to the School 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.

Study after deregistration

23. 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 semester 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'.

Progression and classification after temporary withdrawal/repeat

24. Any student who has taken a period of temporary withdrawal or who has repeated a stage/semester will be progressed and classified in accordance with the 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).

University errors with printing and technical services

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

PROOFREADING PROTOCOLS

Overview and Purpose

1. Students are expected to proofread their own work, but the University also acknowledges that students may utilise proofreaders/ proofreading services, including online checkers and other tools.
2. The general principle of any contributory (summative) assessment is that the structure, argumentation, content, analysis and conclusions are wholly the students' own, and by submitting work, students confirm that no proofreader (as defined by this document) made comments or changes beyond this.
3. The purpose of this document is to outline the University's expectations and student responsibilities where a proofreader or proofreading service is used.
4. It is in place to ensure that all students are given a fair and equal opportunity to demonstrate academic achievement without gaining unfair advantage. It also serves to maintain and promote the academic integrity essential to scholarship and research.
5. This document should be read in conjunction with the 'Academic Misconduct Policy' for taught students, and 'Procedure for the Investigation of Allegations of Misconduct in Research' for postgraduate researchers.

Scope

6. These protocols apply to contributory (summative) assessment for which marks contributing to a module are awarded, including those modules which are marked pass/fail.
7. For the purpose of this document, 'proofreader' or 'proofreading service' may be human, software, a digital tool, or artificial intelligence. It may be a commercial (paid) service, or free of charge and includes any other proofreading that violates the general principles of academic integrity.

Responsibilities

8. It is the student's responsibility to familiarise themselves with the University's assessment requirements.
9. Students are expected to allocate time to proofread their work and check for accurate referencing, errors in spelling, punctuation, grammar and sentence construction, formatting and layout prior to submission.
10. Students are required to take full responsibility for the originality and ownership of their work, and be transparent, through citation and acknowledgement where a proofreader or proofreading service has been used.

11. Students are responsible for keeping drafts of their work so that the extent and type of any changes after proofreading can be evidenced if challenged.

Protocols

12. Proofreading should be limited to minor language correction. This can include errors in grammar, vocabulary, expression, minor translation (i.e. single words), presentation and word order. Proofreading must not change the meaning of the work.
13. A proofreader should not make any changes directly to the work, but should suggest changes by writing on a hard copy or using track changes/ comments etc. The proposals made by a proofreader should be retained by the student in case a concern regarding misconduct is raised.
14. No substantial changes to the content should be made, the extent of which would constitute the content being produced by the proofreader without correct citation.

Therefore, a proofreader may not:

- Rewrite sections where argumentation or logic is unclear.
- Rewrite sections to improve paraphrasing.
- Rearrange paragraphs and sentences with the intention of improving structure.
- Rearrange paragraphs and sentences with the intention of improving the argument.
- Correct calculations, data, or factual errors etc.
- Make any changes or correction to the references and bibliography.

A proofreader may:

- Identify errors in grammar, vocabulary, expression and word order only making specific minor suggestions where the communication is clear.
- Highlight areas where communication is unclear or where there is inconsistent use of a referencing system.

15. The University will only recognise tools recommended by Library Services on the [Skills Hub webpages](#) or as recommended by Disability Advice as part of a Learning Support Plan. It remains the student's responsibility to ensure the accuracy of outputs where these tools are used.
16. A proofreader may not be used for assessments where the use of language and the formal accuracy of the work form part of the mark. The assessment task will state if a proofreader is not allowed to be used.
17. The use of a proofreader, proofreading service or translation tool to generate an assignment (or part of an assignment) and submit this as if it were a student's work will be regarded as academic misconduct.

18. Students should not ask another student on the same taught module taking the same assessment to proofread their work. This may be regarded as academic misconduct and treated as 'collusion'.

Review / Contacts / References	
Title:	Proofreading Protocols
Date approved:	2015
Approving body:	UEC
Last review date:	September 2025
Revision history:	Version 1 (<i>NB: decommissioned as a Policy in autumn 2025 so version control is re-set to 1</i>)
Next review date:	September 2026
Related internal policies, procedures, guidance:	Progression and Award Regulations Academic Misconduct Policy Procedure for the Investigation of Allegations of Misconduct in Research Skills Hub
Document owner:	Division for the Student Experience
Lead contact / author:	Academic Regulations Manager

University Managing Disruption to Online Assessment (IT Outage) Procedural Guidance

The University procedural guidance for managing assessment processes in cases of information technology failure is set out below. This procedural guidance applies where there has been a significant IT outage, confirmed by IT Services, that materially impacts on student access to University systems for learning and for submission of assessment.

Where a planned outage is requested, the following staff should be consulted in advance to ensure there is no unintended disruption that materially impacts on student access to University systems for learning and for submission of assessment: Platform Owner (or nominee), Deputy Director of Academic Services (or nominee), Exams and Assessment, Educational Enhancement, IT Services, Library.

1. Potential solutions

In the event of a significant IT outage, the University will normally consider the merits of extending deadlines or of removing late submission penalties, or occasionally both. **Appendix 1** provides a summary of the pros and cons of both these solutions.

Any solution should also take the following factors into consideration:

- (i) loss of assessment preparation time for submissions and/or exams - students may not have been able to access study resources via Canvas or access their work on campus
- (ii) the types of assessment impacted - School Office submissions may have been affected as students are unable to access their work and/or print
- (iii) late submission deadlines falling on the day of the outage – both School Office and e-submission deadlines need to be considered

Table 1 sets out a protocol for the timeframes for extending deadlines.

Table 1

Outage period/severity	Extend deadline
Any IT outage period more than 48hrs before a submission deadline. IT outage period of less than 2hrs: between 48hrs and 2hrs of submission deadline. An intermittent IT outage period totalling less than 2 hours: between 48hrs and 2hrs of submission deadline.	No action
IT outage period exceeding 2hrs: between 48hrs and 2hrs of submission deadline. An intermittent IT outage period totalling at least 2 hours: between 48hrs and 2hrs of submission deadline. Any significant interruption to service within two hours of submission deadline.	Normally extend by 24hrs

IT outage period exceeding 5 hours up to 24hrs before a submission deadline.	Normally extend by 48hrs
--	--------------------------

Other solutions may need to be considered should the IT outage continue for a longer period of time.

2. Decision-making

An executive decision will be made where a significant IT outage occurs. This ensures that a timely decision is made and that the same solution is agreed for all students across the University. An executive decision also enables the University to coordinate communication of the solution to students and allows for the solution to be implemented efficiently and in a timely manner.

The process for decision-making and the communication of decision is set out in **Appendix 2**.

3. Communication to students

The solution agreed following an IT outage will be communicated to students by the University. Methods of communication may include 'pushed notification' via mobile app to all students, Sussex Direct staff and student news items and/or email to affected students, where possible. Communication via email to student will also be copied to Heads of Schools. The communication will confirm whether the solution applies to electronic submissions only or also to submissions to the School Office. **Appendix 3** sets out points to clarify in the communication to students.

Review / Contacts / References	
Document title:	Managing Disruption to Assessment (IT Outage) procedural guidance
Date approved:	2018
Approving body:	University Education Committee
Last review date:	2023 (updates to Appendix 2 and addition of Appendix 4 and 5) 2025 (editorial update to title as procedural guidance)
Revision history:	1.2
Next review date:	2026
Related internal policies, procedures, guidance:	Regulations for examinations and assessment : Academic standards : Academic Quality and Partnerships : University of Sussex
Owner:	Academic Services
Lead contact / author:	Deputy Director, Academic Services

Pros and cons of different solutions following IT outage

Solution	Pros	cons
Remove late penalties	- Easier for ITS to implement than extending deadlines. - If not known if system is fixed, may be easier than extending deadlines once and extending again if not fixed	- If 7 day late penalty is removed, student has full 7 days late to submit without penalty which may impact on schedule for other assessments. - Perceived inequity by students who submitted on time and can no longer work on assessment as they will not be able to delete a file submitted by the deadline. - Error files cannot easily be removed (ITS need to remove file for student to upload new file within late submission period). - File submitted on time may be marked and then file replaced by student. - Fewer files available on time for marking, impacting on marking, internal and external moderation schedule. - Does not compensate for loss of work time for SSU students who have penalty waiver. - SSU students no longer have an advantage.
Extend deadline by 24/48hrs	- Once deadline extended, student can replace error files by new deadline. - impact on schedule for other assessments and delay in work being available for marking is restricted to 24/48hrs. - SSU students have penalty waiver from new deadline.	- May be difficult to communicate to students if service unavailable. - May be difficult to update all deadlines quickly. - Students may remove file and not replace by new deadline incurring late penalty if file replaced during new late submission period. - Files available later for marking (but not as late if all penalties removed). - Deadline cannot be extended to a Friday for School Office submissions, as 24 hr late submission would not be possible.

Decision-making and communication

- (i) ITS confirm that there has been a major IT incident impacting on students' ability to submit assessments. This is sent for information to designated email group*. The purpose is to confirm that there is an issue and to confirm that next steps are being considered and will be confirmed shortly.
- (ii) Platform Owner (or nominee) sends an email to Deputy Director of Academic Services (or nominee) to confirm that there has been a major IT incident impacting on students ability to submit assessments. The purpose is to confirm that there is an issue and to instigate a mitigating action to be taken. In the event that both the Deputy Director of Academic Services and their nominee are unavailable, the Director for the Student Experience should be alerted.
- (iii) The Deputy Director of Academic Services (or nominee) consults with Student Administration Managers (Exams and Assessment Manager/ Academic Regulations Manager) and ITS (or nominees) and agrees the solution, in accordance with the procedural guidance.
- (iv) Where the IT incident has a duration of more than three consecutive days during the assessment submission period and/ or will not be resolved before University closure days, the Deputy Director of Academic Services (or nominee) will consult with the PVC Education and Students and agree a solution, in accordance with the procedural guidance.
- (v) The Deputy Director of Academic Services (or nominee) along with Student Administration Managers (Exams and Assessment Manager/ Academic Regulations Manager) and ITS, agree the communication to be sent to staff* and students to confirm the agreed solution, noting the points set out in Appendix 3.
- (vi) The Deputy Director of Academic Services (or nominee) will draft a report to ULT to advise of the issue, impact, agreed solution and any future actions to close the incident.

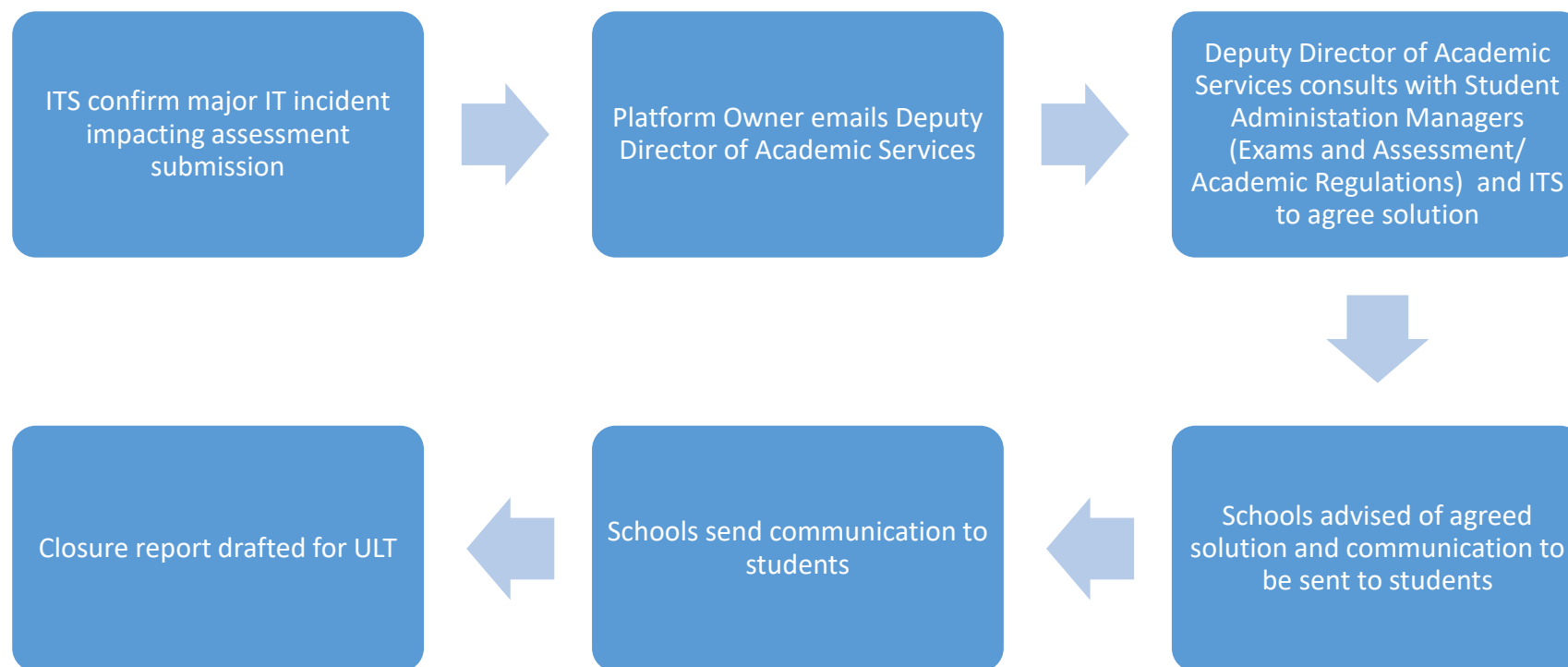
* PVC Education and Students, Head of Schools, Director of Teaching and Learning, Director of Student Experience, School Education Manager, Curriculum and Assessment Officer, Exams and Assessment, Academic Regulations, Student Complaints and Conduct, Educational Enhancement, IT Services, Library.

Communication of IT outage - points to remember in communications to students

1. Confirm that there has been an IT outage and whether or not normal service has resumed.
2. Confirm the duration of the outage if normal services has resumed.
3. Confirm the solution that has been agreed (extended deadlines and/or to remove late submission penalties).
4. Confirm which original deadlines the solution applies to (day/s and/or time).
5. Confirm if the solution applies to electronic submissions only or also to submissions to the School.
6. Advise students that any queries should be referred to the School Office.
7. If extended deadline confirm:
 - (i) the associated late submission deadline will also change
 - (ii) once the system has been updated, files can be replaced before the extended deadline
 - (iii) once the new deadline has passed and a submission is present in the system, a file may not be replaced
 - (iv) student should contact the School if they submitted the incorrect file during the late submission period
 - (v) when system will be updated with revised deadlines
8. If late submission penalties removed confirm:
 - (i) once a submission has been made by the original deadline or within the late submission period a file may not be replaced
 - (ii) student should contact the School if they could not replace a draft file submitted by the original deadline
 - (iii) student should contact the School if they submitted the incorrect file during the late submission period
 - (iv) original late submission deadline stands for students registered with the Student Support Unit who have a penalty waiver
 - (v) extended deadlines stand for students registered with the Student Support Unit, unless the deadline falls on the day of the outage
 - (vi) when late penalties will be removed

Decision flowchart

Note: Where the IT incident has a duration of more than three consecutive days during the assessment submission period and/ or will not be resolved before University closure days, the Deputy Director of Academic Services (or nominee) will consult with the PVC (Education and Students) and agree a solution, in accordance with the procedural guidance.



Communication templates

Template to email circulation group (as detailed in procedural guidance) to be issued by ITS Platform Owner following identification of major IT incident impacting on students ability to submit assessments.

NEWS story:

We have received reports there is an issue with <Service name> which may impact students' ability to submit assessments.

We are investigating this as a matter of urgency.

Further updates

We can confirm this incident is impacting students' ability to submit assessments and have communicated this to the Deputy Director of Academic Services, who will be coordinating the next steps.

Template to Deputy Director of Academic Services

Dear [Deputy Director of Academic Services]

We have an <ongoing> issue with <Service name> which is impacting students' ability to submit assessments.

It started:

<It ended: >

Link to news story:

Can you start a Teams chat with the Student Administration Managers (Examination and Assessment Manager/ Academic Regulations Manager) and myself to discuss a solution and any mitigating actions?

Template to schools to be issued by Exams and Assessments Team following agreed solution to confirm course of action for acceptance/change to submission of student work

We have been notified by ITS of (ISSUE AFFECTING SUBMISSION) which is affecting submissions to Canvas between (DATE) and (DATE).

In line with the IT outage procedural guidance it has been determined that the appropriate course of action will be to (input solution and details):

- Extend submission by 24 hours
- Extend submission by 48 hours
- Alternative solution xxxx

In order to facilitate this the Exams and Assessments team will (input details specific to solution – examples below):

- Amend the submission deadlines to XXX for the modules with a deadline between the affected dates
- Amend submission points to school office for XXX
- Remove late penalties upon notification from schools of affected submissions

Communication to students on this matter have been/will be circulated via the mobile app, and student news items and/or email to affected students with a copy attached here.

Please note that students are not eligible to submit an EC claim or Academic Appeal on this basis as we are actively applying a corrective measure so as to not disadvantage them.

Any further update to the issue will be communicated via ITS news items. <[Link to ITS news item](#)>