



University of Sussex

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**Examination and  
Assessment  
Regulations  
Handbook  
2012/13**



This handbook is published annually by the Academic Office.

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## Summary of substantive changes that have been incorporated into the Examination and Assessment Regulations Handbook 2012/13

The 2012/13 examination and assessment regulations will be applied to all students taking assessment in 2012/13, subject to there being no detriment to returning students in relation to degree classification.

The table below sets out the principle regulatory changes included in section 1: assessment regulations.

Regulation	Pre 2012/13	From 2012/13	Rationale
General credit - now replaced by automatic compensation for marginal fail	≤30 discretionary general credits where criteria met. Criteria include: 40% stage mean, achievement of learning outcomes.	≤ 30 credits will be given automatically by compensation where criteria met. Criteria include: 40% stage mean, achievement of threshold mark (35-39 UG, 45-49 PG).	Maintain academic standards. Applied automatically to achieve equity of use.
Trailed credit – continues to be available with stage mean now a condition	Available at discretion of board but rarely used.	Available at discretion of board but anticipate more cases. TC criteria include: ≤30 trailed credits per stage, of any type of module, 40% stage mean.	To be used where compensation criteria not met. Only if PAB anticipates success at the next opportunity.
Credit requirement for progression	90 credits (which may include ≤30 discretionary general credits where criteria met)	120 credits which may include ≤30 credits given by compensation and/or ; ≤30 trailed credits.	Maintain academic standards. Maximum 30 credits via trailed and/or compensation
PGT pass mark	40%	50%	Agreed in 2007/08 to better align to sector but implementation deferred until 2012/13.
Credit requirement for award	120 credits (which may include ≤30 discretionary general credits where criteria met)	120 credits (which may include ≤30 credits via compensation where criteria met; or ≤30 credits via condonement in the final stage where learning outcomes and stage mean criteria met (40% UG 50% PG) as credit cannot be trailed beyond the final stage)	Condonement allows for failure in trailed credit as no marks can be set aside.
Optional resits	Offered to students in stage 2 who had 90 credits so that they could improve their mean mark.	Where a resit is not taken original mark stands.	Mark achieved stands.
Marks	Best mark stands within an assessment cycle.	Where sit/resit taken final mark achieved will stand, not best mark. Where it is not taken the original mark stands.	Mark achieved stands. Resit marks are capped at pass threshold for all modules.

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<b>Regulation</b>	<b>Pre 2012/13</b>	<b>From 2012/13</b>	<b>Rationale</b>
Repeat stage	Discretionary with repeat of the final stage (UG and PG) prohibited.	Entitlement for repeat in stage 1 and discretionary thereafter including in the final stage (UG and PG) and foundation level.	Equity for all students in stage 1.
Setting aside marks	Mitigated marks can be set aside where learning outcomes met.	No marks will be set aside. Students will be given a sit opportunity, as determined by the PAB, to achieve full potential.	Equity for all students.
Resit hons	Previously only resit for Ordinary, following application of general credit.	Resit for Hons permitted.	Equity with other institutions.
Temporary withdrawal	Outstanding assessments from previous year taken along with assessments in current year.	Outstanding assessments completed prior to re-entry.	Assessment security.
Study abroad year within and integrated masters degree	A study abroad year could be included in a 3 stage course.	An integrated masters course may be varied to allow for a year of study abroad within a 4 stage course, given that two stages would still be undertaken at the University for classification purposes.	Embedded within principles of Academic Framework
PG exit awards	A PGT Dip could be awarded where criteria met	Lower level awards may only be given as exit awards where these have been validated as a coherent academic award for the individual course.	Embedded within principles of Academic Framework
Absurd outcome	The PVC (Teaching and Learning) could approve recommendations.	The PVC (Teaching and Learning) could approve recommendations where the outcome of the PAB was considered to be unacceptable, but the decision rests with the PAB.	Amended to secure route to appeal.
Prospective Sit agreed in resit assessment period outside the PAB	Sits considered within MEC or agreed via Academic Office/SPA in special circumstances.	Process to allow for candidates with a flagged disability to have a reasonable adjustment prior to an assessment and for students with religious/sporting commitments.	Equity for all students.



## Section 2: Policy and procedures

MAB terms of reference: MAB terms of reference permit comparison across a cohort for the same module assessed in previous years but do not allow for comparison of individual student performance in a module against their other modules; revision to process where assessment errors occur including in-year assessment changes.

School PABs: UG and PGT PAB to be convened at School level. A UG PAB may include consideration of postgraduate courses such as PGCE if scheduling allows students to be included in summer graduation.

External Examiner involvement in the PAB: a single External Examiner, who had attended the main PAB, to attend the resit PAB to ensure continuity in the application of the discretionary regulations.

Timing of UG and PG PABs: a PGT MAB will be held prior to the end of July to assure marks for coursework, A1 and A2 assessments, thereby allowing a resit to be given to be taken in September. Candidate performance overall will be considered at the Autumn PAB.

Viva voce: Viva voce had been removed for borderline fails to ensure equity for all borderline fail students.

Chair of examination board: School PAB may be scheduled over more than one day where more than 500 students were to be classified.

Chair of Board of Study duties: Some tasks moved from Deputy Chair of PAB and allocated to Chair of Board

Religious festivals: Revision to process for requests regarding religious observation to also include requests to attend competitive sporting events.

Titles of written assessments: Revision to process to not mark assessments without a signed title form.

Moderation: University process to ensure moderation takes place following completion of the marking process. The range of assessments to be moderated and size of moderation sample has been revised. The same sample will be sent to the External Examiner.

illegible scripts: A mark of zero will be given for an illegible script instead of giving the student an opportunity to provide a scribe to type the assessment, as this would no longer be a secure assessment.

Failure to observe word length: Revision to allow for differentiation between cases where word length is exceeded by up to 10% and in excess of this.

Misconduct: Change to statement on collusion to include liability where a student knowingly allows their work to be accessed prior to submission.

Publication of results: Schools no longer required to provide a telephone line following results publication.

Minutes : Candidate numbers rather than names to be used in minutes.

Transfer to a 3 stage course: Course title to exclude 'with Study Abroad year' suffix where study abroad year was not passed/taken/completed.

**The following addenda and clarifications to version 1.1 of the Examination and Assessment Regulations Handbook 2012/13 were approved at Academic Regulations sub-committee.**

**1. Addenda to version 1.1 of the Examination and Assessment Regulations Handbook 2012/13 have not been included in version 1.1**

**(i) Automatic compensation (rule 1.3.3)**

Automatic compensation will be given by the July PAB instead of waiting until the September PAB for progression candidates.

For information:

Students will be notified that progression has been achieved as a result of compensation being given and will be advised that they may take a resit instead if they register within 7 days of notification by email.

**(ii) PGT resits (rule 2.2.6)**

A PGT MAB must be held before the end of July to assure marks for assessments taken as coursework, in A1 and in A2.

For information:

To enable a student to access the full assessment cycle (first attempt and resit attempt) for PGT modules assessed in A1 and A2 within a 12 month period, a PGT MAB must meet before the end of July to assure marks for PGT modules assessed in A1 and A2, allowing a resit to be taken in A3 (August/September). Marks for dissertation/project modules submitted in A3 would be assured by a separate MAB in the Autumn, with any resits offered to be taken in A1 (January) prior to visa expiry, or in A2 as determined by the PAB. The main PGT PAB meeting in the Autumn term would consider awards and apply the discretionary regulations. The progression and award of candidates could not be agreed by chair's action.

**(iii) Absurd outcomes and accepted mitigation (rule 1.5.7; 1.7.3)**

Schools may make a recommendation under the 'absurd outcomes' rule to the PVC (T&L) for candidates with accepted mitigation on an assessment element with a weighting of  $\leq 40\%$ .

For information:

Recommendations may be made for a finalist candidate with accepted mitigation against a missed or impaired assessment component weighted  $\leq 40\%$  of the module assessment. In such cases a calculation must demonstrate that the higher classification would be achieved had the student's stage mean been achieved on the missed or impaired assessment component. Recommendations may only be made in relation to a single module weighted at a maximum of 30 credits. In addition, the assessment regulations allow up to 30 credits to be condoned where the criteria have been met.

**2. Clarifications to version 1.1 of the Examination and Assessment Regulations Handbook 2012/13 have been included in version 1.1**

**(i) Rounding of marks (rules 1.4.2; 2.1.5)**

Marks achieved on the module, stage mean and grand mean will be rounded up and down to a whole number (up  $\geq 0.45\%$ , or down  $\leq 0.44\%$ ).

**(ii) Titles of written assessments requiring agreement (rule 2.5.2)**

'Assessments without title forms will not be accepted' has been changed to 'Assessments without title forms will not be marked'.

**(iii) Word length (rule 2.6.6(ii))**

The following has been added to the above rule, '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.'

**(iv) Failed students (rule 2.10.2(i))**

The PAB submits a resit grid to the Student Progress and Assessment office 3 days after the pass list has been published, not seven days as previously stated.

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

Term	Meaning in this handbook
Academic Credit	Academic credit is awarded for the successful completion of a credit rated module.
Assessment	The work required in order to obtain a mark for a module. Assessment may take place during the term (known as coursework) or in the mid-year or end of year assessment period.
Assessment period	Designated assessment periods are held in A1, A2 and A3. Assessments scheduled during the mid-year, end of year and resit assessment period are usually unseen examinations and more extensive written submissions (for example an essay, dissertation or project)..
Award*	The academic award for the successful completion of a course (e.g. BA, BSc, LLB, Certificate, Diploma).
Capped marks/ capping	'Capping' is where the mark for a module is restricted to the bare pass mark. This applies to resits (see below).
Classification	The process that occurs at the end of studies for an Honours degree, where Progression and Assessment Boards (PABs) categorise students' overall results into classes of degree. This includes Distinction and Merit at postgraduate level.
Condonement	A PAB has discretion to allow credit to be given via condonement at the award stage subject to the criteria being met.
Compensation	Compensation will be given automatically by PAB for a marginal fail on a module, where the criteria have been met.
Conflation	The arithmetical process of producing a final mark based on weightings assigned to each element in an assessment.
Contributory assessment	Assessment that contributes to the mark for a module.
Core module	A module that must be taken. Compensation will be applied automatically where the compensation criteria are met.
Course	A course is an approved 'course of study' comprising a number of modules and credits which leads to an award of the University. Students are registered on a course.
Coursework assessment	An assessment completed during the time that the module is being taught, or shortly afterwards.
Cycle of assessment	Comprises one sit and one resit attempt at module assessment in stage of study.
Joint Major*	For example BA English and History (where English and History are both major subjects, contributing equally to the overall degree)
Level*	<p>Level refers to the difficulty of the module aligned to the national FHEQ. These levels are usually taken in the following stages of study:</p> <p style="text-align: center;">Foundation stage 0: Level 3            UG stage 1: Level 4            UG stage 2: Level 5            UG stage 3: Level 6            PG stage: Level 7</p> <p>At each stage a student may take 30 credit at level below but</p>

	not above at any stage
MAB	The Module Assessment Board (MAB) considers and assures marks achieved on a module by a cohort of students.
Major/Minor*	'Major' refers to the major element of a course and. 'Minor' refers to a smaller element of a course in the ratio of 75:25.
Mode of Assessment	The description of an assessment type.
Moderation (Internal and External)	Internal moderation is a process that is required by the University to confirm that the marking process has been conducted appropriately. It is undertaken independently of the marking team following the completion of the marking process prior to external moderation by the external examiner.
Module	A unit of study which usually leads to the award of credit.
Non-contributory work	'non-contributory work' is a term used to describe exercises which are required to be undertaken as part of the learning, but for which the mark does not contribute to the mark received for the module.
PAB	The Progression and Award Board (PAB) reviews marks arrays for students and considers candidates for progression to the next stage and for award.
Progression	Undergraduate progression from one stage to another is achieved by meeting the progression requirements. Masters students are considered to be in a single stage of study.
Repeat	A repeat is an opportunity to retake the complete cycle of assessment (sit and resit) for progression/award. It will entail repeating the learning as well as the assessment. Marks for repeat modules are not capped.
Resit	A resit is an opportunity to retrieve an initial fail <i>without</i> repeating a module. Resit marks are capped.
Rounding of marks	The mark for a module, stage or grand mean shall be a whole number rounded up( $\geq 0.45$ ) or down ( $\leq 0.44$ ).
Sit	A Sit is an opportunity to take an assessment 'as if for the first time'. A Sit may be offered by a PAB due to accepted mitigating circumstances. 'Sit' marks are not capped at the pass threshold and will be weighted in accordance with the accepted mitigation.
Stage	The period of an award between two progression points.
Sussex Direct	The web-portal for students and staff.
Trailed credit	A PAB has discretion to allow credit to be trailed into the next stage subject to the criteria being met.

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

## 1.1 Principles governing the University examination and assessment regulations

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

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

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

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

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

**Principle 5:** A 0-100 marking scale for all taught courses and standard thresholds across the institution for classification purposes at both undergraduate and postgraduate level.

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

**Principle 7:** Where a student has an absolute or marginal fail in a module ( $\leq 34\%$  and  $35-39\%$  respectively on a module at level 3 to 6 and  $\leq 44\%$  and  $45-49\%$  respectively on a module at level 7) and takes a resit opportunity then the uncapped resit mark will be used for progression purposes but the capped resit mark will be used for transfer and award classification. The mark achieved at the resit will stand, where it has been taken, even where it is lower than at the original attempt. Where the resit has not been taken the original mark will stand.

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

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

**Principle 10:** Individual mitigating circumstances is the University's description of conditions which are sudden and unforeseen and temporarily prevent a student from undertaking

assessment, or significantly impact on student performance in assessment in general, including late submission: as such the measure of severity is not about impact on the student but the impact on the assessment at the level of the module.

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

**Principle 12:** The ability to study effectively may be affected by individual circumstances but any ongoing or long term inability to study should result in temporary withdrawal of study being considered. No claim of mitigating circumstances can be made citing lack of fitness to study.

**Principle 13:** Ongoing or longer term conditions or circumstances are not individual mitigating circumstances and will be referred to the Student Support Unit (SSU) for advice on any reasonable adjustments which can be made in advance of the assessment including crises immediately prior to an assessment. Circumstances unrelated to the disability may give rise to valid mitigating claims only if they are first confirmed/diagnosed or become suddenly, unexpectedly and markedly worse at a particular assessment point. In such cases the mitigating circumstances process should be followed.

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

### **1.2.1 Introduction**

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

### **1.2.2 Definition of course and module**

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

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

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

All courses are validated as cohesive and comprehensive patterns of study. Requests for a variation to undergraduate courses for an individual student will not be considered other than a term of study abroad where the level and credit volume of study is approved and meets the learning outcomes of any core modules missed during the period. Requests for a variation to a postgraduate course for an individual student may be considered up to a maximum of 30 credits. Directors of Teaching and Learning (DTL) need to be satisfied that the module learning outcomes clearly map to the learning outcomes of any core modules that will be missed. The University Teaching and Learning Committee may approve any such variations on the recommendation of the DTL provided these criteria are met. Credit from a module previously studied can only form part of the credit load requirement as set out in the University's policy on APEL (Accreditation of Prior Experiential Learning) or APL (Accreditation of Prior Learning) provided it is approved pre-admission.

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

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

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

### **1.2.4 Resit opportunities**

A resit is an opportunity to retrieve an initial failed assessment *without having to repeat* the original period of teaching and learning. However, the resit mode may vary depending on the nature of the initial assessment.

Resit opportunities will only be offered for modules where the relevant pass mark for the module has not been achieved (40% on level 3 to 6 modules and 50% on level 7 modules) and/or the credit *has not* been awarded by the Progression and Award Board (PAB). Resit marks are capped at the pass mark for the individual module (and not at a higher progression threshold stage mean requirement). The uncapped mark will be used for progression purposes whereas the capped mark will be used for all course transfer applications and for award purposes and will stand even where it is lower than the mark achieved at the first attempt. In addition, the original mark will stand where the resit opportunity has not been taken.

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



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

### **1.2.5 Modules exceptionally exempted from providing a resit opportunity**

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

In the case of 4 stage degrees with a 120 credit professional/industrial placement or study abroad year, failure in the placement or study abroad year will not normally result in a repeat year but rather a transfer to the 3 stage variant of the course.

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

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

The repeat of a stage of study means retaking the stage *ab initio* as published with attendance. That is a repeat of the teaching, learning and assessment. All previous marks and credit will be expunged from the student record and a new full assessment cycle undertaken. The offer of a repeat stage will normally be made at the September Undergraduate Resit Progression and Assessment Board (PAB) or the Spring Postgraduate Resit PAB.

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

The opportunity to repeat stage 1 (FHEQ level 4) is automatic for failing students, subject to the student agreeing to abide by the University Repeat Year Stage 1 Learning Agreement, providing the course of study is available in the following academic session.

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

A student's entitlement to repeat a stage of study is dependent upon them agreeing to abide by the conditions as set out in a learning agreement. Where the repeat year is automatic at stage 1, the learning agreement will be the standard University model. Where the PAB offers a discretionary repeat year it may specify (or delegate to the Chair) amendments to the standard University model learning agreement. The School Student Progress Committee may commence withdrawal proceedings for any student in breach of their learning agreement.

No student shall be permitted to repeat a stage of study more than once and shall only be permitted to repeat where the stage has been failed. In offering a repeat stage the PAB should be mindful of the maximum period of registration and any undue delay imposed on the student in achieving their award aim.

### **1.2.7 Permanent and temporary withdrawal requested by a student**

A student may request to Permanently Withdraw (PWD) at any time during a teaching period. An undergraduate student may request to Temporarily Withdraw (TWD) at any time up until the end of the spring term. A postgraduate student may request to Temporarily Withdraw (TWD) at any time, prior to the end of the summer term.

#### **(i) Permanent Withdrawal (PWD)**

If a student wishes to return to the University having permanently withdrawn (PWD), readmission is via a two stage process; stage 1: application directly to Admissions (not via UCAS) followed by stage 2: approval at the discretion of the Academic Registrar. In all cases the current published grade requirements must be met and the personal statement must address the reason for the initial PWD acknowledging what has changed to improve the likelihood of a successful outcome on this occasion.

#### **(ii) Temporary Withdrawal (TWD)**

In the case of Temporary Withdrawal, students must restart at the beginning of the term that they did not complete, in order to avoid any gaps in teaching. Undergraduates have two points in the year where re-entry to study is permitted, at the start of the Autumn term or the start of the Spring term. Postgraduate students may restart at the beginning of any of the three terms (Autumn, Spring or Summer). In cases where the student does not resume their studies at the next appropriate point of re-entry the status of the student will change from Temporary Withdrawal to Permanent Withdrawal if the period of Temporary Withdrawal exceeds 12 months. Upon the approval of the Academic Registrar, students may exceptionally be permitted to remain on TWD for more than 12 months where their circumstances do not allow them to return within 12 months (such as disability). Temporary withdrawal is distinct from a repeat stage offered by the Progression and Assessment Board (PAB) as it is initiated on the request of the student. In the case of temporary withdrawal, any assessment marks for the non-completed term, achieved prior to temporary withdrawal, will be removed from the student record prior to restarting the term.

Exceptionally where the teaching and assessment have been completed for the term, and the marks have been assured by the Module Assessment Board (MAB) then the student will be considered by the PAB at the end of the stage so that the credit may be awarded for the term/stage completed. In the event that a student on temporary withdrawal has missed an assessment and/or failed to achieve credit for all the modules for the term or stage prior to temporary withdrawal, the MAB should consider the marks for completed modules so that the PAB may exercise its discretion and carefully consider the student's overall performance. Where the PAB decides to offer a resit/sit of a failed assessment to a student on Temporary Withdrawal who has completed the teaching for the relevant term, the student will be offered the opportunity to take any resit/sit given prior to re-entry (in the mid-year assessment period prior to re-entry in the Spring term or in the resit assessment period prior to re-entry to the next stage). Any assessment that had been missed must also be taken at this time and will be for an uncapped mark.

The PAB may decide to offer a repeat of the stage rather than a resit/sit of a failed assessment/s. Where major changes have been made to the curriculum, it may not be possible for a resit/sit or a missed assessment to be taken prior to re-entry where the scheduled assessment is not appropriate for the original teaching that was completed. In

these circumstances the student would be required to restart at the beginning of the term/stage, where this was possible, to make up any credit shortfall.

### **1.3. CRITERIA FOR RETRIEVING CREDIT: TRAILED CREDIT, COMPENSATION, CONDONEMENT AND TEMPORARY WITHDRAWAL WITH SECOND RESIT/S**

#### **1.3.1 Criteria for retrieving credit**

The Progression and Award Board (PAB) may consider the following mechanisms for the retrieval of credit, normally following any resit opportunity, some of which are discretionary, provided that the uncapped stage mean requirement has been achieved. The uncapped stage mean is used for progression purposes as it indicates academic potential whilst the capped mean is used for transfer and award purposes. The stage mean includes all marks achieved on modules taken in the stage including marks of zero and fail marks. The stage mean requirement is 40% at each stage on undergraduate courses, with the exception of integrated masters courses where the stage mean requirement in the final stage is 50% (as modules taken in the final stage of these degrees are at level 7). The stage mean requirement on postgraduate courses is 50%.

#### **1.3.2 Discretionary trailed credit**

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

Normally, trailed credit will result in the student taking a trailed resit for a module/s already studied with the aim of retrieving the initial fail *without* attendance. Exceptionally, the PAB may offer a student an alternative module/s for the same trailed credit value *with attendance*. Such students trailing an alternative module/s will be entitled to a trailed repeat assessment cycle on this module (a first attempt and a resit attempt with marks capped at the first attempt and the resit attempt), whereas student trailing a module already studied will only be entitled to a single trailed resit. In all cases a trailed resit and a trailed module repeat assessment cycle will result in the capped mark being used for award purposes.

Permission to trail credit will normally only be granted by a September PAB following a failed resit. In exercising its discretion, the PAB will take into consideration evidence of attendance and engagement such that the student is likely to succeed at the next assessment opportunity. Exceptionally, where a student will not be available at the resit opportunity due to course commitments (study abroad, placements, or field trips), the June PAB may allow the credit to be trailed into the next stage where necessary, including into the final stage following a period of study abroad or placement provided the total credit to be trailed does not exceed 30 credits. (**Appendix D** provides a list of courses where trailed credit can be granted at the June PAB).

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

#### **1.3.3 Non-discretionary compensated credit**

Compensation is automatically applied at each stage of study at the level of the module for a marginal fail of up to 30 credits provided the stage mean has been achieved on the basis

that a strong performance by a student in one part of the curriculum may be used as the basis for the award of credit in a respect of a marginal fail elsewhere.

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

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

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

A maximum of 30 credits per stage in undergraduate courses may be awarded by automatic compensation to enable for stage progression or award. Compensation will be applied at the June PAB to enable award and at the September PAB, following resits, to enable progression.

A maximum of 30 credits for taught modules may be awarded by compensation in postgraduate courses on the basis that a taught masters is defined as a single postgraduate stage of study. Compensation cannot be awarded for postgraduate research projects/dissertations regardless of the credit weighting.

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

#### **1.3.4 Discretionary condoned credit**

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

The Progression and Award Board (PAB) has discretionary authority to award up to a maximum of 30 credits via condonement in the undergraduate or postgraduate final award stage where the course learning outcomes have been met and the relevant stage mean has been achieved as set out in 1.3.1. Credit via condonement is not dependent upon an individual module threshold mark being achieved and is limited to the final award stage. The original mark achieved will stand for award purposes. A maximum of 30 credits may be granted via a combination of compensation and condonement in the final award stage. Alternatively a PAB can give a resit.

#### **1.3.5 Discretionary temporary withdrawal with a second resit**

The Progression and Award Board (PAB) has discretionary authority to offer a second and final resit for one or more failed modules up to a maximum of 60 credits for a capped mark where the progression or award criteria for the stage have not been achieved, after any resit

opportunities and other mechanisms to retrieve the credit have been exhausted. This is available to undergraduate and postgraduate PABs. The student will be required to temporarily withdraw and will be offered a second resit of the failed module/s without attendance provided that there is good evidence of attendance and engagement such that the student is likely to succeed at the next resit assessment opportunity. All marks for the second resit on the module/s will be capped at the threshold pass for award and transfer purposes. Uncapped marks can be used for progression (but not transfer) purposes. The marks achieved will be added to the first cycle marks for modules passed and confirmed by the Module Assessment Board (MAB). (See section 1.4.5 and 1.4.6 on consideration of candidates).

#### **1.4 PROGRESSION AND AWARD: AWARD OF CREDIT, ROUNDING OF MARKS, PROGRESSION AND AWARD CRITERIA, APPLICATION OF MECHANISMS TO RETRIEVE CREDIT, CONSIDERATION OF CANDIDATES AND CRITERIA FOR TRANSFER TO A 4 STAGE COURSE AND AWARD FOLLOWING A FOUNDATION STAGE**

##### **1.4.1 The award of credit**

Credit is automatically awarded for all modules where the pass threshold for an individual module has been met. The pass threshold is set at 40% for modules at levels 3 to 6 and 50% for modules at level 7. Credit may also be awarded by automatic compensation or via condonement at the discretion of the Progression and Award Board (PAB) where the relevant criteria have been met, as set out in section 1.3, to ensure the standard of the award.

##### **1.4.2 Rounding of marks**

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

##### **1.4.3 Progression and award criteria**

Undergraduate students are required to achieve a stage mean of 40%, with the exception of integrated masters courses where the stage mean requirement is 50% in the final stage, and 120 credits in order to progress to the next stage or to be considered for an award, following the application of rules on trailed credit, compensation and condonement.

Exceptionally, some courses of a 4 stage duration have higher progression thresholds. See 1.4.7 and 1.4.8 for details.

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

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

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

The undergraduate and postgraduate Progression and Award Board (PAB) has discretionary authority to offer a combination of mechanisms in order to provide an opportunity for the

student to retrieve the credit necessary for progression (following any resit opportunity) or the achievement of an award as set out below and illustrated in the flowchart at **Appendix F**. A combination of these mechanisms can be applied at the PAB's discretion, where the criteria have been met, in order to ensure the standard of the award. The application of these criteria ensures that in addition to the stage mean being met that the pass threshold has been achieved on at least 75% of the credit in the stage for progression and award. (See criteria for application of mechanisms to retrieve credit in section 1.3).

#### **1.4.5 Consideration of undergraduate candidates**

##### **(i) Non achievement of stage mean**

Where the stage mean requirement has not been achieved (40% on undergraduate courses and 50% in the final stage of integrated masters courses) the student has no right to compensated, condoned or trailed credit nor has the PAB discretion to allow a student to progress or receive an award. Mechanisms available to the PAB to enable the student to retrieve the credit include a requirement to repeat the stage (with attendance) or required temporary withdrawal from the course with a second resit (without attendance). Alternatively the PAB may decide that retrieval should not be permitted and so require permanent withdrawal with an exit award if available as part of the validated provision of the course. Students failing to progress from stage 1 are automatically entitled to a repeat stage.

##### **(ii) Achievement of stage mean for progression**

Where the stage mean requirement has been achieved (40% on undergraduate courses and 50% in the final stage of integrated masters courses) but the credit requirement has not been achieved (following any resit opportunity), mechanisms available to the Progression and Award Board (PAB) to enable the student to progress or achieve the award include the application of a combination of compensated, condoned or trailed credit. Where a student has met the stage mean requirement but has not accumulated sufficient credit to meet the progression requirement, following a resit opportunity, the PAB may consider the following:

- (a) Where the stage mean has been achieved and 90 credits or more awarded then the PAB may grant a combination of compensated credit and trailed credit up to a maximum of 30 credits to enable the student to progress with the required 120 credits.
- (b) Where the stage mean has been achieved but less than 90 credits awarded the student may not progress. Students failing to progress from stage 1 are automatically entitled to a repeat stage. The PAB may consider offering a repeat to students in stages subsequent to stage 1 and the foundation year. Exceptionally the PAB may offer temporary withdrawal (without attendance) with a second resit/s (at the next resit assessment opportunity for a capped mark) for up to a maximum of 60 credits where there is evidence of good engagement. Once 90 credits or more have been awarded then the PAB may grant a combination of compensated credit and trailed credit up to a maximum of 30 credits to enable the student to progress with the required 120 credits.

##### **(iii) Achievement of stage mean for undergraduate award**

Where a student has met the stage mean requirement but has not accumulated sufficient credit to meet the award requirement, the PAB may consider the following:

- (a) Where the stage mean has been achieved and 90 credits or more awarded then the PAB may grant a combination of compensated credit and condoned credit up to a maximum of 30 credits to allow 120 credits to accumulate and the award to be made. Credit trailed from the previous stage may be condoned at award stage provided that the credit granted via condonement for the trailed credit and any failed modules in the final stage does not exceed 30 credits in total.

(b) Where the stage mean has been achieved but less than 90 credits awarded the student may not graduate. The PAB may allow a period of temporary withdrawal (without attendance) and the opportunity for a second resit/s (at the next resit assessment opportunity for a capped mark). Alternatively the PAB has discretion to offer a repeat of the stage. Once 90 credits have been accumulated the PAB may grant a combination of compensated credit and condoned credit up to a maximum of 30 credits to allow 120 credits to accumulate and the award to be made.

#### **1.4.6 Consideration of postgraduate candidates**

##### **(i) Non achievement of stage mean**

Where the 50% stage mean has not been achieved the student has no right to compensated or condonement credit nor the PAB discretion to allow a student to receive an award. Mechanisms available to the PAB to enable the student to retrieve the credit include a requirement to repeat the stage (with attendance) or required temporary withdrawal (without attendance) from the course with a second resit (at the next resit assessment opportunity for a capped mark). Alternatively the PAB may decide that retrieval should not be permitted and so require permanent withdrawal with an exit award if available as part of the validated provision of the course.

##### **(ii) Achievement of stage mean**

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

Where a student has not met the award requirement the PAB may consider the following:

(a) Where the stage mean has been achieved and 150 credits or more (210 credits for Euro-Masters) awarded including the dissertation/project: the PAB may grant a combination of compensated credit and condonement credit up to a maximum of 30 credits to allow the award to be made. Alternatively the PAB may offer a first resit/s or second resit/s with temporary withdrawal (both for a capped mark and to be taken at the next resit assessment opportunity).

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

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

##### **(iii) Consideration of award candidates on postgraduate diploma courses**

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

**(iv) Consideration of award candidates on postgraduate certificate courses**

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

**1.4.7 Criteria for progression and transfer to a 4 stage course with study abroad or a professional/industrial placement year**

Courses enabling students to undertake a year-long study abroad or professional/industrial placement may require specific additional conditions for progression or transfer. These are formally approved by the University Teaching and Learning Committee and included in **Appendix G**. Students graduating on the 4 stage variant will have this recognised in the degree certificate 'Degree title (with Study Abroad Year or Professional/Industrial Placement Year),' as set out in the University's Academic Framework. Students who fail to complete or pass the study abroad/placement year may exit on the 3 stage title provided that the course requirements have been met.

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

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

**1.4.9 Award of University of Sussex Certificate of Education (Foundation Year)**

Where a student has achieved a stage mean of 40% and has secured 120 credits they may achieve an exit award. Where only 90 credits have been achieved compensation may apply up to a maximum of 30 credits. The rules on condonement and trailed credit do not apply as this is a single stage.

There is no automatic right to repeat the foundation year. There is no automatic progression onto an associated award as students are required to achieve the published entry criteria for admission to a Sussex award.

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

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

**1.5.1 Credit volume and weighting for classification of undergraduate awards**

**(i) 3-year honours degree**

A 3-year honours degree will be awarded to students who achieve 360 credits across stages 1, 2 and 3, following the application of rules on compensation and condonement. A term abroad may be taken in stage 2 where the course permits. Award classification shall be calculated according to the grand mean based on a ratio of 40:60 for stages 2 and 3.

**(ii) 4-year honours degree**

A 4-year honours degree with an integrated Study Abroad Year or Professional/Industrial Placement will be awarded to students who achieve 480 credits across stages 1, 2, 3 and 4, following the application of rules on compensation and condonement. This may be a 4 stage course started on entry or a 3 stage course with a study abroad or placement year included



at stage 3 following transfer, where the course permits. Award classification shall be calculated according to the grand mean based on a ratio of 40:25:60 for stages 2, 3 and 4. For Professional/Industrial Placements that are assessed by pass/fail, the weighting will revert to that for a 3-year honours degree based on a ratio of 40:60 for stages 2 and 4.

**(iii) Integrated Masters' degree**

An Integrated Masters' degree will be awarded to students who achieve 480 credits across stages 1, 2, 3 and 4, following the application of rules on compensation and condonement. Award classification shall be calculated according to the grand mean based on a ratio of 40:60:65 for stages 2, 3 and 4. Exceptionally, approval may be given as a variation of curriculum to replace stage 2 or stage 3 of a 4 stage integrated masters course with a study abroad or placement year at the appropriate level. In these circumstances the marks achieved on the study abroad/placement year will contribute to classification based on the lowest of the weightings set out above. This will ensure that classification is predominantly based upon at least two stages of marks achieved at the University.

**(iv) LLB (Graduate Entry) 2-year degree**

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

**(v) Intercalated undergraduate awards**

Classification for Intercalating medical students shall be determined on the basis of performance in the single year only.

**(vi) Ordinary degree exit award**

An Ordinary degree will be awarded to students as an exit award where 300 credits have been achieved across stages 1, 2 and 3, including 60 credits in the final stage, following the application of rules on compensation and condonement. In some cases, a student who does not meet the progression criteria for a named award may be transferred onto the Ordinary variant for the final stage.

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

A BSc/BEng Hons degree will be awarded to students by a PAB as an exit award where the criteria for an integrated masters degree have not been met but the criteria for the bachelors degree have been met and/or where a student wishes to leave the course at the end of stage 3. In some cases, a student who does not meet the progression criteria for an integrated masters degree may be automatically transferred onto the BSc/BEng variant for the final stage.

**1.5.2 Credit volume and weighting for postgraduate awards**

**(i) Euromasters award**

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

**(ii) Masters award**

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

**(iii) Postgraduate diploma**

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

**(iv) Postgraduate certificate**

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

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

Postgraduate diploma and certificate awards at postgraduate level may be awarded at the discretion of the PAB where the student has achieved the credit and stage mean requirement and where the exit award forms part of the validated provision of the course.

**1.5.3 Aegrotat awards**

An Aegrotat degree is a degree that may be awarded where a student has achieved fewer than 60 credits in the final stage and is unable to complete their studies in the foreseeable future because of serious illness or death. A student achieving 60 credits in the final stage may be eligible for an Aegrotat degree on the credit achieved and/or on work completed to that date. The Aegrotat degree will be reserved for those circumstances in which the PAB recognises higher level academic achievement, subject to the approval of the Pro Vice-Chancellor (Teaching and Learning) following recommendation from the PAB.

**1.5.4 Classification divisions**

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

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

<b>Postgraduate Division (Masters &amp; PGDip/ PGCert entry awards)</b>	<b>Less than</b>	<b>Greater than or equal to</b>
Distinction	Not applicable	70% threshold plus 50% of credit at 70 or above
Merit	70%	60% threshold plus 50% of credit at 60 or above
Pass	60%	50%

**1.5.5 Borderline for degree classification**

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

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

The PAB shall review an individual student profile, based on the marks array, for all stages of study contributing to the award to inform the academic decision of the Board on the treatment of students falling within the borderline zone. In considering whether to raise a student to the higher class the PAB should consider the preponderance of credit for which the higher class has been obtained as the borderline grand mean may have occurred as a result of exceptional performance in a heavily weighted component of assessment which does not reflect performance overall. The External Examiner may exceptionally review a heavily weighted assessment, for example a dissertation or final stage project, and make a recommendation for reclassification based on his/her academic judgement. Where such a review is undertaken by an External Examiner, Schools must ensure that all such assessments are reviewed for all borderline candidates on that course. No marks may be changed as a result of this activity and only projects/dissertations may be considered.

Whilst the PAB has discretion regarding the preponderance of credit in the higher class for undergraduate candidates, the PAB is guided to consider cases where at least 50% of the credit that contributes to classification was in the higher class. In relation to postgraduate students the PAB only has discretion to consider borderline candidates who have achieved 50% of the credit in the higher class.

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

### **1.5.6 Specific learning disability (SpLD)**

In cases of late diagnosis of Specific Learning Disability (SpLD) the Progression and Award Board (PAB) has the discretion to base classification on the marks achieved during a year or years of study where the student was in receipt of the necessary support which enabled them to demonstrate their full learning potential, provided that this is not detrimental to the student. No mark should be set aside and a full year of marks must be considered.

### **1.5.7 An absurd outcome for an individual student at the stage of the award**

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

## **1.6. LATE SUBMISSION**

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

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

progression or require the student to resit assessments that have been academically passed.

Work will not be accepted more than 7 days after the original deadline. A mark of 0 and a non-submission will be recorded.

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

## **1.7. CONSIDERATION OF MITIGATING CIRCUMSTANCES**

### **1.7.1 Mitigating Evidence Claim (MEC) Committee**

The University's Mitigating Evidence Claim (MEC) Committee will meet to consider the impact of mitigating evidence claims of impact on assessment, in accordance with the University's Mitigating Evidence principles (see section 2.8).

### **1.7.2 Waiving of late submission penalties**

To facilitate early feedback to students in relation to a mitigation claim regarding a lateness penalty, the DoSEs are empowered by the MEC Committee to review evidence submitted to support a claim by an individual student and to waive the lateness penalty as appropriate, provided that the claim is registered within 7 days and the evidence submitted within 21 days. In the event that these deadlines are missed, the DoSE no longer has discretion to consider the claim as all such claims will normally be considered by the MEC Committee to ensure consistency.

### **1.7.3 Progression and Award Board (PAB) consideration of mitigation**

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

Where a Sit is taken for the full weighting of the module assessment the marks achieved at the first attempt will be removed from the student record and will be replaced with the mark achieved at the Sit, even where this is lower than the original mark achieved. Equally, in the event that the MEC is accepted in relation to a component of the module assessment and the Sit offered is taken, the marks achieved at the first attempt on this component will be removed from the student record and will be replaced with the mark achieved at the Sit. Marks achieved for a Sit on a component of the module assessment will be conflated with any existing marks achieved for any non-mitigated assessment components and with any

marks achieved where mitigation was not accepted. In the event that the Sit offered is not taken, the original mark achieved will stand for progression and award.

Where a student submits a claim against a Sit in September, and this is accepted by the MEC Committee, the PAB may consider allowing the student to trail the further Sit into the next stage (provided that the criteria are met and the maximum trailed credit does not exceed 30 credits). Alternatively the PAB may require the student to temporarily withdraw and Sit at the next resit assessment period following re-entry or exceptionally, whilst on temporary withdrawal, prior to re-entry.

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

Very occasionally a sit may be offered outside of the consideration of the PAB as set out below. All sits will be taken in the resit assessment period. This is distinct from cases where a student has failed assessments and has an accepted MEC. In these circumstances the PAB must consider the impact on the module assessment and the student's performance overall.

##### **(i) Examination clash with a scheduled event**

Students wishing to observe/attend religious festivals and holy days, or who have a scheduled competitive sporting event or a work placement commitment which may clash with a scheduled examination may be offered a sit in the resit assessment period (see section 2.4). SPA will notify the Progression and Award Board (PAB) that a Sit of the resit mode has already been agreed to be taken in the resit assessment period.

##### **(ii) Rescheduling of an assessment as a Sit for a student with a flagged disability**

Students may have an assessment rescheduled as a Sit of the resit mode to be taken at the next resit assessment opportunity (or the next appropriate assessment period) as a result of a reasonable adjustment agreed by the Student Support Unit (SSU) and the DoSE (see section 2.8). This is under the authority of the MEC Committee.

Exceptionally, where the timing is critical and too late for an adjustment to a plan, there may be an authorised 'sit' for a missed assessment in sudden and unforeseen circumstances. These will usually occur around the time of the assessment deadline. A student with a registered disability should contact SSU in advance of the assessment (even immediately before the scheduled assessment or deadline). SSU may agree that the student should not take the assessment in the knowledge that reasonable adjustment may be agreed with the DoSE and notified to the student. In such circumstances the reasonable adjustment may include a sit during the resit period (not subject to PAB consideration). If a student is unable to contact SSU in advance of the assessment the student should submit a MEC to be considered by the PAB (See flow charts in Appendix (i)).

## **2.1 GENERAL MATTERS**

### **2.1.1 Anonymity**

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

### **2.1.2 Exemption from anonymity**

In exceptional circumstances, where adhering to the policy of anonymity causes significant issues of concern for example where the conferral of the award embeds a professional qualification that requires a fuller discussion of individual performance, an exemption from the policy may be sought. A request, with rationale, should be submitted to the University Teaching and Learning Committee via the School Teaching and Learning Committee.

### **2.1.3 Confidentiality**

The following are general principles on confidentiality:

- (i) the content of unseen examination papers must not be revealed in advance to students;  
the names of internal examiners of assessed work are, formally, confidential;
- (ii) access to students' marks before and after examination board meetings should be restricted to members of staff who require access in their work capacity.
- (iii) examiners are not permitted to inform students of their recommended classification/award outcome before pass lists 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);
- (iv) the recommendations and discussions of Module Assessment Boards (MABs) and Progression and Award Boards (PABs) are strictly confidential;

### **2.1.4 Protocol relating to personal interest and/or knowledge**

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

- (i) If there is any personal interest, involvement or relationship between an examiner and a student, the examiner 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 examiner must leave the meeting while the student in question is being considered;
- (iii) Advocacy is not permitted on behalf of students about whom an examiner has special knowledge (such as academic advisee). Board members' knowledge of mitigating

circumstances affecting students should not be discussed regardless of whether a student has made a Mitigating Evidence Claim within the published deadline.

### **2.1.5 Conflated marks**

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

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

### **2.2.1 Structure and roles of Boards of Study and examination boards**

Each School will have a number of Boards of Study which will be convened at discipline level. The Board of Study is responsible for the management and administration of the modules and courses within its remit to the School TLC. Boards of Study may make recommendations to STLC but it is for STLC to make the final decision to progress the actions recommended.

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

### **2.2.2 Board of Study (BoS)**

*BoS Terms of Reference:*

- (i) To consider and convey views and recommendations to the School Teaching and Learning Committee concerning any academic matter relating to Courses and/or Modules within its remit and any other matter requiring consideration as may be referred from time-to-time.
- (ii) To keep under review delivery of courses within the remit of the Board in order to ensure course objectives are achieved and to assure the effective operation of the course, including receipt of the annual course report
- (iii) To keep under review course admission criteria, placement and study abroad arrangements and ensure the accuracy of information, advice and guidance to applicants and students in published information for courses within the remit of the Board, including the approval of course handbooks.
- (iv) To ensure the administration of the examination and assessment arrangements is conducted in accordance with the agreed course requirements, following University procedures, and to recommend improvements to the School Teaching and Learning Committee (STLC) and/or the Course Co-Convenor as necessary
- (v) To advise STLC on external examiner nominations for approval by the PVC Teaching and Learning, and to ensure external examiners are appropriately briefed on course

examination and assessment requirements and related matters.

(vi) To consider issues arising from students and staff in relation to course delivery and management and to recommend action as appropriate or to refer matters for consideration and approval to the appropriate authority as required.

(vii) To keep under review the resources required for the effective delivery of the course(s) under its remit and to ensure STLC and the School management team are apprised of requirements as appropriate, including library and e-resources on Study Direct.

(viii) To make recommendations to STLC on in year assessment changes arising from unforeseen issues to ensure the effective delivery and assessment of the course(s) under its remit and to provide regular reports as required to relevant School committees.

(ix) The Chair of the Board of Study will be the main point of contact with the Chair and Deputy Chair of the PAB. The Chair of the Board of Study will be responsible for ensuring the proper and timely setting of all assessments including collation and submission of exam questions for scrutiny to the Deputy Chair of the PAB. The Deputy Chair of the PAB will seek the approval of the External Examiner and confirming that the standards required by the Student Progress and Assessment office (SPA) have been met. The Deputy Chair of the PAB is responsible for sending examination papers to the SPA.

*BoS Composition:*

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

*Conduct of Business:*

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

### **2.2.3 Module Assessment Boards (MAB)**

*MAB Terms of Reference: Marks assurance:*

(i) To confirm and maintain standards of assessments for all modules for which the MAB is responsible in conjunction with the Board of Study and the external examiner(s).

(ii) To confirm marks for each module for which the MAB is responsible.

(iii) To recommend action to be taken in the case of question papers where there are errors or assessments about which there are evidenced major concerns. The Chair of the MAB will consult the relevant external examiner before making recommendations to the Pro Vice-Chancellor (Teaching and Learning) for approval to manage the situation. The Chair will also report the matter to the Board of Study responsible for the module management to ensure the issue is not repeated for future cohorts.

(iv) To transmit marks for modules to the Student Progress and Assessment office who will ensure they are available to the appropriate PABs.



*MAB Composition:*

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

*MAB Quoracy and attendance:*

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

## **2.2.4 School Progression and Award Boards (PABs)**

*School PAB Terms of Reference: Progression and Award:*

Schools will have an Undergraduate and a Postgraduate PAB

- (i) To determine, in accordance with the rules and procedures determined by University Teaching and Learning Committee, whether students for certificates, diplomas or degrees have satisfied the rules for progression from one stage of the course to the next.
- (ii) To make academic judgements in relation to the MEC committee recommendations submitted to the PAB to grant further resits as sits or a repeat stage to allow students a fair chance to demonstrate academic ability.
- (iii) To consider and award academic credit, in accordance with the rules set out in the University's Examinations and Assessment handbook, and to apply the discretionary assessment regulations.
- (iv) To confirm the award of academic credit via condonement in the final stages of an award.
- (v) To determine the resit or repeat requirements, in accordance with the regulations and procedures set out in the University's Academic Framework and Examinations and Assessment Regulations Handbook, in the event of failure of a stage or the award.
- (vi) To recommend to the University Teaching and Learning Committee the award of certificates, diplomas or degrees to those students who have satisfied the assessment requirements for these awards.
  - (a) To report to the School and University Teaching and Learning Committee annually at the beginning of the Autumn Term, on the conduct and outcomes of previous year's assessments.
  - (b) To award prizes in accordance with School prize criteria.

*School PAB Composition:*

Chair (Head of School or nominee); Deputy Chair (nominated by the Head of School in consultation usually for a minimum of three years); Director of Teaching and Learning; Director of Student Experience, a representative group of the internal examiners of the assessments to be conducted by the board; the external examiner(s). School Teaching and

Learning Committee recommends the appointment of officers and members to University Teaching and Learning Committee for formal approval. Examiners who are not members of the Board have the right to be in attendance.

*School PAB Quoracy and attendance:*

For PAB (where a final award is to be made), the PAB must meet in full. The quorum is one third of the appointed members of the Board (excluding *ex officio* members). At least one external examiner should be present at each PAB where awards are being made. Attendance at a PAB where a final award is not to be made may be reduced to a minimum of the *ex officio* members and at least one representative of the internal examiners.

### **2.2.5 External examiner involvement and attendance at the PAB**

It is recommended that external examiners are written-to in good time to:

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

### **2.2.6 Timing of undergraduate and postgraduate PABs**

The dates of undergraduate and postgraduate main and resit MABs and PABs will be published by the Student Progress and Assessment office:

#### **Undergraduate:**

Main Award & Classification PAB: June\*

Main Progression PAB: July

Resit PAB: September

\* PABs may include consideration of postgraduate courses such as PGCE if scheduling allows students to be included in summer graduation, subject to approval of PVC(T&L).

#### **Postgraduate:**

Main Award & Classification PAB: Autumn

Resit PAB: Spring

### 2.2.7 Dealing with students following exam boards

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

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

Students who have failed need to be given as much information as possible in the limited time available to consider their next step. It is therefore urgent that the formal letters to students from Student Progress and Assessment office are written quickly. Hence there are very tight deadlines for return of information from PABs to the Student Progress and Assessment Office.

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

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

#### (i) Chair of the examination board

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

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

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

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

##### (c) ensuring the effective conduct of business.

#### (ii) Deputy Chair of the examination board

A Deputy Chair should normally be appointed for all examination boards (MABs and PABs). In the exceptional absence of the Chair, the Deputy Chair will take over the responsibilities of the Chair. The Deputy Chair will assist the Chair in convening the meetings and ensuring smooth functioning.

The Deputy Chair of the PAB is responsible for:

##### (a) Being the main point of contact with the external examiner/s including:

1. Ensuring that each course has at least one external examiner appointed to it in advance of the academic session. Where a course has more than one external examiner the Deputy Chair of the PAB should agree with the

external examiners who will act in the capacity of lead examiner each academic year.

2. Providing briefing and induction materials in accordance with the Policy on External Examining of Taught Courses – to include a list of courses/modules to be examined and their aims, objectives and learning outcomes; a copy of the previous external examiner's report; a copy of the latest annual review monitoring; the names of course and module convenors and tutors; all relevant marking schemes and assessment criteria;
  3. ensuring that the external examiner scrutinises at least 10% (or a minimum of 7 and maximum of 25 together with a sample of fails) of the assessments in accordance with the core duties set out in the Policy on External Examining of Taught Courses and the University Examination and Assessment Regulations Handbook;
  4. providing external examiners with the sample of internally moderated assessments including comments of internal examiners on marks assigned and feedback to students;
  5. despatching sample of assessments with completed batch mark sheet, and including relevant materials such as question-papers for unseen exams, and return envelopes; generally keeping accurate records of what has been sent to the external examiner;
- (b) seeking the approval of the External Examiners and signing off examination papers to ensure that they meet the standard required by SPA and ensuring appropriate contacts are available during an examination
1. proof-reading prior to printing and final checking of printed papers;
  2. ensuring that the rubric refers to any handout that should apply to the examination paper;
  3. ensuring that copies of rubrics are sent to the School Administrator or nominee and the Student Progress and Assessment office and that any significant changes in format or rubric of question-papers are flagged to the Student Progress and Assessment office;
  4. ensuring that the final proof-read versions of question papers are sent on disk or in hard copy ready for photocopying to the Student Progress and Assessment office by the appropriate deadline.
  5. ensuring that an appropriate person is available for consultation, at the time the exam(s) they are responsible for are being taken, including evenings and weekends, and for providing the appropriate Officer in the Student Progress and Assessment office with a contact telephone number.
  6. investigating complaints on question papers and/or via the conduct of examinations report, supported by the Chair of the Board of Study;
- (c) ensuring that the following information is published to students and examiners in a timely manner:
1. rubrics for all examination papers;
  2. changes to the format of examination question papers;
  3. updated and approved versions of relevant marking criteria against which marking should be undertaken.
- (d) ensuring the preparation of marks arrays, including relevant calculated mean marks, for students on courses falling within the remit of the PAB are presented appropriately, in respect of:

1. stage-to-stage progression;
2. consideration for final award, and where relevant, classification;

**(i) Chair of the Board of Study**

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

- (a) managing (in consultation with the Course and Module Convenors, School Administrator or nominee) the production of question papers for examinations by the deadlines specified by the Deputy Chair of the examination board to ensure the Student Progress and Assessment office deadlines published at the beginning of the year can be met.
- (b) The Chair of the Board of Study will be the main point of contact with the Chair and Deputy Chair of the PAB. The Chair of the Board of Study will be responsible for ensuring the proper and timely setting of all assessments including collation and submission of exam questions for scrutiny to the Deputy Chair of the PAB.
  1. ensuring that the Module Convenor drafts relevant question paper(s) for unseen examinations and that all papers are produced obtaining the necessary approval from relevant internal examiner/s. The Chair of the Board of Study should receive the final version of an examination paper from the Module Convenor for academic sign off prior to the Deputy Chair of the PAB seeking the approval of the External Examiner.
  2. ensuring, where appropriate, model answers to quantitative questions and indicative answers to other questions are provided to the Deputy Chair of the PAB for forwarding to the external examiners;
  3. ensuring consistent style and correct question numbering;
  4. arranging for members of the Board of Study to vet draft question-papers;
- (c) ensuring the appointment of internal examiners for each module falling within the remit of the Board of Study including:
  1. securing the appointment of an experienced examiner to mentor an inexperienced examiner;
  2. briefing all examiners;
  3. providing all examiners with the relevant marking scales and marking criteria.
- (d) The Chair of the Board of Study (or nominee) oversees the allocation of markers in agreement with the Module Convenor (or nominee responsible for marking the assessments) and appoints an independent Moderator (responsible for the quality assurance). For assessments exempt from moderation the Chair of the Board of Study should ensure the process of marking takes account of this and is proportionate to the value of credit.
- (e) Chair of the Board of Study to ensure that the Module Convenor, is responsible for ensuring that the marking of assessments is undertaken as agreed and in accordance with the University marking policy and procedures set out in Section 2.6 within published timetables, ensuring oversight of relevant aspects of data-entry to the central marks database, including:
  1. providing a list of examiners for all modules with unseen examinations by the deadline published by the Student Progress and Assessment office;
  2. managing the timely collection and distribution of students' assessments for marking by examiners;

3. ensuring that internal marking is completed and moderated and ensure that marks returned to the School Office by the specified deadlines;
4. oversight of the process of local inputting of marks that contribute to progression or award to the central marks database by the deadline specified, and responsibility for ensuring that mechanisms are in place to check and confirm the accurate input of marks.

**(ii) Module Convenors**

Module Convenors are responsible for:

1. Marking, or for overseeing the marking process, for all assessments that contribute to progression or award, as agreed by the Chair of the Board of Study within the policy and procedures set out in Section 2.6.
2. Drafting unseen examination papers on the module/s that they convene within the procedure set out in Section 2.6. Approval of the examination paper with input from the External Examiner is the responsibility of the Deputy Chair of the PAB.

**(iii) External Examiners**

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

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

External Examiners are required to confirm the appropriateness of the application of the marking and internal moderation processes. They should not act as additional markers on a par with internal examiners in any circumstances.

**(a) Powers of External Examiners**

In their independent capacity External Examiners have the power to:

1. review proposed assessments and make recommendations for improving the structure or content of the proposed examination paper or coursework assessment.
2. request and obtain reasonable access to assessed parts of any course, including evidence about a student's performance on a placement;
3. review and critique the outcome of the marking process;
4. not endorse the outcome of the marking process;

**(b) Limits of External Examiners' powers**

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

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

## 2.3 CONDUCT OF EXAMINATIONS AND SPECIAL ARRANGEMENTS

### 2.3.1 Conduct of Examinations

#### (i) Examinations timetables

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

<http://www.sussex.ac.uk/sas/1-3-1-2-1.html> (currently being updated)

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

#### (ii) Invigilation and availability of examiners

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

**Student Progress and Assessment office Reception ext: 7093 (except for evening and weekend sessions when direct contact numbers will be provided)**

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

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

#### (iii) Late arrival and early departure

Students who arrive late, but within 60 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 60 minutes after the start of an examination. Arrival more than 60 minutes late will be deemed as absence from the examination, for which a zero mark is recorded.

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

#### (iv) Attendance lists

A record of attendance will be taken as soon as possible after the start of the examination. At the end of the examination session, any absences will be reported to the Student Progress and Assessment 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 Progress and Assessment office in the event of any queries over the number of scripts submitted by students.

**(v) Examination aids**

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

**(vi) Calculators**

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

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

**(vii) Recording of music performances**

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

**(viii) Seen Examinations**

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

## **2.3.2 Special examination and assessment arrangements**

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

Reasonable adjustments for assessment modes and deadlines and examination arrangements are applied for and processed through the Student Support Unit. Students should contact the SSU at the earliest opportunity in the academic year. The Student Progress and Assessment office will inform staff and students of what arrangements have been made, as advised by the Student Support Unit. The outcome of this discussion may result in:

*(a) Reasonable adjustments to existing assessment modes*

Examples of **reasonable adjustments for examinations** include rest breaks, small or separate room, extra writing time, use of a PC or scribe. All requests to the Student Support Unit for reasonable adjustments to examinations must be supported by appropriate documentary evidence – evidence of previous arrangements will not be taken as proof of need for current circumstances.

Alternatively students may be given an **extension to assessment deadlines**. No extensions to published deadlines are permitted except as reasonable adjustments advised by SSU and agreed in advance with the DoSE.

<http://www.sussex.ac.uk/academicoffice/1-3-1-24.html>

*(b) Reasonable adjustments requiring an alternative assessment mode*

Students who feel that they are substantially disadvantaged by a particular mode of assessment, should contact the Student Support Unit at the earliest opportunity in the academic year. The Student Support Unit will, where appropriate, initiate a process involving the Director of Student Experience to consider possible alternative



modes of assessment that would provide an equivalent test of the learning outcomes of the module without compromising academic standards. There is no guarantee that this process will result in a *preferred* assessment mode being agreed. The procedures will operate as set out at the following URL:

<http://www.sussex.ac.uk/equalities/documents/alternativemodesofassessment.pdf>

**(ii) Religious festival's and holy days, competitive sport or work placement Commitments**

Students wishing to observe religious festivals and holy days, or who have a scheduled competitive sporting event or a work placement commitment which may clash with a scheduled examination may make a formal request to the Director of Student Experience (DoSE) accompanied by a letter from the religious/sporting/placement event leader confirming the student's intention to observe/attend the event and the date/duration of the event. Any requests must be made as early as possible in the academic year but before the end of the Autumn term. The Director of Student Experience (DoSE) will consider the request and the evidence and inform the Student Progress and Assessment office (SPA) of any requests approved in order that SPA 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 SPA will inform the DoSE so that the student may make a formal request to be excused from the examination. Having already approved the evidence the DoSE will confirm to the student and to SPA that the student has been excused from the examination. SPA will notify the Progression and Award Board (PAB) that a Sit to be taken in the resit assessment period has been agreed. This will be a Sit of the resit mode. Please refer to section 1.7.

**(iii) Assessment after deregistration**

If a student is re-admitted who has been deregistered for a period through debt, the assessment schedule and degree requirements cannot be varied in any way to take account of the enforced period of absence (therefore the consequences of having missed any assessment will be the assignation of a zero mark for those assessments). Equally, as it will not have been permissible to submit work during that period, no allowance will be made for any deadlines missed; zero marks will, therefore, be attributed to any exercise for which the final deadline for submission falls during the period of deregistration. Resits will be given to be taken in the resit assessment period.

**(iv) Assessment and classification after temporary withdrawal**

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

**(v) University errors with printing and technical services**

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

## **2.4. PUBLICATION OF INFORMATION ABOUT ASSESSMENT TO STUDENTS**

### **2.4.1 Modes of assessment**

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

<http://www.sussex.ac.uk/academicoffice/1-4-7.html> (currently being updated)

### **2.4.2 Marking Criteria**

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

### **2.4.3 Assessment information and schedule**

Information about assessments and schedules (modes, weightings and deadlines) are formally agreed by School Teaching and Learning Committees and are not subject to local variation by tutors.

General information about assessments is published to students via a combination of course and module documentation, school or departmental notice boards, the modules listing on departmental web pages. The definitive and complete assessment details for all contributory assessments are provided via Sussex Direct. School Curriculum and Assessment Officers are the first point of contact in case of a query.

### **2.4.4 Availability of past question papers**

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

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

### **2.4.5 Notice boards and/or web pages**

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

### **2.4.6 Submission of assessments that contribute to progression or award**

Students should be asked to submit two copies of written assessments to the Schools Office. This allows a sample to be retained as set out in section 2.6. Any scripts submitted by post must be received by the School Office by the relevant assessment deadline. The University is undertaking a pilot for e-submissions during 2013/14.

## **2.5. QUESTION PAPERS; TITLES OF WRITTEN ASSESSMENTS REQUIRING AGREEMENT AND LIBRARY COPIES**

### **2.5.1 Question papers**

#### **(i) The preparation of question papers**

All question papers relating to assessment which contribute to progression or award must be set by the Module Convenor and at least one other examiner, 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 Progress and Assessment office (SPA) have been met.

Question papers relating to stage 1 assessment do not normally require External Examiner approval, unless there is a PSB requirement.

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

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

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

#### **(ii) Production and formatting of question-papers**

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

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

BA [or LLB, or BSc, or BEng, or MChem, or MMath, or MPhys, or MEng] EXAMINATIONS  
2012/13

The module code, as set out in the course specification must appear on each page (first page top right, subsequent pages top left). It is also important to ensure that an adequate margin is left to avoid printing difficulties.

Question papers must be returned to the Student Progress and Assessment office on disk or in camera-ready format *after* scrutiny and approval by External Examiners, where this is required. Email attachment of exam papers is NOT permitted – the security of email is not yet sufficient to allow this mode of transmission.

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

**(iii) Print Deadline for question papers**

The Student Progress and Assessment 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 Progress and Assessment office will be published early in the Autumn term by the Student Progress and Assessment office. In order for papers to be reproduced in accordance with the schedule and costs agreed with the Print Unit, original copies of the question papers *must* be submitted by the deadlines specified. *Failure to present papers by these deadlines means that the Print Unit will have to complete the job at short notice and a 15% surcharge will be imposed in such cases.*

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

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

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

**2.5.2 Titles of written assessments requiring agreement**

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

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

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

**2.5.3 Library copy of the dissertation**

Electronic copies of all postgraduate dissertations with distinctions should be available in the University Library.

## **2.6 MARKING AND FEEDBACK POLICY AND PROCEDURES**

### **2.6.1 Definitions**

#### **Moderation**

Moderation is a process that is undertaken to determine if the marking process has been conducted appropriately, in a fair and reliable manner, and consistently in accordance with the approved marking criteria. The University Moderation Process is set out in Appendix (i).

#### **Internal moderation**

Internal moderation is conducted by an internal member of faculty who will moderate a sample of assessments following the completion of the marking process.

#### **External moderation**

External moderation is conducted by the external examiner who will review the same sample of assessment following the internal moderation process. Specific duties of the external examiner are set out in the Handbook on External Examining of Taught Courses.

#### **Contributory assessments**

Contributory assessments are assessments on modules which contribute to progression or award.

### **2.6.2 Policy**

The marking of all prescribed module assessment must be conducted in accordance with the general principles of marking set out below and will be subject to moderation in order that the University may demonstrate that the marking standards have been upheld and that the approved marking criteria have been applied consistently on the assessment for the cohort as evidenced by the sample moderated. The University process for the internal moderation of marks must be followed (see Appendix (ii)).

### **2.6.3 General principles of marking**

The following general principles apply to all contributory assessments:

(i) All contributory assessments should preferably be marked by the Module Convenor (or nominee) who must be appointed Faculty qualified to at least one level higher than the students whose work they are marking. Where it is not possible for a single marker to mark all the assessments a marks checking process may be used such as double marking or an alternative subject specific process as part of the marking process. This would be appropriate where:

- (a) A less experienced marker is involved in the marking process for example an Associate Tutor or;
- (b) where a number of markers are involved in the marking process due to the size of the cohort or
- (c) where the Module Convenor has not been involved in the marking process.

(ii) Proposed marks should be internally moderated as part of a separate moderation process, based on a sample following the marking process, as set out in the Marking Moderation Process (see Appendix (ii)).

The following assessments may be excluded from the Marking Moderation Process:

- (a) Assessments weighted at a cumulative total of up to and including 10% of module assessment and;
  - (b) Assessment modes which include a substantial individual or practical element (postgraduate and undergraduate dissertations/final stage projects, presentations (individual/group), teaching practice modes and;
  - (c) Stage 0/ 1 assessments at levels 3 and 4.
- (iii) Marks may be changed or agreed between markers as part of the marking process but not as part of the moderation process, as this is a separate process to assess the robustness of the marking.
- (iv) In order to support the notion of transparency in assessment, the marking of all prescribed contributory assessments must clearly indicate the rationale for the proposed mark. The rationale will be made available routinely, along with proposed feedback, as part of the moderation process. The same sample will be reviewed by the external examiner along with clear evidence of moderation, as part of external moderation.
- (v) Examiners should mark on a numerical scale and *not* use decimal places in marking *single* assessments.
- (vi) Examiners must *not* accept written contributory assessments direct from students.
- (vii) An examiner should not mark any assessed work where they have any personal interest, involvement or relationship with a student. The examiner should inform their Director of Teaching and Learning as soon as any such situation arises so that appropriate arrangements can be made.
- (viii) It is part of an examiner'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 section 2.9.

#### **2.6.4 Policy on provision of marks and feedback on assessment**

*Assessments on all modules contributing to progression or an award*

- (i) A mark must be given where the assessment contributes to progression or an award unless the assessment is pass/fail. The mark should be communicated to the student via Sussex Direct, in accordance with approved University policy, along with the following proviso under which marks are released:
  - (a) that all marks are provisional and subject to external moderation until assured by the relevant Module Assessment Board (MAB);
  - (b) MAB and Progression and Award Board PAB decisions are not open to appeal until after publication of results by the relevant PAB;
- (ii) The University's policy is that marks and feedback on assessments that contribute to progression or an award will normally be provided within 15 term time working days from the published assessment date. No timescale guarantees can be given for assessments submitted after the published deadline, within the permitted lateness period.
- (iii) Written feedback should be given on all contributory assessments including

presentations and oral examinations. Feedback may be provided via Sussex Direct or via a feedback sheet and/or annotated script as agreed by the School.

- (iv) Examiners are asked to ensure that feedback is specifically related, at least in part, to marking criteria (either the approved School generic or subject specific marking criteria or the marking criteria for that assessment mode), and that the comments are appropriate as 'feed forward' for future assessments.

## **2.6.5 Collection of unseen examination scripts from SPA**

- (i) Enclosed with each batch of examination scripts is a batch marks sheet recording the number of scripts to be marked and a list of any students who are prohibited by the rubric from answering certain questions, based on information provided by the Chair of the Board of Study.
- (ii) In cases involving more than two examiners 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 examiners.

## **2.6.6 The marking of special cases**

### **(i) Incomplete work**

- (a) Where an assessment has been unanswered (such as where there is a requirement for a specific number of questions but some are wholly unanswered) or has been answered but is illegible, a zero on the marks sheet should be entered for each question not attempted and for each question that is illegible. The mark for the whole paper is arrived at by including these zero marks in the calculation.
- (b) Where an assessment has been partly answered - the answer being unfinished - examiners must mark the incomplete answer as it stands and should not try to estimate what mark might have been merited had it been answered in full. In arriving at the mark for the paper as a whole, the mark for an incomplete answer should be treated in exactly the same way as a mark for a completed answer.
- (c) Where an assessment is assessed by several assessment components and one or more assessment components have not been submitted, the assessment will be treated as incomplete work. A mark must be given for the assessment component(s) which have been completed.

### **(ii) Failure to observe limits of length**

The maximum length for each assessment is publicised to students. 'The limits as stated include quotations in the text, but do not include the bibliography, footnotes/endnotes, appendices, abstracts, maps, illustrations, transcriptions of linguistic data, or tabulations of numerical or linguistic data and their captions.' Any excess in length should not confer an advantage over other students who have adhered to the guidance. Students are requested to state the word count on submission. Where a student has marginally (within 10%) exceeded the word length the Marker should penalise the work where the student would gain 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.

**(iii) Overlapping material**

- (a) Unless specifically allowed in module or course documentation, the use of the same material in more than one assessment exercise will be subject to penalties. If examiners 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 marks of the two (or more) assessments involved so that the student does not receive credit for using the same material twice. The examiners must inform the Student Progress and Assessment office which will then inform the Deputy Chair of the relevant PAB.
- (b) Examination questions should take into account the full range of the subject matter of the module and test specific module learning outcomes. Where examination questions touch on previously assessed material, the examination question should be constructed in such a way that a sufficiently different line of argument or mode of analysis is necessitated by way of answer. This does not apply to resit examination papers. It should be noted that in unseen examinations students are free to choose the questions to be answered within the limits set by the rubrics. Any overlap between unseen examination papers and other forms of assessment which is permitted by the unseen examination rubric cannot be penalised by examiners.

**(iv) Marking late submissions**

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

**2.6.7 Submissions by candidates with specific learning difficulties (dyslexia, dyspraxia, AD/HD and similar conditions)**

**(i) Process for flagging assessments for marking**

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

**(ii) Protocols for marking flagged assessments**

- (a) When marking scripts flagged as belonging to a student with a specific learning difficulty (dyslexia, dyspraxia, AD/HD etc), the Marker is asked to focus on the clarity of the argument, rather than on details of expression. Try to separate marking of transcription errors and marking of content. However, while sympathetic treatment of assessed work submitted by students with a specific learning difficulty implies the disregarding of errors of spelling and grammar, the communication itself must be effective. If academic standards are to be safeguarded, sympathetic treatment cannot extend to written expression so poor that coherence and intelligibility are at issue. In effect, the Marker ought not to penalise errors that a good copy editor could put right.

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

1. omitted words or punctuation;
2. excessive or misplaced punctuation;



3. repeated information or phrases – this would not be detected by a spellchecker or by a student with specific learning difficulties proofreading their own draft;
  4. unsophisticated language structures – in order to avoid grammatical errors, many students with specific learning difficulties adopt simplified language structures, which do not necessarily denote unsophisticated thinking;
  5. simplified vocabulary – in order to avoid spelling errors, many students with specific learning difficulties students adopt a simplified vocabulary when writing;
  6. difficulties with sequencing or word-finding may produce a stilted style of writing
- (b) Although assessed work, other than examination scripts, is likely to be word-processed and spell-checked, examiners should be aware of the limitations of a spellchecker. Some of the problems likely to remain in the work of students with specific learning difficulties after spell-checking include:
1. homophone substitutions (such as there/their, effect/affect,);
  2. phonetic equivalents (such as frenetic for phonetic, homerfone for homophone);
  3. incorrect word substitution (distance for disturbance);
  4. American spelling (such as colorful, fueling).

### (iii) **Assessment produced by students using a scribe**

Students whose circumstances cause them difficulty writing are allowed the use of a scribe to transcribe their examination answers, provided that the SSU has assessed that a scribe should be allocated. 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.

## **2.7. EXTENUATING CIRCUMSTANCES AND MITIGATING EVIDENCE**

### **2.7.1 Definitions**

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

**Mitigating evidence claim (MEC)** is the online or hard copy record by which the student provides details of the sudden and unforeseen circumstances affecting specific, listed assessments.

### **2.7.2 Policy**

The mitigating evidence policy ensures all students are given a fair and equal chance to demonstrate academic achievement without gaining an unfair advantage as a result of a submission of mitigation. The circumstances themselves are not the focus of consideration

in this process; instead the focus is on the impact on assessment to ensure that the student has been given a fair and equal chance. The policy is implemented across the University within the process outlined below, designed to ensure equitable treatment for all students.

### 2.7.3 Principles underpinning the mitigating evidence policy

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

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

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

**Principle 12:** The ability to study effectively may be affected by individual circumstances but any ongoing or long term inability to study should result in temporary withdrawal of study being considered. No claim of mitigating circumstances can be made citing lack of fitness to study.

**Principle 13:** Ongoing or longer term conditions or circumstances are not individual mitigating circumstances and will be referred to the Student Support Unit (SSU) for advice on any reasonable adjustments which can be made in advance of the assessment including crises immediately prior to an assessment. Circumstances unrelated to the disability may give rise to valid mitigating claims only if they are first confirmed/diagnosed or become suddenly, unexpectedly and markedly worse at a particular assessment point. In such cases the mitigating circumstances process should be followed.

### 2.7.4 Mitigating Evidence Claim (MEC) Committee

The University's Mitigating Evidence Claim (MEC) Committee will meet at least twice each year to consider the impact of mitigating evidence claims on assessment across the module, in accordance with the University's Mitigating Evidence principles. The MEC Committee will usually formally convene after the mid-year assessment period to review claims related to Autumn term modules where the assessment had been completed and following the assurance of marks at the Module Assessment Board (MAB) at the end of the year and prior to the School Progression and Award Board (PAB).

In reviewing the impact of mitigating evidence on assessment across the module, the MEC Committee will ratify decisions made by the Directors of Student Experience (DoSEs) in relation to the acceptance or rejection of evidence against assessment components in accordance with the criteria set out below, and will notify the PAB of the weighting of

accepted mitigation on the module. Only the PAB has authority for the award of credit and all academic decisions relating to progression and awards.

### **2.7.5 Mitigating Evidence Claim (MEC) Committee terms of reference, composition and quoracy**

Terms of reference:

- (i) To empower the DoSEs to review evidence submitted to support a MEC and to accept, reject or decide it is inadmissible so as to offer early feedback to students on the acceptance of the evidence and referral to SSU, if appropriate. However, as MEC is to be considered at the level of the module the DoSE cannot go any further than reviewing the evidence and arranging support as appropriate.
- (ii) To empower the DoSE to waive penalties for late submissions where the claim and the evidence is submitted within the specified deadlines.
- (i) To review any evidence referred by the DoSE for a decision and to determine the outcome of late submissions or delegate further to the DoSE..
- (ii) For a student with a registered disability, the DoSE may exceptionally authorise a 'sit', where this is recommended by SSU based on the evidence provided. In such cases SSU must have been contacted too late to arrange a reasonable adjustment but before the scheduled assessment due to sudden and unforeseen circumstances.
- (iii) To consider the impact of accepted mitigating evidence claims at the level of the module.
- (iv) To make a recommendation to the PAB in relation to the accepted evidence so that the PAB which considers the full array of marks can determine what further assessment opportunities, should be available to the student to retrieve any credit in order for progression and/or award to be achieved.

Composition:

Chair (PVC (Teaching and Learning)), School Directors of Student Experience, Director of Student Services and Manager of the Student Support Unit.

Quoracy:

Chair and at least one third of the membership.

### **2.7.6 Procedures**

#### **(i) Criteria for a mitigating evidence claim**

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

Students with pre-existing or recently declared disabilities may only submit MEC if they experience a sudden exacerbation, or issues that are unrelated to the disability, and meet the MEC criteria. (see section 2.8 for further information).

Students whose claim refers to incapacity of an ongoing nature (over 3 weeks duration) will be referred to, and expected to take up, appropriate support rather than make repeated claims, even if the initial claim is accepted. (see Appendix (ii))

**(ii) A mitigating evidence claim may be submitted as a result of the following assessment situations:**

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

**(iii) Types of evidence**

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

(a) Examples of acceptable evidence include:

- 1. Medical certificate with dates of consultation and diagnosis
- 2. Death certificate of close relative or significant other
- 3. In the absence of a death certificate a letter from a relative (with full contact details to corroborate) confirming relationship to deceased will be acceptable.
- 4. Hospital admissions report or appointment letter
- 5. A letter from SSU confirming that 'reasonable adjustments' were not yet in place or in need of revision due to acute flare up of a long term stable condition such as asthma. For the latter a GP certificate would constitute evidence if the condition was usually stable. MEC may be rejected if a student fails to register with SSU for support as multiple claims cannot be made for a period of instability of a long term condition that should be managed by a 'reasonable adjustment'.

(b) Examples of rejected MEC evidence(an opportunity to submit additional evidence will be given):

- 1. student indicates an acute medical condition but no medical evidence is submitted or medical certificate lacks detail to support claim
- 2. 'retrospective' medical note – consultation dates do not support the claim
- 3. long term events and conditions which have already been claimed for and Student Support Unit has offered to review and/or consider reasonable adjustments.

(c) Examples of inadmissible cases and MEC evidence(no further opportunity to submit evidence will be given):

- 1. circumstances that you could have reasonably foreseen or prevented (such as suspension, intoxication or conviction for illegal activity)
- 2. minor illness or ailment (cold, minor allergy)
- 3. holiday arrangements

4. wedding arrangements
5. financial issues
6. religious observance
7. personal computer/data loss and/ or printer problems
8. jury service

**(iv) MEC deadlines**

A claim may be opened, online, prior to an assessment deadline, but the claim must normally be completed and submitted online no later than 7 days after the assessment deadline. In the event of serious illness a later claim may be made in hard copy but all late claims will be discussed by the MEC Committee, rather than considered by the DoSE.

The documentary evidence should be attached to a MEC, but in any case, be submitted to the School Office no later than 21 days after the assessment deadline of the *first* affected assessment cited in the claim. Evidence that arrives later than 21 days will also result in the claim going to the MEC Committee for discussion.

Claims may only be made for the current academic year directly to the MEC Committee. Late claims may only be submitted via an Appeal following the decision of a Progression and Award Board where there is good reason for withholding the claim.

**(v) Process for handling claims**

The flow chart at Appendix (ii) illustrates how the principle of 'a fair and equal chance to demonstrate academic capability' is applied in practice for the following types of student:-

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

**(vi) Notification of outcome of a MEC**

In most cases, the outcome of a MEC will be visible on the student's Sussex Direct screens. In certain cases, there may be emails to request additional evidence, or to notify the student that the claim is inadmissible.

Where additional documentation is required the period allowed is 21 days from the date of the email requesting this.

**(vii) Consideration of a MEC Committee recommendation by the PAB**

The notification from a Progress and Award Board's decision, about the offer of a 'sit' of the resit mode, or any requirement to repeat the year, will be sent following the PAB meeting, at the end of the academic year for undergraduate students, during the Autumn term for postgraduate students, and following the relevant resit PAB. (Details on how the PAB considers accepted claims for mitigation are set out in section 1.7).

**2.7.7 Students on study abroad or placement**

A student on study abroad or a professional/industrial placement wishing to submit a MEC should do so in accordance with the University procedures within the usual 7 day time period as set out in the MEC Guidance. Such students will be allowed an additional 3 week period to submit the evidence allowing 6 weeks in total from the assessment date related to the claim.

Students on a period of study abroad should endeavour to take any opportunity to retake an assessment during the period of study abroad or placement, where they have failed an assessment, where this is possible. If a student finds that their difficulties are not resolving themselves and seem to be 'ongoing' they cannot use a MEC to resolve matters but instead

should contact the International Study Abroad Office, as there may be other ways of supporting them to complete their studies. If the issues relate to a 'complaint' about the administration or teaching of the course, or to lack of provision of disability/learning support, this will not meet the criteria for a MEC. These issues must be notified, *without delay*, to the relevant department representative, and/or the Study Abroad Office and/or the Student Support Unit (if they are registered).

A student on a professional/industrial placement should use the sickness reporting system of the employer that they are working for and notify the School Office in the usual way if they are absent for 6 consecutive days or more. They do not need a MEC to cover short periods of absence. The assessment will be by portfolio or project with a MEC only appropriate if circumstances arise relating to non-submission or late submission. In all cases no setting aside of marks will be permitted.

### **2.7.8 Confidentiality and handling of sensitive information.**

The University recognises that students may be disclosing sensitive and personal details in a claim. All claims will be handled with due regard for confidentiality and where discussion is essential the anonymity of the individual is maintained. However, in order to offer support to students whose issues appear to be ongoing, claims may be referred by the Director of Student Experience/MEC Committee to the Student Support Unit whose disability advisors may then make contact, to offer advice and guidance.

Examination Boards do not see claim forms and do not have any information about the nature of the mitigating circumstances. Decisions are based on whether or not the MEC Committee has accepted or rejected a claim and the impact of the assessment at the level of the module, visible on a candidate's marks array.

A DoSE will not have direct contact with a student making a claim, to maintain the objectivity of the process, and will notify the MEC Committee should any conflict of interest arise.

## **2.8 STUDENTS WITH A DECLARED DISABILITY**

### **2.8.1 Role of the Student Support Unit (SSU)**

The Student Support Unit (SSU) conduct a review of students who have a long term or pre-existing conditions and recommend if a 'reasonable adjustment' to the assessment should be made. In such circumstances students cannot normally submit a mitigating evidence claim in addition unless there is a sudden and unforeseen exacerbation of the known condition, which is evidenced. This may result in a MEC being accepted until disability support is in place. The role of SSU is to propose an adjustment which would result in a fair and equal opportunity for the student to succeed. The decision on a reasonable adjustment is an academic one which the Director of Student Experience (DoSE) will make following discussions with academic colleagues. (See flowchart at Appendix (ii)).

Transfer from full-time to part-time study is not a reasonable adjustment. Instead a student may apply to transfer only where a part-time mode is validated and offered in the prospectus.

### **2.8.2 Declared disability prior to admission**

Students who declare a disability prior to admission are offered an assessment of their needs by the Student Support Unit (SSU). This may result in an agreement to permit additional time in unseen examinations, use of a scribe, or a reasonable adjustment to the

planned assessment mode. See section 2.3 for details on reasonable adjustments that may be agreed.

### **2.8.3 Declared disability following admission**

Students who do not declare a disability prior to admission may be registered with SSU at any time during their course. Prospective support can be provided, as above, once the SSU have received and approved the evidence.

## **2.9 ACADEMIC MISCONDUCT**

### **2.9.1 Definitions**

#### **Assessment**

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

#### **Collusion**

Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. 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 examiners but joint production is not, the submitted work must be produced solely by the student making the submission. Where joint production or joint preparation and production of work for assessment is specifically permitted, this must be published in the appropriate module documentation.

#### **Plagiarism**

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

#### **Personation**

Personation is where someone other than the student prepares the work submitted for assessment. This includes purchasing essays from essay banks, commissioning someone else to write an assessment or 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.

The University takes personation extremely seriously and any suspicion of personation will result in an investigation of potential academic misconduct

### **Misconduct in unseen examinations**

Misconduct in unseen examinations includes having access, or attempting to gain access, during an examination, to any books, memoranda, notes, unauthorised calculators, or any other material, except such as may have been supplied by the invigilator or authorised by official university bodies. It 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.

### **Fabrication of results**

Fabrication of results or observations in practical or project work.

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

## **2.9.2 Policy**

It is University policy that academic misconduct is prevented through educating students in appropriate academic conduct. All cases of academic misconduct must be seriously considered and appropriate penalties applied as determined by the Head of School, for a minor case, or the Misconduct Panel for a major case. First cases of plagiarism will not be penalised where a previous occurrence has not taken place and instead the student will be given feedback and offered the opportunity to attend an Academic Practice Workshop, provided that the student is not in the final stage of an undergraduate course or the misconduct is not on the dissertation/project of a postgraduate course.

## **2.9.3 General Principles**

- (i) All work undertaken by students for assessment must be the student's own work.
- (ii) It is an offence for any student to be guilty of, or party to, collusion, plagiarism, the fabrication of research results, or any other act which may mislead the examiners about the development and authorship of work presented in assessments, including misleading examiners about the source of information included in an assessment.
- (iii) Schools must agree and provide students with information on discipline specific referencing norms at the start of their studies. These norms must be adhered to by the Module Convenors and markers and may be notified to students at induction, through module handbooks and assessment briefings, as appropriate.
- (iv) All work must fully acknowledge, in an approved format, all sources of information used in preparing the work being submitted. This includes acknowledging all written and electronic sources. Where work is produced under examination conditions it will be sufficient to acknowledge the source without providing a full reference.
- (v) Students must not take notes or other means of accessing information into an examination room unless the rules explicitly state that this is allowed.
- (vi) Unless explicitly allowed in the module documentation or specified in the mode of assessment, students must work alone on preparing their assessment.



(vii) 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:

Study Success at Sussex (S3): <http://www.sussex.ac.uk/s3/>

(viii) The Principles of Assessment provide guidance on the consideration of misconduct issues in developing assessment.

#### **2.9.4 Identifying Academic Misconduct**

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

#### **Investigating Officer**

An investigating officer is appointed for each School. Investigating Officers may also act as Misconduct Panel members in cases where they have not determined the *prima facie* case. Where Investigating Officers believe misconduct has occurred in work done by students they have taught or by students that they are the Academic Advisor for, they will pass the consideration of allegations to the Investigating Officer of another School.

#### **2.9.5 Types of Misconduct**

Misconduct is categorized as 'minor' or 'major'

##### **(i) Determination of minor and major cases of misconduct**

The Investigating Officer should bear in mind the following when defining misconduct as either major or minor:

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

##### **(ii) Minor misconduct**

- (a) Minor misconduct is where a small proportion of a piece of assessed work is found to be plagiarised or has been subject to minor collusion (for example, where two students work together on producing a small section of an assessment or where minor examination room infringements occur.
- (b) Misconduct is more likely to be considered 'minor' when a student is inexperienced **and** the misconduct relates mainly to the poor use of referencing protocols.
- (c) Multiple instances of minor misconduct are likely to lead to a charge of 'major' misconduct.

**(iii) Major misconduct**

- (a) Major misconduct is where a significant proportion of a piece of work is found to be plagiarised, where there is substantial collusion or fabrication of results or abuse of examination room protocols, where there is evidence of serial minor misconduct, or where personation has occurred.
- (b) Misconduct is more likely to be considered 'major' where the work contributes to the classification of an award, or where the student has experience of UK higher education.
- (c) Students found guilty of submitting work which they describe as their own but which has been produced on their behalf by another person, or found guilty of soliciting another person to undertake an assessment on their behalf (for example by commissioning someone to write an essay for them), or of undertaking to solicit or prepare an assessment on behalf of someone else shall be guilty of personation. Students guilty of personation are likely to receive a more severe penalty.
- (d) Where the Investigating Officer is unable to decide whether a case is either major or minor misconduct they should refer the case to the Misconduct Panel.

**(iv) No case**

If the Investigating Officer believes that the evidence presented does not constitute a *prima facie* case, they will return the material to the examiner with a request for more information. If this is not forthcoming, the Investigating Officer will not proceed with the case.

**2.9.6 Misconduct Panel**

The Misconduct Panel is a sub-committee of the University Teaching and Learning Committee. Members of the Misconduct Panel are appointed by the Committee for periods of three years and are expected to consider both undergraduate and taught postgraduate cases of misconduct.

**2.9.7 Procedures for determining allegations of misconduct**

- (i) Where it is suspected that a student has committed misconduct in the preparation and/or presentation of their work, the examiner should take appropriate steps to identify all instances of misconduct in the assessment exercise and highlight these for easy reference.
- (ii) The Module Convenor will be responsible for ensuring that the Investigating Officer receives appropriate assistance in undertaking the initial determination in relation to reviewing the submitted assessment (which may be of particular relevance where the examiner who raised the concern is not a permanent member of faculty).
- (iii) If the suspected assessment is coursework undertaken, submitted, 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 exercise is being investigated for possible misconduct.

(iv) **Where the allegation is plagiarism**, the examiner should mark the work taking the plagiarism into account. If a piece of work is plagiarised, in whole or in part, the mark should be reduced in proportion to the extent of the plagiarism identified. Non plagiarised sections should be marked as standard. Therefore, the final mark should reflect a combination of the extent of the plagiarised passages, and the quality of the non plagiarised work; it may or may not be a fail mark.

(v) **Where the allegation is another form of misconduct**, the assessment should be given a mark which reflects the examiner's opinion of the work, as far as possible with the suspicion of misconduct discounted so that the mark awarded reflects the quality of the work as it stands.

(vi) The marked-up original should be sent to the Investigating Officer by the Module Convenor, together with the Module Handbook.

(vii) The Investigating Officer may consult with module convenors, examiners, relevant subject examination board officers, invigilators (where allegations relate to unseen exams), and will determine whether or not a *prima facie* case for suspecting a student of misconduct has been presented.

(viii) If a *prima facie* case has been presented, the Investigating Officer shall determine whether the alleged misconduct is either a minor or major case of misconduct.

(ix) Once the Investigating Officer has made a determination that the case is either minor or major, the School will send a letter to the student to inform them that their work is under investigation, and what will happen next.

### **2.9.8 Procedure for a first case of plagiarism<sup>1</sup>**

(i) Where plagiarism is identified in work submitted for assessment, and there is no previous incident of plagiarism logged on the student's record, the student will be given feedback and invited to attend an Academic Practice Workshop. This will apply whether the case is determined to be minor or major.

(ii) The evidence file will be forwarded to the School Investigating Officer who will make the usual determination whether the case is minor or major.

(iii) The Module Convenor (or Assessment Convenor, as appropriate) will be responsible for arranging to see the student to explain why the work is problematic, and will refer the student to an Academic Practice Workshop. The student should be seen within 10 working days of the case being identified. The Module Convenor will tell the student the proportion of the work judged to be plagiarised, and that it has been marked on that basis.

(iv) The student may accept the referral to the Academic Practice Workshop, or decline, or choose to challenge the allegation. Challenging the allegation of plagiarism would involve electing to go through the relevant standard procedure for minor or major cases (see 9.8 onwards below)

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<sup>1</sup>With the exception of final year Undergraduate work and Postgraduate dissertations and projects which will be subject to the full procedure. In addition, where plagiarism is discovered in Postgraduate work marked after the end of the summer term (where the student is due to complete) this will also be subject to the full procedure as it will be too late for the student to engage with an Academic Practice Workshop.

(v) The plagiarism incident will not be recorded against the student's assessment record. The attendance and satisfactory engagement at the Academic Practice Workshop or the decision not to attend will be recorded by the Sussex Centre for Language Studies (SCLS). The SCLS records will be checked if a second incident of plagiarism occurs. Where the student has not attended and engaged satisfactorily with the Academic Practice Workshop and has re-offended the plagiarism incident will be recorded against the student's assessment record.

(vi) After seeing the student, the Module Convenor will return the evidence file to the Student Progress and Assessment office for retention.

(vii) Where a second case of plagiarism related misconduct occurs, the full Academic Misconduct Procedure, as set out below will be applied.

NB: Where the evidence file alone is not sufficient for the Investigating Officer to be able to define the suspected misconduct precisely (such as where a case might be plagiarism or personation; or plagiarism or collusion) the Investigating Officer may refer the case directly to the Academic Misconduct Panel for a fuller investigation into the facts.

### **2.9.9 Procedure for minor misconduct (other than a first case of plagiarism)**

(i) For minor misconduct, the Investigating Officer shall send the details to the Secretary of the Misconduct Panel who will then send the case to the relevant Head of School for consideration and determination. The Head of School may nominate another member of academic faculty to undertake the task of dealing with all minor misconduct cases. The Head of School (or nominee) will consider the case presented and interview the student about the allegation. The Head of School may dismiss the case or may apply a penalty as set out below.

(ii) The application of penalties which would result in the overall failure of the module are reserved for major breaches and must be administered by Panels.

(iii) The penalties open to the Head of School (or nominee) and those available to Panels are set out below. The student may also be directed to undertake some form of remedial academic skills coaching. The Secretary to the Misconduct Panel will formally inform the student of the outcome, and record the penalty on the marks database. A formal record will be kept in the student's file. The evidence file from the case will be returned to the Panel Secretary for archiving.

(iv) Where the case is not proven, the Head of School (or nominee) will dismiss the allegation. No record of the incident will appear in the student's file. The original copy of the suspected exercise will be returned to the student.

### **2.9.10 Procedure for major misconduct (other than a first case of plagiarism)**

(i) For major misconduct, the Investigating Officer shall send the details to the Secretary of the Misconduct Panel who will inform the Chair of the Progression and Award Board that an investigation is under way. A provisional mark will have been entered on the student's marks array for any assessment under consideration.

(ii) The Secretary of the Misconduct Panel will organise a misconduct hearing which will comprise a Chair and two members from the membership of the Misconduct Panel, including one member drawn from the designated officers of the Students' Union. The Module

Convenor will normally act as Presenter at the hearing. In cases where the Module Convenor cannot be the Presenter they will be asked to identify an appropriate substitute Presenter, which may be the original examiner or the Investigating Officer, or another appropriately briefed member of the School.

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

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

(v) Annual training will take place where Chairs of Misconduct Panels will be invited to discuss an anonymised set of misconduct case histories. Panel members are required to familiarise themselves with the evidence before the panel in advance of the hearing – the hearing must not depend entirely on the presentation of the case on the day of the Hearing. At the hearing, panel members will establish the facts and come to a conclusion as to whether or not misconduct has taken place.

### **2.9.11 Conduct of the hearing**

The hearing will be conducted as follows:

(i) the Chair will explain to the student the procedure of the hearing. 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 has occurred or not, and will reach a decision on that point on the basis of the facts presented. The panel may consider 'intent' as a legitimate factor in considering mitigation or aggravation;

(ii) the Chair will read out the accusation, including the relevant definitions of misconduct, and will then ask the student whether they admit or deny the accusation;

#### **Admission of accusation**

(iii) If the student admits the accusation, the hearing will be concerned with assessing the gravity of the offence and considering any evidence in mitigation. The presenter will be invited to assess the extent of the misconduct. The student will be invited to respond with the help of their representative.

#### **Denial of accusation**

(iv) If the student denies the accusation, the hearing will first be concerned to establish whether misconduct has taken place. The presenter will make the case against the student. The student will defend their case with the help of their representative. Members of the panel may intervene from time to time to raise a question;

(v) Where the Chair of a misconduct panel considers it to be beneficial in resolving a

case (either in advance of a hearing or during a hearing), the Chair may invite an academic from the relevant department (but not the person responsible for marking the work). The purpose of the questioning will be to establish the student's knowledge of the work in question, knowledge of the methods used to produce the work, and knowledge of the sources (cited or otherwise) informing the work. In the case of this requirement emerging during a hearing, the meeting will be adjourned and a new date established.

(vi) once the Chair deems that all the relevant evidence has been heard, they will invite the student, the student's representative and the presenter to withdraw, while the panel members reach a conclusion (by simple majority vote in the absence of unanimity). The Chair will then ask the student, the student's representative and the presenter to return and hear the panel's conclusion on whether the student has been found guilty or not guilty;

### **Not guilty**

(vii) if the student is found not guilty, the work will be remarked and be used for progression and classification purposes. The student will be told, at the end of the hearing, the outcome and the Secretary to the hearing will also inform the student, in writing, within ten working days from the date of the hearing.

### **Guilty**

(viii) if the student is found guilty the panel will then hear evidence from the student. Once the student, the student's representative and the presenter have left the room, the panel will agree an appropriate penalty.

(ix) The student will be told, at the end of the hearing, the penalty to be applied. The panel reserves the right to defer its decision 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 hearing will formally inform the student, in writing, within ten working days from the date of the hearing of the penalty (if any) and will give the student a copy of the report sent to the Progression and Award Board.

(x) the decision of the panel will then be sent to the Progression and Award Board for application and will not be open for revision.

### **Second offence**

(xi) If a student is found guilty of a second offence of misconduct, the hearing will, in determining the penalty for the subsequent offence, take into account any previous offence(s) and reserve the right to disqualify the student from the award of a degree.

### **2.9.12 Penalties to be applied**

- (i) The following penalties are available to the Head of School or a Misconduct Panel:
  - (a) A caution, and referral to guidance on referencing, or recommendation to attend an Academic Practice Workshop (usually reserved for a first offence where improvements to referencing would be sufficient to avoid a charge and receive the adjusted mark for the assessment); or a caution and clarification about the meaning of collusion, as appropriate.
  - (b) Reduce the mark for the assessment by n%, short of causing module failure.

Note: a record of the minor misconduct decision and penalty will be held on the student record.

(ii) The following penalties, which may be applied singly or in combination, are available only to a formal Misconduct Panel:

- (a) Reduce the mark for the assessment to the threshold pass mark.
- (b) Reduce the mark for the module to the threshold pass mark.
- (c) Reduce the mark for the assessment unit to 0. Where this results in the loss of credit and consequently to failure to progress or to qualify for an award the student will be able to resit under normal assessment regulations.
- (d) Reduce the mark for the module to 0. Where the resultant loss of credit leads to failure to progress or to qualify for an award the student will be able to resit the module under normal assessment regulations.
- (e) Reduction of grand mean for the course by up to 10% (value to be specified by the misconduct panel) [Note: this penalty is not available for first year undergraduates].
- (f) Reduce classification by one or more class [Note: this penalty is not available for first year undergraduates].
- (g) Disqualify from honours [Note: this penalty is reserved for undergraduate final year students].
- (h) Disqualify from award.

**Notes:**

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 credit being granted via condonement will result in the student being precluded from receiving classified honours. Misconduct panels must therefore exercise caution in using options (iii) and (iv).

Loss of credit under the above rules cannot be readdressed by granting credit via condonement. However, a resit opportunity will be available under the assessment regulations.

### **2.9.13 PABs**

PABs will not proceed to confirm progress or determine classification whilst an allegation of academic misconduct is outstanding in relation to a student.

### **2.9.14 Appeals**

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

<http://www.sussex.ac.uk/ogs/governance/appeals>

## **2.10 RESULTS AND APPEALS**

### **2.10.1 Publication of results**

The following principles apply to the publication of results:

#### *Pass and progress lists*

(i) Award Pass Lists are provisional until ratified by the Chair of the University Teaching and Learning Committee on behalf of Senate. All students awarded a degree or progressed by the Progression and Award Board (PAB) are included on the Pass/Progress List regardless of any previous disclosure agreement with the University. The original

pass/progress list and one copy must be taken to the Student Progress and Assessment office as soon following the PAB prior to publication of results. The Student Progress and Assessment office also require a list of students who have failed the award or failed to progress at the PAB to be provided at the same time.

(ii) Pass Lists for the award of degrees will be published by no later than 4pm on the Friday of Week 5 of the summer term. For other awards and for progression candidates, pass/progress lists will be published normally within 48 hours of the examination board and, in any event, within seven days of the PAB. Results are made available to students via Sussex Direct on the agreed publication day and can be found on 'View My Study Pages/Module Results'.

(iii) examiners must not inform students of their result, or class of degree awarded, before the official Pass/Progress List is published, except where Schools pre-warn students who have not progressed or been given an award immediately prior to the publication;

(iv) students may contact the Director of Teaching and Learning (or nominee) if they wish to obtain more detailed information on their degree outcome

(v) the formal diploma supplement/transcript for finalists will be issued as soon as possible;

(vi) the official minutes of the PAB meeting should be finalised as soon as possible and passed to the Student Progress and Assessment office. Candidate names should not be included in the minutes. This process should be completed no later than fourteen days after the meeting of the board.

### 2.10.2 Failed students

In respect of *failed* students the PAB has:

(i) three days after the date of publication of the pass list in which to produce the resit requirements list to the Student Progress and Assessment office. Resit *pro forma* web reports are available listing all module failures by School and student.

(ii) Seven days to write to failed students informing them of the outcome and also informing them that they will receive further information within twenty one calendar days of the publication of the pass list.

Within twenty-one days of the meeting of the PAB the Student Progress and Assessment office will send a further letter to failed students setting out the retrieval requirements.

### 2.10.3 Appeals

Information on the Appeals process can be found here:

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

(i) To be admissible, an appeal must be based on one of a number of specific grounds. There is no right of appeal against the academic judgement of the examiners.

(ii) Where it is determined that there are grounds for appeal, PAB officers will be notified and may be requested to review the original decision taken by the PAB or provide additional information, as appropriate.



- (iii) Where an appeal is upheld the PAB will be informed of the outcome and should report this to the next meeting.

## **2.11 COURSES INCLUDING A STUDY ABROAD YEAR**

### **2.11.1 General principles**

The following apply to progression to a mandatory year abroad:

- (i) where a student meets the standard University progression requirements but does not meet the higher progression threshold requirements for a 4 stage course with a study abroad year (having exercised any opportunities to resit) the student will transfer onto the 3 stage variant of the course).
- (ii) Progress to a study abroad year is subject to acceptance by the host institution even where higher threshold requirements have been met.
- (iii) The Head of School, in consultation with the Director of Student Experience and the Director of the Year Abroad, has the right to debar a student from progressing to the Year Abroad, even where higher threshold requirements have been met.

### **2.11.2 Progression to the final stage following the study abroad year**

To progress to the final stage of a course title with a study abroad year, an overall mean of 40% is required on the assessments taken on the study abroad year (based on whatever bespoke arrangement of assessments and weightings that has been agreed for each student), following any resit opportunity at the host institution.

### **2.11.3 Failure to meet progression requirement on the study abroad year**

Where a student fails to meet the progression requirement of a mean mark of 40%, having exercised any resit opportunities at the host institution, the student shall not progress on the 4 stage course title. The student shall transfer to the 3 stage course title variant.

### **2.11.4 Transfer to a 3 stage course**

Where a student has been exempted from the mandatory study abroad year on personal or academic grounds, failed to achieve the pass threshold or complete the study abroad year, the student shall transfer to the 3 stage variant of the course. Exceptionally, a student can be referred to the Director of Teaching and Learning for consideration of transfer to an alternative course provided that the credit requirement has been met as set out in the University's Academic Framework. For example a student on BA History with French who does not complete or pass the study abroad year may request to transfer to the single honours course title without a language module in the final stage

## **2.12 PROGRESSION OF PART-TIME STUDENTS of part-time students**

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

- (i) where a student is following an approved part-time mode of study, the PAB shall consider the student's progress at the end of each year of study. The PAB should ensure that the student has acquired sufficient credit to enable progression to occur on completion of the full stage.
- (ii) where a student's performance is such that future progression is precluded, having exercised relevant resit opportunities, the PAB will determine any retrieval opportunities prior to continued progress.

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

## Appendix A: University Academic Framework

### University of Sussex Academic Framework

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#### The Academic Framework of the University of Sussex

##### 1. Preamble

1.1 The Academic Framework establishes the criteria and rules for courses of the University of Sussex. It sets out the basic criteria for awards by establishing the design parameters necessary to assure the quality and academic standing of University courses in accordance with the *Framework for Qualifications of Higher Education Institutions in England, Northern Ireland and Wales (2008)*, the *Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England (2008)*; and the *European Qualifications Framework for Higher Education (Bergen 2005)*.

1.2 Course specific regulations may, following approval through the University's curriculum approvals process, set specific requirements for the award of named degrees, diplomas and certificates and for which the requirements may be more stringent than those set out in this document for example to meet the requirements of a Professional and Statutory Body (PSB).

##### 2. Credit

2.1 Credit is a quantified means of expressing equivalence of learning. Credit is awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level for a complete module. It is a way of comparing learning achieved in a variety of different contexts.

2.2 All credit-bearing modules shall be credit rated according to level and volume.

##### *Credit Level*

The Level shall be:

Level 3 (foundation year)

Level 4 (undergraduate/certificate level)

Level 5 (undergraduate/diploma level)

Level 6 (undergraduate/honours level)

Level 7 (masters level)

*Credit volume*

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

NB: an exception is languages where 30 credits may be taken at Level 3 on an undergraduate award to enable ab initio entry to language study.

### 3. Undergraduate and taught postgraduate degree structures

3.1 University of Sussex taught degrees, diplomas and certificates shall be designed in accordance with the credit values and rules stated in the table below.

PhD/DPhils are not typically credit rated under the FHEQ framework<sup>1</sup>.

Award Title	FHEQ Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum <sup>2</sup> Period of Registration	Award rules
Professional Doctorate	8	540	360	3yrs FT	
Masters MA/MSc/ MFA/MEd/ LLM/MBA		180	150	1yr FT	Typically delivered over a single academic year (12-month period) and incorporating a research dissertation normally of 60 credits.
MRes		180	150	1yr FT	Typically delivered over a single academic year (12-month period) and incorporating a research dissertation normally of 90 credits.
European Masters		240	210	1yr FT	Typically delivered over two years (24 months) and normally incorporating a research dissertation ≥60 credits.
Postgraduate		120	90	1yr FT	These awards may be approved as stand-alone awards or as exit awards embedded

<sup>1</sup> Source: Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England, August 2008

<sup>2</sup> The maximum period of registration for a taught award is the minimum period plus 3 years for undergraduate and plus 1 year for postgraduate irrespective of f/t or p/t mode of study. The maximum period of registration is not extended for any time spent on temporary withdrawal.

Award Title	FHEQ Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum <sup>2</sup> Period of Registration	Award rules
Diploma Postgraduate Certificate	7	60	45	1yr FT	within a Masters degree course. The name of the award (entry or exit) shall be specified in course documentation in the following format e.g. Postgraduate Certificate in 'Subject X'.
Integrated Masters Degree (MEng, MChem, MPhys, MMath, MSci)		480	120	4yrs FT	A four-stage degree programme normally incorporating an embedded exit route at Honours Level 6. Students typically decide during stage 2 whether to continue on the 4-stage pathway or to transfer to the 3-stage Honours route, subject to minimum levels of academic achievement. Students failing to achieve the progression threshold at the end of stage 3 on the 4-stage route may be eligible to exit with the honours award.
Graduate Diploma	6	90	90	1yr FT	A professional 'conversion' course, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline.
Graduate Certificate		45	45	1yr FT	
BA/BSc/LLB/BEng (Hons) Single Major	6	360	90	3yrs FT	This is a degree comprising a main area of study from a single School. It may include modules from outside the 'major' area of study, but shall incorporate at least 240 out of 360 credits from the major area. At least 90 credits shall be at Level 6.
BA/BSc/LLB (Hons) Single Major (with named elective exit pathway)	6	360	90	3yrs FT	This is a degree comprising a single main area of study. It may include modules from outside the 'major' area of study, but shall incorporate at least 240 out of 360 credits from the major area. At least 90 credits must be passed at Level 6. The electives pathway shall incorporate at least 60 credits (with 30 credits at level 5).  The named electives pathway warrants specific recognition on the degree certificate but does not constitute a named entry route as it is designed to facilitate student choice after entry.

Award Title	FHEQ Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award rules
BA/BSc/LLB Hons Single Major (with Minor)	6	360	60 (major) 30 (minor)	3yrs FT	This is a degree comprising two main areas of study. The major component shall consist of 270 credits with a minimum of 60 credits at Level 6. The minor component shall consist of a coherent element of study to the value of 90 credits of which 30 must be passed at level 6. The Minor element of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants.
BA/BSc (Hons) Joint Major	6	360	90 (of which a minimum of 30 credits shall be in each major)	3yrs FT	This is a degree comprising two main areas of study each of which shall consist of 180 credits. At least 90 credits shall be at Level 6. A minimum of 30 credits in each major shall be at this level. Each Major element of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants.
(Award With Study Abroad Year)	(5)	(120)	(120)	1 year for the Year Abroad	The period of study abroad may be incorporated within a 4-stage undergraduate degree course. The period of study abroad shall be equivalent to 120 credits. A Study Abroad Year may be offered as an entry or as an exit route. Designation as an entry route requires the University to guarantee the Year Abroad to all applicants. Designation as an exit route requires the University to facilitate students in identifying/gaining access to opportunities to a Study Abroad Year. Students wishing to access a Study Abroad Year once on a course shall register for transfer during Term 1 of Stage 2 to the approved 4-stage pathway in accordance with validated course requirements. Courses with an approved entry/exit route with a Study Abroad Year shall have this element of study recognised in the degree certificate in the format – ‘Degree title (with Study Abroad Year)’.
(Award With Professional /Industrial Placement Year)	(5)	(120)	(120)	1 year for the Placement Year	The Professional/Industrial Placement Year outwith the University may be incorporated within a 4-stage (480 credit) undergraduate degree course. The period of professional/industrial placement shall be equivalent to 120 credits. A Professional /Industrial Placement Year may be offered as an entry or as an exit route. Designation as an entry route normally requires the University to guarantee

Award Title	FHEQ Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award rules
					the Professional /Industrial Placement Year to all applicants. Designation as an exit route requires the University to facilitate students in identifying/gaining access to opportunities to a Professional/Industrial Placement Year. Students wishing to access a Professional/Industrial Placement Year once on a course shall register to transfer to the approved 4-stage course pathway during Term 1 of stage 2 in accordance with validated course requirements. Courses with an approved entry/exit route with a Professional/Industrial Placement Year shall have this element of study recognised in the degree certificate in the format – ‘Degree title (with Professional /Industrial Placement Year)’.
A Study Abroad Term	(5)	(60)	(5)	1 Term	Incorporated within a 3-stage (360 credit) degree course to broaden student learning. Incorporating a study abroad period warrants specific recognition on the degree certificate but does not constitute a named entry route as it is designed to facilitate student choice after entry.
Professional /Industrial Placement Term	(5)	(60)	(60)	1 Term	Incorporated within a 3-stage (360 credit) degree course to broaden student learning. Incorporating a professional/industrial placement period warrants specific recognition on the degree certificate but does not constitute a named entry route as it is designed to facilitate student choice after entry.
Ordinary Bachelor degree (BA/BSc)	6	300	60		This is an exit award granted in recognition of student learning where insufficient credit has been achieved to award an undergraduate honours degree in the subject.
Foundation Degree	5	240	90	2 yrs FT	The course must include an assessed and credit-rated element of work experience comprising no less than 15 credits at Level 5.



Diploma of Higher Education	5	240	90	2 yrs FT	These awards may be approved as an exit award only. The name of the award appearing on the award certificate shall be Diploma or Certificate of Higher Education without reference to a subject of study.
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Award Title	FHEQ Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award rules
Certificate of Higher Education	4	120	90	1 yr FT	
University of Sussex Certificate of Education	(3)	120	90	1 yr FT	This is an exit ward for student failing to attain the necessary threshold for admission to undergraduate study from the Foundation Year.

*BA Philosophy, Politics and Economics is a degree comprising three subject areas. It includes 360 credits with at least 60 credits in each discipline overall. There shall be 120 credits in the final stage, including 90 credits at Level 6, which will include 30 credits at Level 6 in two of the three subjects."*

NB: a 12 month period abroad or placement is only possible within a 4 stage course whereas a 3 month period abroad or placement opportunity represents a curriculum variation that requires the approval of the Teaching and Learning Committee

#### 4. Credit and module status in undergraduate and postgraduate courses

4.1 Credit is module specific and is available upon completion of the module. Undergraduate courses comprise a sequence of credit-rated modules to the value of 120 credits per academic year for students studying full time. All modules contributing to an award must be credit-bearing. For full-time undergraduate courses the usual pattern of delivery will be 60 credits in the Autumn Term and 60 credits in the Spring Term.

4.2 For full-time postgraduate courses comprising 180 credits the usual pattern of delivery will be 60 credits in the Autumn Term, 60 credits in the Spring Term and 60 credits in the Summer Term. Exceptions to this may be explicitly approved, subject to the delivery of a maximum 75 credit in any term. Taught modules in the Summer Term will be limited to a maximum of 30 credits, normally where the dissertation/project is less than 60 credits.

4.3 Students can normally take up to 30 credits at the **lower** level as indicated by the credit requirements for the award above. Students are not permitted to take any credits at the **higher** level in any stage in an undergraduate course.

4.4 Individual undergraduate modules may contribute to more than one course, but the credit volume and level of the module shall be the same irrespective of the course to which the module contributes.

4.5 Two modules at different levels may rationalise resources by co-teaching. Where this occurs the shared teaching element must be at the lower level with an equivalent proportion of teaching delivered independently to the student studying at the higher level. In addition both modules must have differentiated titles, learning outcomes and assessments.

4.6 Modules may be delivered within a single term or across two terms. Where a module is delivered across two terms the minimum credit volume will be 30 credits.

4.7 Undergraduate courses may designate modules in the following ways. The designations are *course-specific* and will be set out in relevant published course documents.

Module type	Description
Core	A module that all students <i>must study as part of their course</i> . Normally these modules are owned and delivered within a single School. Exceptionally core modules may be explicitly approved by the University Teaching and Learning Committee for cross-school delivery where there is a compelling pedagogical rationale. All core modules shall be weighted as 15 credits or multiples thereof.
Option	A module that forms part of a group of options owned and delivered within a School. Exceptionally option modules may be explicitly approved by the University Teaching and Learning Committee for cross-school delivery where there is a compelling pedagogical rationale. All option modules shall be weighted as 15 credits or multiples thereof.
Elective	A module timetabled into the University Elective Timetable for Single Honour courses. An elective may be positioned at either NQF level 3, 4 or 5 in the University's Academic Framework. All electives shall be weighted as 15 credits. There are two types of electives: Free Standing Electives (FSE) and Approved Pathway Electives (APEs). Students may be offered a choice between an approved option or an elective.
Free Standing Electives (FSE)	These are individual modules positioned at NQF level 3, 4 or level 5 in the University's Academic Framework. They are designed to enable students to broaden their learning beyond the core subjects of Single Honours. They may be taught in each teaching term, depending upon demand, and must be approved by the University Teaching and Learning Committee and timetabled to be delivered within the University's Elective Timetable. Stage 1 students shall study NQF level 3/4 electives and Stage 2 students shall study NQF level 4/5 electives.
Approved Pathway Electives (APEs)	Approved Pathway Electives is the generic name given to an electives pathway consisting of 60 credits (4x15). The Pathway consists of a cohesive course of study that provides academic progression with at least 30 credits at level 4 or 5. The aim of the Pathway is to provide students with a focused programme of study to broaden their learning and shall consist of sufficient academic credit to warrant specific recognition on the degree certificate but does not constitute an entry pathway. The APEs shall be made available to Single Honours programmes which opt into the Elective Scheme and shall be delivered within the University's Elective Timetable. Exceptionally, language electives forming part of an APE may be delivered in Stage 3 where this compliments a particular pattern of delivery, for example where a student is away from campus during a placement period or to enable entry to study a language at the ab initio level. The award certificate shall

Module type	Description
	record the achievement of the Pathway as a designated aspect of the award. In relation to languages the award certificate shall be recorded as “x with proficiency in ‘language’ (intermediate)” where the language has been taken at levels 3 and 4 and “x with proficiency in ‘language’ (advanced)” where the language has been taken at levels 4 and 5.

## **5. Credit and module status in postgraduate courses**

5.1 Credit is module specific and is available upon completion of the module. All modules contributing to an award must be credit-bearing.

5.2 For full-time postgraduate courses comprising 180 credits the usual pattern of delivery will be 60 credits in the Autumn Term, 60 credits in the Spring Term and 60 credits in the Summer Term. Exceptions to this may be explicitly approved, subject to the delivery of a maximum 75 credit in any term. Taught modules in the Summer Term will be limited to a maximum of 30 credits, normally where the dissertation/project is less than 60 credits.

5.3 Individual modules may contribute to more than one course, but the credit volume and level of the module shall be the same irrespective of the course to which the module contributes.

5.4 Two modules at different levels may rationalise resources by co-teaching. Where this occurs the shared teaching element must be in addition to an equivalent proportion of teaching on both individual modules at their respective levels. In addition both modules must have differentiated titles, learning outcomes and assessments. Exceptionally, alternative arrangements may be approved by TLC.

5.5 Modules may be delivered within a single term or across two terms. Where a module is delivered across two terms the minimum credit volume will be 30 credits.

*November 2012*

## Appendix B: Zero weighted modules

### (a) English

The Creative Writing Workshop module is not formally assessed. Approved for 2012/13 only.

The English Research Colloquim is not formally assessed.

### (b) ESW

*ITE course modules are pass/fail. Students must pass each module to achieve the award.*

### (c) MPS

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

**Appendix C: Modules where a resit is not available (please see rule 2.5)**

(a) ESW

*PGCE: all modules which include a placement can be repeated, subject to the availability of a placement opportunity;*

*GTP/School Direct ITE: all modules which include a placement can be repeated, subject to the availability of a placement opportunity;*

*MA/BA Social Work: all modules which include a placement can be repeated, subject to the availability of a placement opportunity.*

(b) EngInfo

*H1043 BEng Individual Project; H6052 Design Project; 860H1 MEng Group Project; 864H1 MSc Individual Project: Students can repeat the final stage but this may affect the professional accreditation status of their final award.*



**Appendix D: Undergraduate courses permitted to grant trailed credit at the June PAB (please see rule 3.2)**

*All four stage variants including a study abroad year.*

*On all courses where a student meets the higher progression threshold for study abroad a PAB may offer a trailed resit at the July PAB to be taken at the next assessment opportunity in A1, A2 or A3, either during the study abroad year or upon return (as notified by the School).*

**Appendix E: Exemption from non-discretionary compensation (see assessment regulation 3.3):**

ESW

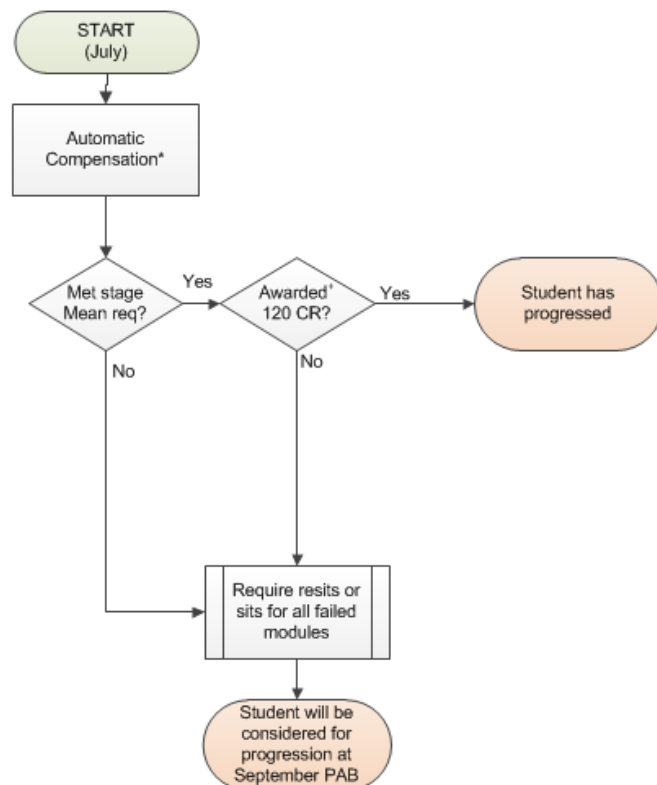
*MA/BA Social Work (all modules)- only core modules approved*

*Education- only core modules approved*

Psychology

PG Dip Psychological Therapies: all modules

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



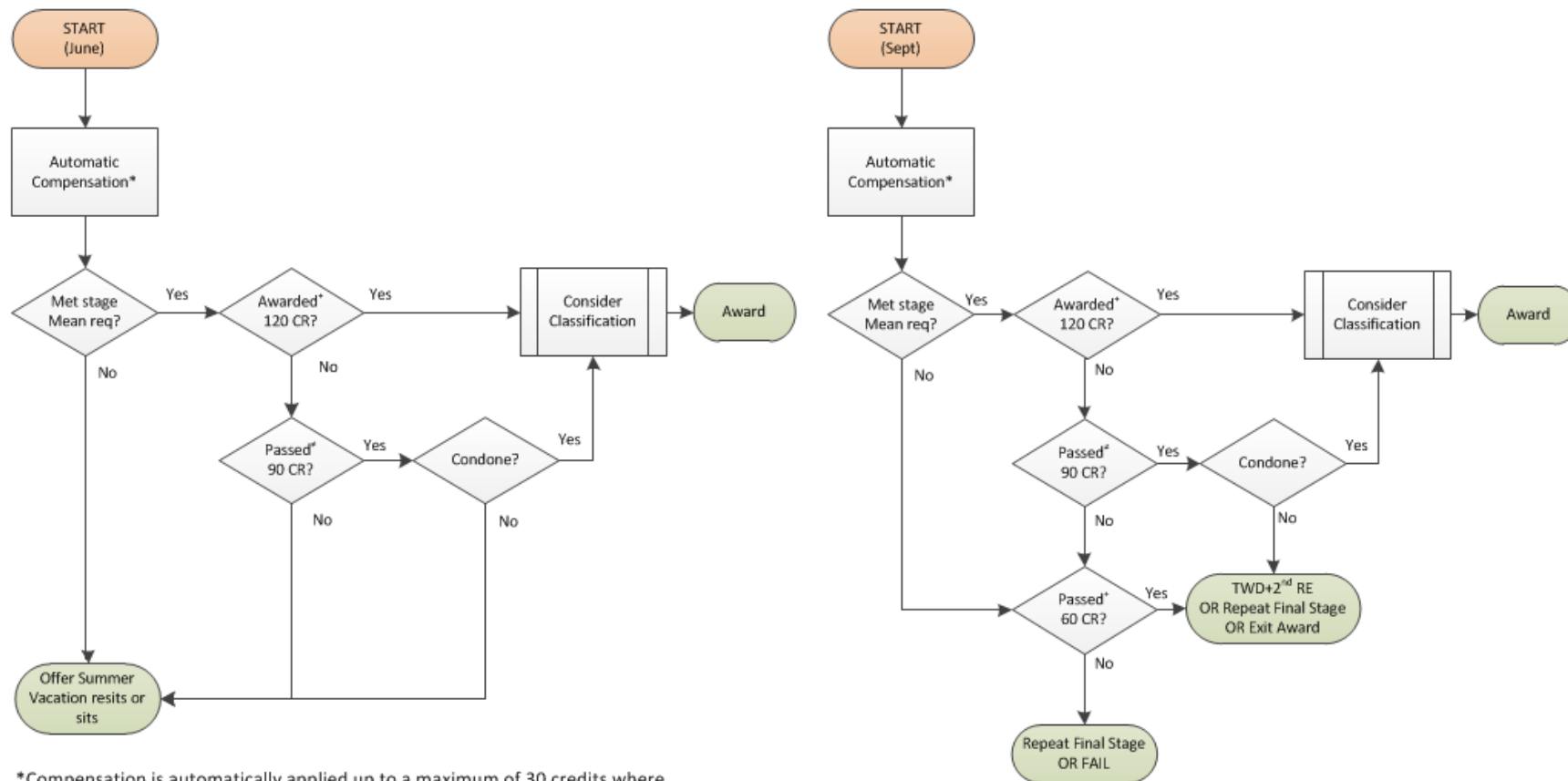
\*Compensation is automatically applied up to a maximum of 30 credits where criteria have been met. Note compensated candidates are entitled to resit marginally failed modules where compensated credit has been applied, provided that they register to do so as advised by SPA. If such modules include accepted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

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

≠ Passed credit is total credit from modules academically passed



## UG Awards June PAB; UG Awards Sept PAB.



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

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

≠ Passed credit is total credit from modules academically passed

## **Appendix G: Higher Progression Thresholds**

### **(a) Courses including a study abroad year**

Courses including a study abroad year require that a mean mark is achieved of 50% across stages 1 and 2.

### **(b) Integrated masters degree courses**

Thresholds requirements for progression to the next stage of an integrated masters degree and for transfer from a bachelors to an integrated masters degree. All courses fall within the approved groups set out below.

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

##### **Group A: Standard integrated masters degree**

Stage 1 to stage 2: 40% stage 1 mean required to progress to stage 2  
Stage 2 to stage 3: 55% stage 2 mean required to progress to stage 3  
Stage 3 to final stage: 40% stage 3 mean required to progress to final stage  
Weighting of stages: 40:60:65

##### **Group B: Integrated masters degree with early higher progression thresholds**

Stage 1 to stage 2: 55% stage 1 mean required to progress to stage 2  
Stage 2 to stage 3: 55% stage 2 mean required to progress to stage 3  
Stage 3 to final stage: 40% stage 3 mean required to progress to final stage  
Weighting of stages: 40:60:65

##### **Group C: Integrated masters degree with later higher progression thresholds**

Stage 1 to stage 2: 40% stage 1 mean required to progress to stage 2  
Stage 2 to stage 3: 55% stage 2 mean required to progress to stage 3  
Stage 3 to final stage: 55% stage 3 mean required to progress to final stage  
Weighting of stages: 40:60:65

##### **Group D: Integrated masters degree with a research placement**

Stage 1 to stage 2: 70% stage 1 mean required to progress to stage 2  
Stage 2 to stage 3: 70% stage 2 mean required to progress to stage 3  
Stage 3 to final stage: 70% stage 3 mean required to progress to final stage  
Weighting of stages: 40:60:65

#### **2. Criteria required to transfer from a bachelors to an integrated masters degree**

##### **Group (i): Integrated masters degree**

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

Stage 1 mean of 55% required to transfer to stage 2  
Stage 2 mean of 55% required to transfer to stage 3

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

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

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

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

There is a single transfer point at the end of stage 1, depending upon the availability of places on the course:

Stage 1 mean of 70% required to transfer to stage 2

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

Course title and School	Progression	Transfer
<b>Life Science</b>		
MChem Chemistry	B	(i)
MChem Chemistry (with a sandwich year)	B	(i)
<b>EngInfo</b>		
MEng Mechanical Engineering	C	(i)
MEng Automotive Engineering	C	(i)
MEng Electronic Engineering	C	(i)
MEng Electrical and Electronic Engineering	C	(i)
MEng Computer Engineering	C	(i)
<b>MPS</b>		
MPhys Astrophysics (standard and research placement)	Standard A Research Placement D	Standard (ii) Research Placement (iii)
MPhys Physics (standard and research placement)	Standard A Research Placement D	Standard (ii) Research Placement (iii)
MPhys Theoretical Physics (standard and research placement)	Standard A Research Placement D	Standard (ii) Research Placement (iii)
MPhys Physics with Astrophysics (standard and research placement)	Standard A Research Placement D	Standard (ii) Research Placement (iii)
MMath Mathematics	A	(ii)
MMath Mathematics with Computer Science	A	(ii)
MMath Mathematics with Economics	A	(ii)
MMath Mathematics with Physics	A	(ii)

### Transitional arrangements for pre 2012/13 cohort

(a) *The 2012/13 regulations will apply to all students taking assessment in 2012/13.*

*However in order to apply the 'no detriment at the level of the award' rule, PABs may exceptionally allow:*

- (i) A higher class to be awarded should such a class have been achieved under the 2011/12 regulations;
- (ii) A student in stage 2 or above or a part-time postgraduate student to continue on the same title or transfer to a higher level award should the criteria set out in the 2012/13 regulations not be met, provided that the criteria set out in the 2011/12 regulations have been met.

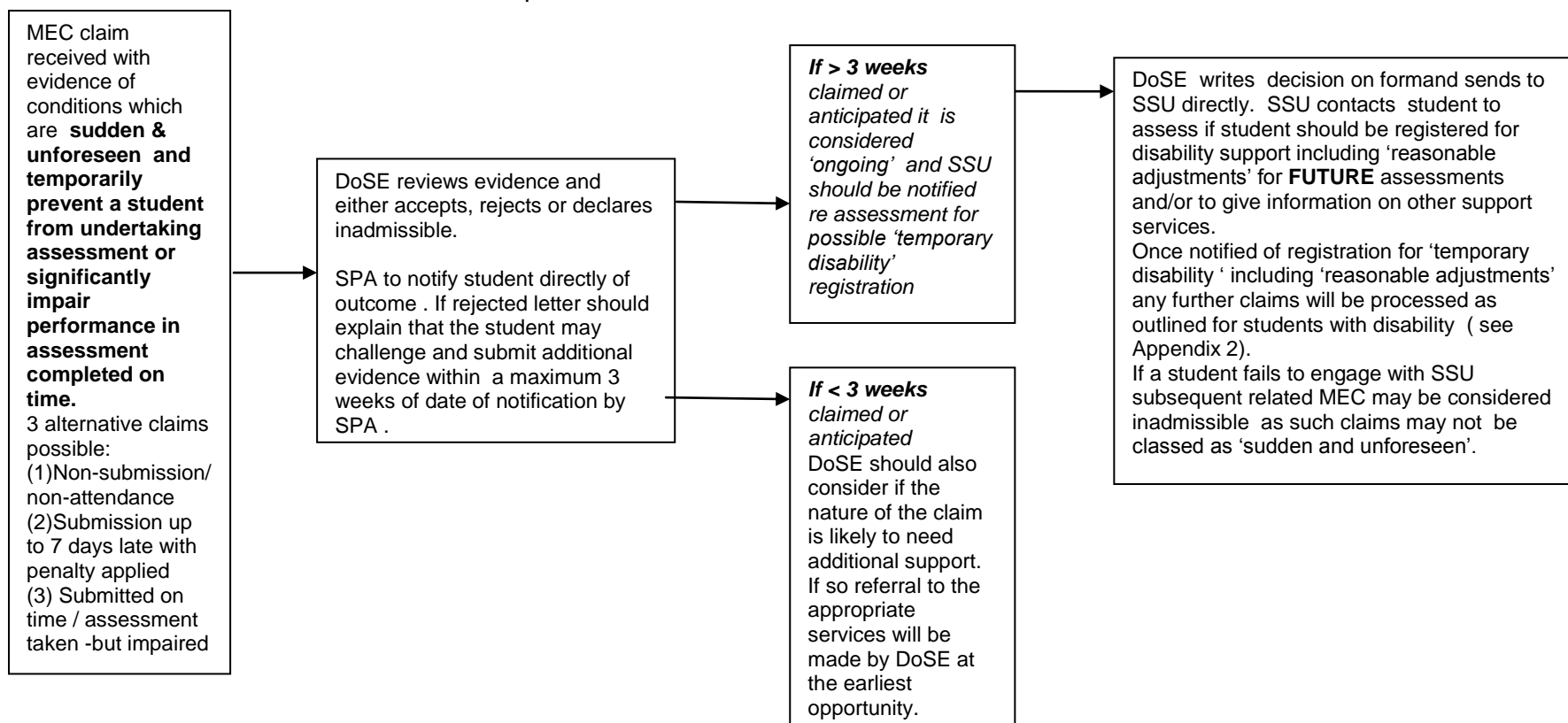
(b) *Exceptionally The 2011/12 weightings for classification will be applied to courses being taught out:*

- (i) Life Science: BSc Human Sciences 2009 and 2010 cohort.
- (ii) ESW: Joint BA Social Work (cohort taught with University of Brighton).

- (iii) All Schools with a study abroad year: Pre 2012/13 cohort on all single, joints and major/minor courses including a mandatory study abroad year may continue on the course title if they meet the 120 credit requirement, which may include credit awarded by compensation for a marginal fail in a language. The course titles set out in the Academic Framework will apply.
  
- (c) To ensure that there is no detriment at the level of the award for continuing students taking level 7 modules in 2012/13 where the pass mark is 50% and would previously have been 40%, the University has agreed that credit will be awarded where a mark of 40-49 has been achieved. Exceptionally, such credit will not be applied where a request from the School has been approved based on a PRSB requirement. This applies to:
  - (i) Education and MA BA Social Work: all core modules.
  - (ii) Psychology: PG Dip Psychological Therapies: all modules.

## Appendix i (a): Procedures to follow for students with Mitigating Evidence Claim (MEC) and no registered disability (September'12 updated April'13)

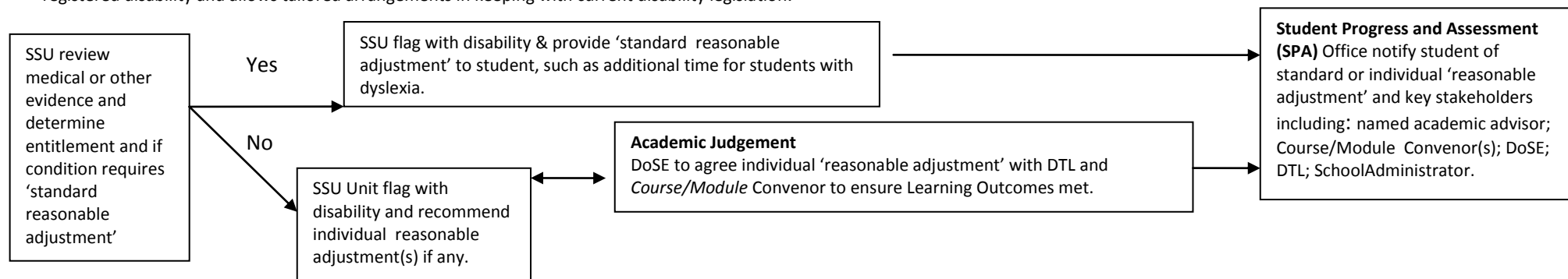
Processing of Mitigating Evidence Claims (MEC) for students not flagged with a disability. MEC must be appropriately evidenced and the following procedures describing how a claim is processed and the student is notified of the outcome. If a student wishes to challenge a rejected claim they may do so if they are able to submit additional evidence within 3 weeks of notification of the outcome of a rejected claim (note inadmissible claims do not have any right to challenge and submit further evidence). DoSEs are empowered to decide on the admissibility of the evidence related to impact on individual student performance in assessment, rather than the impact on the student overall, and therefore evidence may be rejected if dates do not correspond to assessment even if the evidence itself is admissible. The MEC Committee can empower the DoSE to remove late penalties and make decisions on the evidence submitted in relation to all or part of module assessment(s) however it is the School Progression and Award Board (PAB) who will remain the academic decision making body for all matters relating to progression and awards. Note 3 categories of claims are possible with no overlap permitted. For example if a student submits an assessment a week late then the penalty may be removed but no further impairment can be considered to avoid double claims. A claim of impairment is only considered if the assessment has been completed on time .



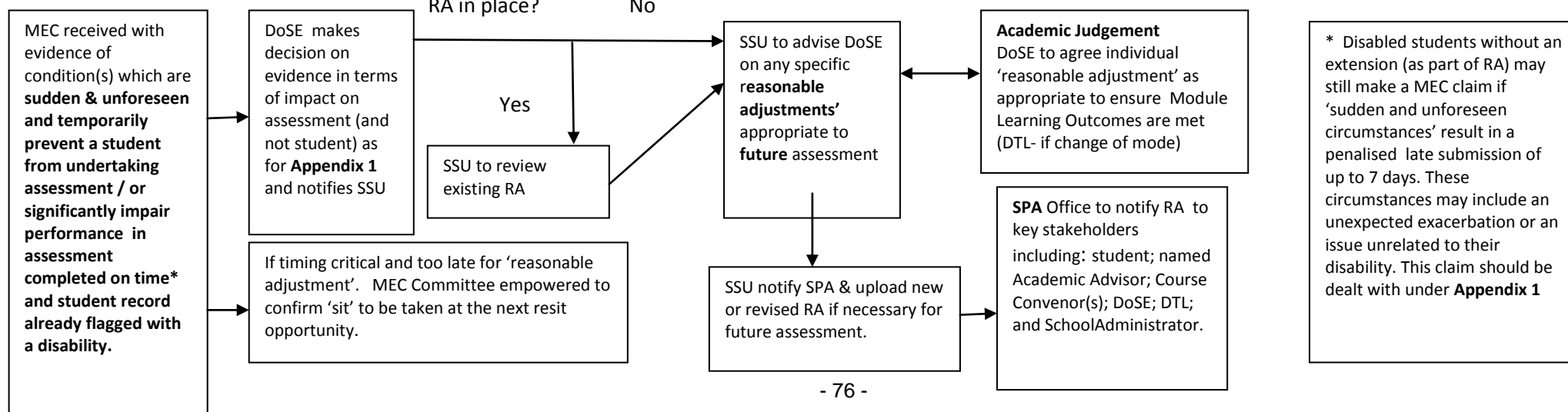


## Appendix i (b): Procedures to follow for students with (1) Registered disability (2) Registered disability and Mitigating Evidence Claim (MEC) (September'12, updated April'13)

1. For students with a declared disability, the Student Support Unit (SSU) will provide support based on an 'anticipatory approach' which commences with a review of the evidence in order to assess entitlement. Once registered SSU normally requires at least 3 weeks prior notice to enable the implementation of reasonable adjustments (RA) including changes to existing arrangements (examples include: extensions to deadlines, alternative assessment modes and exam arrangements). The nature of the RA will involve an 'academic judgement' by the Director of Student Experience (DoSE) in consultation with academic colleagues as appropriate to ensure the academic integrity of the assessment. This should include the DTL where the mode of assessment is changed. RAs may also be made in cases of pregnancy or related maternity needs, and in cases of evidenced and registered 'temporary disability' of greater than 3 weeks duration (see Appendix 1). No retrospective RA can be agreed once an assessment deadline has passed. Exceptionally SSU may agree 'in principle' a prospective request for a RA immediately before an assessment deadline for a student with a registered disability and evidenced 'sudden and unforeseen circumstances'. In such circumstances SSU may agree the details of the RA afterwards with the DoSE. To facilitate this the Examination and Assessment Regulations (1.7.4) permit the MEC committee to agree a sit of the resit mode as a RA independent of the PAB. This delegated authority has been granted in order to provide individual and timely decisions to support students with a registered disability and allows tailored arrangements in keeping with current disability legislation.



## 2. Processing of MEC for students with registered disability who submit MEC related to unexpected exacerbation (too late for reasonable adjustment) or issue unrelated to disability.



## **Appendix ii: University process for the moderation of marks**

### **UNIVERSITY PROCESS FOR THE MODERATION OF MARKS**

This process guide on the moderation of marks should be read in conjunction with Section 2.6 Marking and Feedback Policy and Procedures.

All module assessments with the exception of those listed below must be reviewed by an internal moderator, along with the feedback, to confirm that the marking has been conducted appropriately in line with the approved marking criteria.

The following assessments are excluded from moderation:

- (i) Assessments weighted at a cumulative total of less than or equal to 10% of the module assessment;
- (ii) Assessment modes which include a practical element (postgraduate and undergraduate dissertations/final stage projects, presentations (individual/group), teaching practice modes;
- (iii) Stage 0/1 assessments at levels 3 and 4

The Module Convenor (or a single marker nominee) is responsible for ensuring that all assessments are marked, in line with the approved marking criteria, and that students are provided with full annotation and feedback as part of the marking process. For large cohorts the relevant Board of Study should establish method to achieve consistency in the marking process. A process of internal moderation must then be conducted following this marking, as set out below.

A sample of 10% on a large cohort of 70 students or above, up to a maximum of 25 assessments, or a minimum of 7 marked assessments (whichever is the higher) and all fails with feedback, must be verified by an internal moderator as part of the University moderation process to ensure that the marking is appropriate, and is conducted consistently in accordance with the approved marking criteria.

Where the Moderator confirms that the marking and feedback on the sample is robust and appropriate, the marks can be released as provisional to students along with feedback. This ensures that only moderated marks are released and that marks for the cohort on any given assessment are released at the same time. Where the Moderator does not confirm that the sample marks and feedback are robust, a different sample must be reviewed by a second moderator, as set out below. In all cases the students should be advised of a second date when marks are expected to be released.

This moderation process is a quality assurance process that will ensure that the sample of assessments for onward transmission to the external examiner (including a sample of fails rather than all fails) will be fully annotated to indicate how the mark has been achieved, will provide evidence of moderation and will include feedback.

### **Step 1: Marking process**

- (i) The Chair of the Board of Study (or nominee) agrees the process of marking with the Module Convenor (or nominee responsible for marking the assessments) and appoints an independent Moderator (responsible for the quality assurance) on the moderation process.
- (iii) The Module Convenor (and/or nominee/s hereafter referred to as the Marker) marks the assessment in line with the approved marking criteria, annotating clearly how the mark has been derived. The Marker should take care in annotating assessments bearing in mind that the student is likely to see the annotated assessment.
- (iv) The Marker records the mark on the individual cover sheet and the batch marks sheet.
- (v) The Marker records the feedback, either directly on Sussex Direct or on the individual cover sheet. Schools may allocate a member of staff to enter the feedback on Sussex Direct from the individual cover sheet. Sussex Direct will be enabled for feedback entry for mid-year and end of year assessments, similar to coursework assessments. Marks and feedback are recorded based on the candidate number in line with the principle of anonymous marking.
- (v) The Marker completes a marks sheet for the batch recording a mark for every assessment, and attaches this to the front of the batch for each assessment (this stays with the batch). A number of internal examiners may be involved in the marking for a large cohort each with a batch marks sheet for the assessments that they are marking.
- (vi) The module convenor is responsible for the marking process, particularly where there are a number of markers.

### **Step 2: Selecting the sample for moderation**

- (i) The sample that is moderated must represent all classification bands and must include all fails.
- (ii) The Chair of the Board of Study (or nominee not involved in the marking process) selects a sample of 10% or a minimum of 7 and maximum of 25 of the marked assessments (whichever is the higher) and all the fails, along with all the feedback. The Chair of the Board of Study identifies the sample on the batch marks sheet. The sample must not include assessments where internal examiner/s cannot decide on the mark, as a mark must be allocated for all assessments as part of the marking process prior to moderation. This means that marks must not be agreed between an internal examiner and the Moderator.
- (iii) The Marker passes the sample of assessments and batch marks sheet to the Moderator, approved by the Board of Study, to conduct the moderation process.
- (iv) The School Administrator sets the timeframe for the sample to be returned to the Marker by the Moderator (this is necessary in order to meet the deadline for the return of marks and feedback to students and to meet any end of year deadlines in relation to examination boards).

### **Step 3: Conducting and recording the moderation process**

- (i) The moderation process checks that the marking has been conducted consistently according to the approved marking criteria.
- (ii) In conducting the moderation process the Moderator reviews the annotated assessment which show how the mark and feedback have been derived. 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.

(iii) The Moderator records his/her comments on the batch marks sheet for each assessment in the sample to confirm whether in his/her academic judgment the marking and feedback is robust and appropriate.

(iv) Where the Moderator confirms the sample, the assessments for the cohort and the batch marks sheet are taken to the School Office to complete and/or check the marks entry for all assessments in the cohort.

(v) The marks and feedback can be released as provisional to students, unless they are marks for mid-year assessments which will be held until the dedicated day for release or end of year marks which are not released until after the Progression and Award Board (PAB). This ensures that only moderated marks are released and that marks for the cohort on any given assessment are released at the same time.

(vi) Where the Moderator does not confirm the sample, a different sample must be moderated by a second Moderator. The Marker and the first Moderator record the outcome on the batch marks sheet.

(vii) Where the second Moderator confirms the sample, the marks and feedback are released as above.

(viii) Where the second Moderator does not confirm the sample, the marks given by the original Marker are 'discounted'. The marking process must be started again with the entire batch fully remarked by another marker. A sample must be moderated by another moderator who was not involved in the first round. Individual marks cannot be changed during the moderation process.

(ix) Where the batch is rejected due to an administrative error (such as a mistake in the adding up of marks from different sections of an exam paper) the entire batch must be checked by the Module Convenor to confirm that no other administrative errors have been made.

(x) Schools may request exemption from the University Moderation Process for particular assessments. Any proposals must be supported by the DTL and the STLC and referred to UTLC along with a rationale indicating how the assessments would be quality assured.

#### **Step 4: Release of moderated marks and feedback to students**

(i) The Chair of the Board of Study ensures that the moderated marks and feedback have been input correctly to the central recording system and that this process is completed within the appropriate deadlines.

(ii) Moderated marks and feedback should be released to students within 15 term time working days of the assessment deadline. Exceptionally, a School may release unmoderated marks where it was not possible to meet the 15 term time working days. Students should be made aware that unmoderated marks are provisional and subject to confirmation by the MAB.

(iii) Marks and feedback are released via Sussex Direct with an annotated copy of the assessment (where this is a written submission) being returned to the student with the other being kept by the School Office.

**Moderation of scripts submitted late**

No assessments submitted late (within 24 hours or 7 days) need to be moderated provided that it is marked by the same first examiner, although the module convenor may request that any particular script be moderated.