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**SECTION 1: ASSESSMENT REGULATIONS**

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## 2.9.5 Types of Misconduct

## 2.9.6 Misconduct Panel

## 2.9.7 Procedures for determining allegations of misconduct

## 2.9.8 Procedure for a first case of collusion or plagiarism

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

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

## 2.9.11 Conduct of the hearing

## 2.9.12 Penalties to be applied

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## 2.10.2 Failed students

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APPROVED BY UNIVERSITY TEACHING AND LEARNING COMMITTEE AND RELATED

### APPENDICES

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Summary of regulations

The 2015/16 examination and assessment regulations will be applied to all students taking assessment in 2015/16. The table below sets out the principle regulations included in section 1: assessment regulations.

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<th>Rationale</th>
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<td>Credit requirement for progression (undergraduate) (Regulation 1.4.3)</td>
<td>40% uncapped stage mean plus 120 credits (which may include a maximum of 30 credits given by compensation and/or trailed credits where criteria met).</td>
<td>Ensures stage mean achieved across stage.</td>
</tr>
<tr>
<td>Credit requirement for award (undergraduate) (Regulation 1.4.3)</td>
<td>40% capped stage mean plus 120 credits (which may include a maximum of 30 credits given by compensation and/or condoned credit where criteria met).</td>
<td>Ensures all credit secured with a maximum of 30 credits condoned at the award stage.</td>
</tr>
<tr>
<td>Credit requirement for award (postgraduate masters.) (Regulation 1.4.3)</td>
<td>50% capped stage mean plus 180 credits (which may include a maximum of 30 credits given by compensation and/or condoned credit where criteria met).</td>
<td>Ensures all credit secured with a maximum of 30 credits condoned at the award stage.</td>
</tr>
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<td>Compensation credit (Regulation 1.3.3)</td>
<td>Automatic compensation up to a maximum of 30 credits per stage will be awarded where criteria met.</td>
<td>Applied automatically to ensure equity of application. Ensures stage mean achieved across stage.</td>
</tr>
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<td>Trailed credit (Regulation 1.3.2)</td>
<td>PAB may allow a maximum of 30 credits to be trailed into the next stage, where criteria met.</td>
<td>May be used where compensation criteria not met and where PAB anticipates success at the next opportunity.</td>
</tr>
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<td>Condoned credit (Regulation 1.3.4)</td>
<td>PAB may allow a maximum of 30 credits to be condoned at the level of the award, where course learning outcomes and criteria met.</td>
<td>Allows for module failure in award stage provided good performance across stage. Avoids delay in achieving degree aims.</td>
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<td>Cycle of assessment (Regulation 1.2.3)</td>
<td>An assessment cycle includes one first attempt and one resit attempt.</td>
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<td>Repeat stage (Regulation 1.2.6)</td>
<td>Entitlement for repeat of stage 1 and discretionary thereafter including the final stage (UG and PG) and foundation level.</td>
<td>Equity for all students in stage 1. Academic judgement for other stages.</td>
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<td>Resit marks (Regulation 1.2.4)</td>
<td>Where a resit/sit is taken the mark achieved will stand. Where it is not taken the original mark will stand. Resit marks are capped at pass threshold for all modules.</td>
<td>Ensures student engagement and does not confer unfair advantage as a result of resit.</td>
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<td>Accepted exceptional circumstances (Regulation 1.7.4)</td>
<td>No marks will be set aside. Students may be given a sit opportunity as a result of evident impact on module assessment, as determined by the PAB, to demonstrate full potential.</td>
<td>Equity for all students and does not confer unfair advantage as a result of sit.</td>
</tr>
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<td>PG exit awards (Regulation 1.5.2)</td>
<td>Lower level awards to be given as exit awards where these have been validated as a coherent academic award for the individual course.</td>
<td>Embedded within principles of Academic Framework to award achievement when learning outcomes met.</td>
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<td>Absurd outcome (Regulation 1.5.7)</td>
<td>The PVC (T&amp;L) may endorse a PAB recommendation where the outcome of the assessment regulations is exceptionally considered to be unacceptable for an individual student.</td>
<td>PAB rather than PVC decision to secure route to appeal. PVC may accept or reject to maintain academic standards.</td>
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Significant changes included for 2015/16

Section 1: assessment regulations

1.2.4 the inclusion of a ‘within year’ retrieval opportunity for a coursework assessment.

1.3 Timing of further resit opportunities: A trailed resit or second resit will be set in the summer vacation assessment period (following the first resit) rather than along with the assessment for the next cohort.

1.4.6 Postgraduate candidates: where less than 60 credits have been achieved at the summer PAB, resits/sits for all failed taught modules will be scheduled in the summer vacation assessment period and the dissertation/project deferred for submission in the mid-year assessment period.

1.4.7 Integrated study abroad year/voluntary study abroad year: amendment to threshold requirement – normally 50% in stage 1. Variation of study: approval will only be considered for a study abroad term where a capped mean of 60% in stage 1 has been achieved.

1.4.10 Criteria for intercalated year included.

1.5.1 (ii) 4 year honours degree: a voluntary study abroad year no longer contributes to classification in any School.

1.5.5 Undergraduate borderline candidates: a borderline candidate will be automatically reclassified where they have achieved 50% of the credit that contributes to classification in the higher class.

Section 2: policy and procedure

2.3 Special arrangements: reorganisation of Reasonable Adjustments in conjunction with 2.8; minor revision to procedure for study after deregistration.

2.6 Marking, Moderation and Feedback: amendment to moderate module assessments weighted over 30%.

2.7 Exceptional Circumstances: terminology change from Mitigating Evidence to Exceptional Circumstances.

2.8 Students with a registered disability: inclusion of procedure for approval of proposals; inclusion of amendment to enable a registered disabled student with an extended deadline agreed via a reasonable adjustment to submit late in accordance with the Late Submission Policy, without incurring a penalty.

2.9 Academic Misconduct: revision to procedures including not assigning a mark for a major case of misconduct, referring a first case of collusion to the Academic Practice Workshop and streamlined penalties.

Version 4.1 includes an amendment to chapter 2.8 Students with a Declare Disability regarding the terms of reference and use of the late submission period.
Glossary of key words used in this handbook and their meaning:

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<th>Meaning in this handbook</th>
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<td>Academic Credit</td>
<td>Academic credit is awarded for the successful completion of a credit rated module.</td>
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<td>Assessment period</td>
<td>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).</td>
</tr>
<tr>
<td>Award*</td>
<td>The academic award for the successful completion of a course (e.g. BA, BSc, LLB, Certificate, Diploma).</td>
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<td>Capped marks/ capping</td>
<td>‘Capping’ is where the mark for a module is restricted to the bare pass mark. This applies to resits (see below).</td>
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<tr>
<td>Classification</td>
<td>The process that occurs at the end of studies for an Honours degree, where Progression and Award Boards (PABs) categorise students’ overall results into classes of degree. This includes Distinction and Merit at postgraduate level.</td>
</tr>
<tr>
<td>Condoned credit</td>
<td>A PAB has discretion to give condoned credit at the award stage subject to the criteria being met.</td>
</tr>
<tr>
<td>Compensated credit</td>
<td>Compensated credit will be given automatically by the PAB for a marginal fail on a module, where the criteria has been met.</td>
</tr>
<tr>
<td>Conflation</td>
<td>The arithmetical process of producing a final mark based on weightings assigned to each element in an assessment.</td>
</tr>
<tr>
<td>Contributory assessment</td>
<td>Assessment that contributes to the mark for a module.</td>
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<td>Core module</td>
<td>A module that must be taken. Compensation will be applied automatically where the compensation criteria has been met.</td>
</tr>
<tr>
<td>Course</td>
<td>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.</td>
</tr>
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<td>Coursework assessment</td>
<td>An assessment completed during the time that the module is being taught, or shortly afterwards.</td>
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<td>Cycle of assessment</td>
<td>Comprises one sit and one resit attempt at module assessment in stage of study.</td>
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<td>Joint Major*</td>
<td>For example BA English and History (where English and History are both major subjects, contributing equally to the overall degree).</td>
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<td>Level*</td>
<td>Level refers to the difficulty of the module aligned to the national FHEQ. These levels are usually taken in the following stages of study:</td>
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<td>Foundation stage 0: Level 3</td>
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<td>UG stage 1: Level 4</td>
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<td>UG stage 2: Level 5</td>
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<td>UG stage 3: Level 6</td>
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<tr>
<td></td>
<td>PG stage: Level 7</td>
</tr>
<tr>
<td></td>
<td>At each stage a student may take 30 credits at the level below but not above at any stage.</td>
</tr>
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<td>MAB</td>
<td>The Module Assessment Board (MAB) considers and assures marks achieved on a module by a cohort of students.</td>
</tr>
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<td>Major/Minor*</td>
<td>‘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.</td>
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<td>Mode of Assessment</td>
<td>The description of an assessment type.</td>
</tr>
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<td><strong>Moderation (Internal and External)</strong></td>
<td>Internal moderation is a process that is required by the University to confirm that the marking process has been conducted appropriately, based on assessment outcomes. It is undertaken independently of the marking team following the completion of the marking process prior to external moderation by the External Examiner.</td>
</tr>
<tr>
<td><strong>Module</strong></td>
<td>A unit of study which usually leads to the award of credit.</td>
</tr>
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<td><strong>Module assessment</strong></td>
<td>The work required in order to obtain a mark for a module. Module assessment may take place during the term (known as coursework) or in the mid-year or end of year assessment period.</td>
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<tr>
<td><strong>Non-contributory work</strong></td>
<td>‘Non-contributory work’ is a term used to describe exercises which are required to be undertaken as part of the learning process, but for which the mark does not contribute to the mark received for the module.</td>
</tr>
<tr>
<td><strong>PAB</strong></td>
<td>The Progression and Award Board (PAB) reviews marks arrays for students and considers candidates for progression to the next stage and for award.</td>
</tr>
<tr>
<td><strong>Progression</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Repeat</strong></td>
<td>A repeat is an opportunity to retake the complete cycle of assessment (sit and resit) for progression/award or exceptionally a term or module. It will entail repeating the learning as well as the assessment. Marks for repeat modules are not capped.</td>
</tr>
<tr>
<td><strong>Resit</strong></td>
<td>A resit is an opportunity to retrieve an initial fail without repeating a module. Resit marks are capped at 40% on modules at levels 3-6 and at 50% on modules at level 7.</td>
</tr>
<tr>
<td><strong>Rounding of marks</strong></td>
<td>The mark for a module, stage or grand mean shall be a whole number rounded up (≥0.45) or down (≤0.44).</td>
</tr>
<tr>
<td><strong>Sit</strong></td>
<td>A Sit is an opportunity to take an assessment ‘as if for the first time’. A Sit may be offered by a PAB due to accepted exceptional circumstances. ‘Sit’ marks are not capped at the pass threshold and will be weighted in accordance with the accepted exceptional circumstances.</td>
</tr>
<tr>
<td><strong>Stage</strong></td>
<td>The period of an award between two progression points.</td>
</tr>
<tr>
<td><strong>Sussex Direct</strong></td>
<td>The web-portal for students and staff.</td>
</tr>
<tr>
<td><strong>Trailed credit</strong></td>
<td>A PAB has discretion to allow credit to be trailed into the next stage subject to the criteria being met.</td>
</tr>
</tbody>
</table>

* Please see the University’s Academic Framework for further details ([Appendix A](#)).
1.1 Principles governing the University examination and assessment regulations

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

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

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

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

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

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

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

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

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

**Principle 9:** A repeat year for a Foundation Year course, Stage 2 and beyond for undergraduate courses, and masters awards is permitted at the discretion of the Progression and Award Board. Such students will be subject to an individual Repeat Year Learning Agreement.
Principle 10: Individual exceptional circumstances is the University’s description of conditions which are sudden and unforeseen and temporarily prevent a student from undertaking assessment, or significantly impact on student performance in assessment in general, including late submission: as such the measure of severity is not about impact on the student but the impact on the assessment at the level of the module.

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

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

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 between levels.

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

All courses are validated as cohesive and comprehensive patterns of study. Requests for a variation to undergraduate courses for an individual student will not be considered other than a term of study abroad/placement. A study abroad/placement year is an additional voluntary year and does not constitute a variation of study. All applications for a variation of course must be supported by the School Director of Teaching and Learning (DTL) and will be subject to approval by the Pro Vice-Chancellor (Teaching and Learning) on behalf of the University Teaching and Learning Committee (UTLC). Application for a variation of study may be rejected based on academic judgement regarding the proposed variation and/or the academic performance of the student. The DTL must ensure that the learning outcomes of any core modules missed can be met and that the level and credit volume of study is academically appropriate.

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 Recognition of Prior Learning policy, provided it is approved pre-admission.
1.2.3 An initial assessment cycle and a repeat assessment cycle of the stage

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

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

1.2.4 Resit opportunities

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

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

Resit marks are capped at the pass mark for the module (and not at a higher progression threshold stage mean requirement), to ensure that students who are offered resits do not have an unfair opportunity to improve their marks. The uncapped resit mark will be considered for progression purposes on all awards with the exception of integrated masters awards where the capped mark will be considered (see Regulation 1.4.8). The capped resit mark will be considered for all course transfer applications and for award purposes and will stand for all courses even where it is lower than the mark achieved at the first attempt. The original mark will stand where the resit opportunity has not been taken.

Resit opportunities are usually scheduled in the summer vacation assessment period. However, Schools may provide a ‘within year’ resit opportunity to retrieve a coursework assessment within 4 weeks of marks being published. This will be a capped resit of the same mode and weighting, to enable timely retrieval of coursework and integration of teaching, learning and assessment. The mark achieved will replace the original first attempt mark and will therefore not be recorded separately. The PAB will offer a resit/sit of the resit mode in the summer vacation assessment period, in the usual way, including where a ‘within year’ resit opportunity has been failed. A ‘within year’ resit opportunity may be uncapped by the PAB in accordance with accepted exceptional circumstances submitted in relation to the original deadline.

A resit will not be the automatic recourse for a dissertation/project of 30 credits or more in the final stage of an undergraduate course or at postgraduate level. Instead an appropriate retrieval opportunity will be given, which may include a resubmission for a capped mark.
Schools must provide an alternative mode of assessment for Visiting and Exchange students on all modules taken by these students where the mid-year assessment and resit assessment is an in-person assessment. Exceptionally, the alternative assessment agreed for a Visiting and Exchange student may be offered to a student taking a study abroad/placement term. The School Director of Teaching and Learning can approve requests where these are supported by evidence to verify that the term abroad will start prior to the mid-year assessment period. Where the study abroad/placement term starts after the mid-year assessment period, the student will not be able to take the alternative assessment.

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

1.2.5 Modules exceptionally exempted from providing a resit opportunity

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

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

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

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

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

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

The opportunity to repeat stage 1 (FHEQ level 4) is automatic for failing students providing the course of study is available in the following academic session. For Foundation stages, and for students at stages subsequent to stage 1 including the final undergraduate award stage and for masters students, there is no automatic right to repeat the stage. Any such offer will be at the PAB’s discretion. However, the PAB is advised to seriously consider offering a repeat of a stage to a student who has not previously repeated a stage. Evidence of attendance and engagement during the failed stage should not be taken into consideration but academic performance in a previous stage may be a determining factor. Where the PAB exceptionally decides not to offer a repeat of a stage to a student who has not previously repeated a stage in the course, the PAB must set out the rationale for this decision in the minutes.
A student offered a repeat of a stage of study will be asked to agree to abide by the conditions set out in a University Repeat Year Learning Agreement. Where the repeat year is automatic at stage 1, the learning agreement will be the standard University model (available at Appendix (i)). Where the PAB offers a repeat year to a student in a stage subsequent to stage 1 or on a postgraduate course it may specify (or delegate to the Chair) amendments to the standard University model learning agreement, provided that the conditions are not more onerous. The School Student Progress Committee may commence withdrawal proceedings for any student in breach of their Learning Agreement.

No student shall be permitted to repeat the same stage of study more than once, even where they have transferred course, and shall only be permitted to repeat where the stage has been failed. In offering a repeat stage to a student who has previously repeated a stage the PAB should be mindful of the maximum period of registration as set out in the University's Academic Framework at Appendix A.

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

1.2.7 Permanent and temporary withdrawal requested by a student

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

(i) Permanent Withdrawal (PWD)

If a student wishes to return to the University having permanently withdrawn (PWD), 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 normally restart at the beginning of the term that they did not complete, in order to avoid any gaps in teaching. Undergraduates have two points in the year where re-entry to study is permitted, at the start of the Autumn term or the start of the Spring term. Postgraduate students may restart at the beginning of any of the three terms (Autumn, Spring or Summer). Any assessment marks for the non-completed term, achieved prior to temporary withdrawal, will be removed from the student record prior to restarting the term/stage. Marks for a term completed prior to temporary withdrawal will be assured by the Module Assessment Board (MAB) and the student will be considered by the PAB at the next meeting.
A Notification of Temporary Withdrawal form must be completed for every student. In all cases the student decides when to take a period of temporary withdrawal but the PAB reviews the academic performance for the term/stage and confirms the re-entry date and any assessments that will be set prior to re-entry or a repeat of the term/stage as appropriate.

In cases where the student does not resume their studies at the next appropriate point of re-entry the status of the student will change from Temporary Withdrawal to Permanent Withdrawal, where 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 (for example disability).

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

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

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

1.3.1 Criteria for retrieving credit

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

1.3.2 Discretionary trailed credit

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

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

Permission to trail credit will normally only be granted by a September PAB following a failed resit. In exercising its discretion, the PAB will take into consideration evidence of attendance and engagement across the stage such that the student is likely to succeed at the next assessment opportunity. The Resit PAB should be mindful of cases where a student has not attended for the resit opportunity as this may be due to course commitments (study abroad, placements, or field trips). In cases where the student is on a study abroad/placement year a trailed resit may need to be offered during the final stage, following a study abroad/placement year provided the total credit to be trailed does not exceed 30 credits. No marks may be carried forward from the original assessment attempt.

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

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

1.3.3 Non-discretionary compensated credit

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

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

(i) an uncapped stage mean of 40% for an undergraduate course, with the exception of integrated masters courses where the uncapped stage mean requirement in the final stage is 50%, or an uncapped stage mean of 50% for a postgraduate course (excluding the research project/dissertation);

(ii) a marginal fail on the module/s (35-39% for undergraduate modules or 45-49% for a level 7 module).

Compensation is not discretionary to the Progression and Award Board (PAB) and is referred to as automatic compensated credit for a marginal fail. The actual mark achieved will stand for progression and award purposes. Exceptionally, a module may be exempt from the application of non-discretionary compensation based on a Professional and/or Statutory Body (PSB) requirement approved by the University Teaching and Learning Committee. All exemptions are set out in Appendix E.
A maximum of 30 credits per stage in undergraduate courses may be awarded by automatic compensation to enable for stage progression or award. Compensation will be applied at the PAB where the criteria are met.

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

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

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

1.3.4 Discretionary condoned credit

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

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

1.3.5 Discretionary temporary withdrawal with a second resit

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

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

1.4.1 The award of credit

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

1.4.2 Rounding of marks

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

1.4.3 Progression and award criteria

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

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

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

The University's Academic Framework sets out the overall credit volume requirements for each taught award and the minimum credit requirement that needs to be achieved to be recommended for a degree (see Appendix A).
1.4.4 Application of mechanisms to retrieve credit for progression or award at the undergraduate and postgraduate Progression and Award Board (PAB)

The undergraduate and postgraduate Progression and Award Board (PAB) has discretionary authority to offer a combination of mechanisms to provide an opportunity for the student to retrieve the credit necessary for progression (following any resit opportunity) or the achievement of an award as set out below and illustrated in the flowchart at Appendix F. These mechanisms can be applied at the PAB’s discretion, where the criteria have been met, in order to secure the standard of the award. This ensures that in addition to the stage mean being met that the pass threshold has been achieved on at least 75% of the credit in the stage for progression and award (See criteria for application of mechanisms to retrieve credit in Regulation 1.3).

1.4.5 Undergraduate candidates

(i) Non achievement of stage mean

Where the stage mean requirement has not been achieved (see stage mean criteria in Regulation 1.4.3) following any resit opportunity, the student has no right to compensated, condoned or trailed credit nor has the PAB discretion to allow a student to progress or receive an award. Mechanisms available to the PAB to enable the student to retrieve the credit include a repeat stage/term (see Regulation 1.2.6) or exceptionally, temporary withdrawal from the course with a second resit for a capped mark where 60 credits have been achieved (see Regulation 1.3.4). Alternatively, following a first resit opportunity, the PAB may exceptionally decide that a further retrieval opportunity should not be permitted and so require permanent withdrawal with an exit award where the credit requirement set out in the University’s Academic Framework have been met (Appendix A). Students failing to progress from stage 1 are automatically entitled to a repeat stage.

(ii) Achievement of stage mean

Where the stage mean requirement has been achieved (see stage mean criteria in Regulation 1.4.3) but the credit requirement has not been achieved, mechanisms available to the PAB to enable the student to progress or achieve the award include the application of a combination of compensated, condoned or trailed credit up to a maximum of 30 credits (see criteria in Regulation 1.3). Where this is not possible the PAB should consider a first/second resit opportunity to enable credit to be secured (see Regulation 1.3.4 for criteria for second resits) or exceptionally a repeat of a stage/term (see Regulation 1.2.6).

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

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

(1) Where the stage mean has been achieved and 90 credits or more awarded then the PAB must seriously consider granting trailed credit in combination with compensated credit up to a maximum of 30 credits to enable the student to progress thereby not imposing any undue delay in the achievement of the award aims. Exceptionally, where there is a Professional and/or Statutory Body (PSB) requirement to achieve the pass threshold on all modules or where the PAB has significant concerns about the academic underpinning that could not be achieved through trailing credit the PAB must offer a choice of temporary withdrawal with second resits or a repeat of the stage/term. A clear minute must record the rationale in all cases where trailed credit has not been granted to enable progression.
Where the stage mean has been achieved but less than 90 credits awarded the student may not progress. Students failing to progress from stage 1 are automatically entitled to a repeat stage. The PAB must seriously consider offering a repeat stage to students in stages subsequent to stage 1 and the foundation year irrespective of whether the student has previously repeated a stage. The PAB may offer a repeat stage, temporary withdrawal with a second resit/s where 60 credits have been achieved and where there is evidence of good engagement, or a repeat of a term. Once 90 credits or more have been awarded then the PAB may grant trailed credit in combination with compensated credit up to a maximum of 30 credits to enable the student to progress to the next stage.

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

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

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

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

1.4.6 Postgraduate candidates

A PAB will be convened virtually in July to offer resits/sits in relation to modules completed in the Autumn, Spring and Summer terms. Where less than 60 credits have been achieved at the Summer PAB, resits/sits for all failed taught modules will be scheduled in the Summer vacation assessment period with the dissertation/project deferred for submission in the mid-year assessment period. Where 60 credits or more have been achieved at the Summer PAB, resits/sits for all failed taught modules will be scheduled in the Summer vacation assessment period, with the dissertation/project only being deferred for submission in the mid-year assessment period where the PAB confirms that the relevant taught modules should be completed prior to submission of the dissertation/project.

(i) Non achievement of stage mean

Where the 50% stage mean has not been achieved (see stage mean criteria in Regulation 1.4.3), usually following any resit opportunity, the student has no right to compensated or
condoned credit nor the PAB discretion to allow a student to receive an award. Mechanisms available to the PAB to enable the student to retrieve the credit include a repeat of the stage/term (see Regulation 1.2.6) or temporary withdrawal from the course with a second resit where 60 credits have been achieved (see Regulation 1.3.4). Alternatively the PAB may decide that further retrieval opportunities should not be permitted and so require permanent withdrawal with an exit award if available as part of the validated provision of the course (see Regulation 1.5.2(v)).

(ii) Achievement of stage mean

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

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

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

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

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

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

(iv) Consideration of award candidates on postgraduate diploma courses

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

(v) Consideration of award candidates on postgraduate certificate courses

Candidates on postgraduate certificate courses are required to achieve the pass threshold on 60 credits, and achieve a stage mean of 50%, following any resit and/or repeat opportunity, in order to receive an award. Condoned or compensated credit may not be granted.
1.4.7 Consideration of candidates on a 4 stage bachelor course including study abroad/placement

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

4 stage bachelor courses including an integrated study abroad year/voluntary study abroad year have higher progression thresholds. Students are normally required to achieve a capped mean mark of 50% in stage 1 to continue on or transfer to a course including an integrated study abroad year/voluntary study abroad year. In addition, the PAB may take into consideration performance in Term 1 of stage 2. Accepted exceptional circumstances may not be taken into consideration. Appendix G(a) sets out courses with a higher progression thresholds.

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

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

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

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

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

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

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

To continue into the final stage of a 4 stage course title including a study abroad/placement year, an overall mean of 40% is required on the study abroad/placement year assessment. A voluntary study abroad/placement year will not contribute to classification. Students will however be required to achieve the pass threshold of 40% in order for the study abroad/placement year to be included in their degree title (see Regulation 1.4.7(iii)). For the placement year the assessment will be based on the assessment submitted and marked at the University whereas the assessment for a study abroad year will be agreed in advance. This assessment model applies to courses where the study abroad/placement year contributes to classification and where it does not.

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

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

(c) **Conversion of study abroad marks**

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

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

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

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

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

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

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

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

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

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

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

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

A University of Sussex Certificate of Education will be issued in cases where a student does not meet the assessment criteria for progression to stage 1 of an associated award but achieves 120 credits and an uncapped stage mean of 40%. Where only 90 credits have been achieved compensation may apply up to a maximum of 30 credits. The rules on condoned credit and trailed credit do not apply as this is a single stage.

There is no automatic right to repeat the foundation year.
1.4.10 Criteria for an Intercalated Year

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

1.4.11 Pathway titles (including language pathways)

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

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

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

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

1.5.1 Credit volume and weighting for classification of undergraduate awards

(i) 3-year honours degree

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

(ii) 4-year honours degree

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

An Integrated Masters degree will be awarded to students who achieve 480 credits across stages 1, 2, 3 and 4, following the application of rules on compensated and condoned credit. Award classification shall be calculated according to the grand mean based on a ratio of 40:60:65 for stages 2, 3 and 4. Exceptionally, approval may be given as a variation of curriculum to replace stage 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. It will not be possible to exit with a BSc after 3 years where a variation of study has been taken. Where a voluntary study abroad/placement year has been added as an additional year to an integrated masters degree this will not contribute to classification.

(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 at level 6 in the final stage, following the application of rules on compensation and usually following any resit opportunity. There is no requirement to achieve a stage mean for an Ordinary award. In some cases, a student who does not meet the progression criteria for a named award may be transferred onto the Ordinary variant for the final stage. The PAB has discretion to not award an Ordinary degree, where the criteria have been met, where this would conflict with a Professional and/or Statutory Requirement.

(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, provided that a variation of study year has not been included in the course. In some cases, a student who does not meet the progression criteria for an integrated masters degree may be automatically transferred onto the BSc/BEng variant for the final stage, provided that a variation of study year has not been included in the course. With the exception of the MEng, a BSc exit award in the course title will be awarded unless an alternative course title was approved at validation.

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

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

(i) Euromasters award

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

(ii) Masters award

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

(iii) Postgraduate diploma

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

(iv) Postgraduate certificate

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

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

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

1.5.3 Aegrotat awards

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

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

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

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

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

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

1.5.5 Borderline for degree classification

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

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

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

When considering postgraduate candidates, the PAB has discretion to reclassify postgraduate borderline candidates where (a) a borderline grand mean has been achieved as well as 50% of the credit that contributes to classification in the higher class or (b) a grand mean in the higher class has been achieved but 50% of the credit that contributes to classification in the higher class has not been achieved. The PAB may reclassify a borderline student based on the individual student profile, on the marks array. The PAB must use its discretion in cases where the grand mean has been achieved as a result of
good performance across the taught modules in addition to good performance in a heavily
weighted research based project/dissertation.
The External Examiner may exceptionally review assessments in the final stage for
borderline candidates where the PAB has the discretion to reclassify, and make a
recommendation for reclassification based on his/her academic judgement. Where such a
review is undertaken by an External Examiner, Schools must ensure that all such
assessments are reviewed for all candidates on that course where the PAB has discretion to
reclassify. No marks may be changed as a result of this activity.

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

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

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

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

### 1.5.7 An absurd outcome for an individual student

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

For example:

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

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

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

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

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

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

Work that has been submitted on time will be marked once the deadline has passed and therefore a revised version, or additional elements, cannot be resubmitted after the deadline for a penalty.

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. Occasionally, where a feedback session is timetabled within 24 hours of the deadline 24 hour late submission will not be possible. In addition, Schools may exclude other forms of assessment such as Take Away Papers where the short deadline set is an integral part of the learning outcome/s being assessed. In all such cases the module handbook must make this clear to students at the start of the academic year.

1.7. **CONSIDERATION OF EXCEPTIONAL CIRCUMSTANCES CLAIMS**

1.7.1 **Exceptional Circumstances Claims sub-committee**

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

1.7.2 **Waiving of late submission penalties**

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

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

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

Where a student submits a claim against a Sit in the summer vacation assessment period, and this is accepted, the PAB may consider allowing the student to trail the further Sit into the next stage (provided that the criteria are met and that a maximum of 30 credits are trailed). Alternatively the PAB may require the student to temporarily withdraw and Sit up to a maximum of 60 credits prior to being considered by the PAB for progression or award, or to repeat the stage/term. In all cases the PAB must consider the academic performance overall and offer further retrieval opportunities where there is evidence on the marks array that the student is able to achieve the degree aims within the maximum period of registration. This means that the PAB must review a previous decision in cases where a Sit/resit opportunity has not been taken and there is an accepted claim.

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

Very occasionally a Sit may be offered outside of the consideration of the PAB as set out below. All Sits will be offered in the next designated resit assessment period and will be a Sit of the approved resit mode. This is distinct from cases where a student has failed assessments and has an accepted claim for exceptional circumstances. 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 or internship commitment which may clash with a scheduled examination may be offered a sit in the summer vacation assessment period or the next designated assessment period (as appropriate) (see Regulation 2.3.2(ii)). The Student Systems and Records Office (SSRO) will notify the Progression and Award Board (PAB) that a Sit of the resit mode has already been agreed
and the timing of this assessment.

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

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

In cases where a claim for exceptional circumstances has been accepted in relation to a presentation or a laboratory scheduled for an individual student during a teaching period, the DoSE can arrange for the assessment to be rescheduled provided that this can be accommodated before the published assessment deadline for the assessment.
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 cases, where adhering to the policy of anonymity causes significant issues of concern for example where the conferral of the award embeds a professional qualification that requires a fuller discussion of individual performance, an exemption from the policy may be sought. A request, with rationale, should be submitted to the University Teaching and Learning Committee via the School Teaching and Learning Committee. Exemptions are included in Appendix (ii).

2.1.3 Confidentiality

The following are general principles on confidentiality:

(i) the content of unseen examination papers must not be revealed in advance to students;

(ii) the names of internal Markers of assessed work are, formally, confidential until feedback is provided;

(iii) access to students' marks before and after examination board meetings should be restricted to members of staff who require access in their work capacity;

(iv) Faculty/members of staff are not permitted to inform students of their recommended classification/award outcome or module results before these are published (this does not preclude providing feedback to students, based on the marking criteria for the assessed work, indicating areas of strength and weakness and does not preclude a discussion with a student who has failed to achieve an award prior to publication of results);

(v) the discussions of Module Assessment Boards (MABs) and Progression and Award Boards (PABs) are strictly confidential (this does not preclude publishing decisions or providing students with a rationale following a MAB decision);

2.1.4 Protocol relating to personal interest and/or knowledge

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

(i) If there is any personal interest, involvement or relationship between a Marker and a student, the Marker should not mark the student's work and should declare the interest to the Director of Teaching and Learning;

(ii) Members of examination boards must likewise declare any such personal connection
with a student being assessed either in advance to the Chair of the examination board or at the meeting before the student is considered. The Marker must leave the meeting while the student in question is being considered;

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

2.1.5 Conflated marks

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

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

2.2.1 Structure and roles of Boards of Study and examination boards

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

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

2.2.2 Board of Study (BoS)

BoS Terms of Reference:

(i) To consider and convey views and recommendations to the School Teaching and Learning Committee (STLC) concerning any academic matter relating to Courses and/or Modules within its remit and any other matter requiring consideration as may be referred from time-to-time.

(ii) To keep under review delivery of courses within the remit of the Board in order to ensure course objectives are achieved and to assure the effective operation of the course, including receipt of the annual course report.

(iii) To keep under review course admission criteria, placement and study abroad arrangements and ensure the accuracy of information, advice and guidance to applicants and students in published information for courses within the remit of the Board, including the approval of course handbooks.
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.

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.

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.

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.

To make recommendations to STLC on in-year assessment changes arising from unforeseen issues to ensure the effective delivery and assessment of the course(s) under its remit and to provide regular reports as required to relevant School committees. The Chair of the Board of Study will be responsible for ensuring that the majority of students sign to agree to any in-year assessment change.

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

**BoS Composition:**

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

**Conduct of Business:**

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

A derogation to the terms of reference for the Postgraduate Certificate in Higher Education is set out Appendix (iii).
2.2.3 Module Assessment Boards (MAB)

MAB Terms of Reference: Marks assurance:

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

(ii) To confirm marks for each module for which the MAB is responsible. Assuring the marks allows credit to be accrued where the pass threshold has been met for students who are not registered for an award with the University and allows a resit to be offered to these students, where appropriate. The mark achieved at resit may be uncapped for such students, in proportion with the accepted exceptional circumstances.

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

(iv) To transmit marks for modules to the Student Systems and Records Office (SSRO) who will ensure they are available to the appropriate PABs.

MAB Composition:

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

MAB Quoracy and attendance:

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

2.2.4 School Progression and Award Boards (PAB)

School PAB Terms of Reference: Progression and Award:

Schools will have an Undergraduate and a Postgraduate PAB

(i) To determine, in accordance with the rules and procedures determined by University Teaching and Learning Committee, whether students for certificates, diplomas or degrees have satisfied the rules for progression from one stage of the course to the next.

(ii) To recommend to the University Teaching and Learning Committee the award of certificates, diplomas or degrees to those students who have satisfied the assessment requirements for these awards.
(iii) To make academic judgements in relation to the Exceptional Circumstances Claims sub-committee recommendations submitted to the PAB and to grant further resits as sits or a repeat stage to allow students a fair chance to demonstrate academic ability.

(iv) To consider academic performance and award academic credit, in accordance with the regulations set out in the University’s Examinations and Assessment Regulations handbook, and to apply the discretionary assessment regulations.

(v) To confirm the award of academic credit via condoned credit in the final stages of an award.

(vi) To determine the resit or repeat requirements, in accordance with the regulations and procedures set out in the University’s Academic Framework and Examinations and Assessment Regulations Handbook, in the event of failure of a stage or the award.

(vii) To report to the School and University Teaching and Learning Committee annually at the beginning of the Autumn Term, on the conduct and outcomes of previous year’s assessments.

(viii) To award prizes in accordance with School prize criteria.

School PAB Composition:

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

School PAB Quoracy and attendance:

Where a final award is to be made, the PAB must meet in full. The quorum is 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 an award is made. Attendance at a PAB where a final award is not to be made may be reduced to a minimum of the 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 communicated with in good time to:

(i) let them know that they are a full member of the MAB and the PAB, and are all expected to attend the main meetings of the PAB, to participate in the work of the board and the final award of students (including exercising discretionary powers and making recommendations on borderline students);

(ii) let them know when the meetings will take place and remind them of the main purpose;

(iii) clarify that at least one External Examiner, who has also attended the main PAB, is required to attend the PAB following a resit opportunity, where an award is made;
(iv) clarify that External Examiners are invited but not required to attend the PAB meetings which solely consider progression, or the MAB where marks assurance takes place;

(v) request, if possible, contact details (telephone or email) of all External Examiners for the day of the meeting where they are not able to attend, as a precaution in the unlikely event that the recommendation of the subject specialist External Examiner is required to advise on an area of academic judgement. In such cases, it remains highly desirable that the subject specialist External Examiner is involved (remotely) in this discussion and that they are in agreement with the proposed outcome.

2.2.6 Timing of undergraduate and postgraduate MABs and PABs

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

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

Undergraduate PAB:
Main Award PAB: June*
Main Progression PAB: July
Resit PAB: September

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

Postgraduate PAB:
In-year PAB: July (usually a virtual meeting)
Main Award PAB: Autumn
Resit PAB: March (usually a virtual meeting)

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

2.2.7 Dealing with students following exam boards

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

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

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

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

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

(i) Chair of the examination board

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

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

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

(b) ensuring that the examination board functions in accordance with its Terms of reference;
(c) ensuring the effective conduct of business.
(d) ensuring that a PAB annual report is drafted for consideration by the STLC in the Autumn term.

(ii) Deputy Chair of the examination board

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

The Deputy Chair of the PAB is responsible for:

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

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

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

1. 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 Systems and Records Office and that any significant changes in format or rubric of question-papers are flagged to the Student Systems and Records Office;
4. ensuring that the final proof-read versions of question papers are sent to the Student Systems and Records Office in the prescribed format by the appropriate deadline;
5. ensuring that the person responsible for the exam is available for consultation, at the time of the exam(s), including evenings and weekends, and for providing the appropriate Officer in the Student Systems and Records Office with a contact telephone number;
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.

(iii) Chair of the Board of Study

The Chair of the Board of Study is responsible for the following:
(a) managing (in consultation with the Course and Module Convenors, School Administrator or nominee) the production of question papers for examinations by the deadlines specified by the Deputy Chair of the examination board to ensure the Student Systems and Records Office deadlines published at the beginning of the year can be met;

(b) The Chair of the Board of Study will be the main point of contact with the Chair and Deputy Chair of the PAB. The Chair of the Board of Study will be responsible for ensuring the proper and timely setting of all assessments including collation and submission of exam questions for scrutiny to the Deputy Chair of the PAB:

1. ensuring that the Module Convenor drafts relevant question paper(s) for unseen examinations and that all papers are produced obtaining the necessary approval from relevant internal Marker/s. The Chair of the Board of Study should receive the final version of an examination paper from the Module Convenor for academic sign off prior to the Deputy Chair of the PAB seeking the approval of the External Examiner;
2. ensuring, where appropriate, model answers to quantitative questions and indicative answers to other questions are provided to the Deputy Chair of the PAB for forwarding to the External Examiners;
3. ensuring consistent style and correct question numbering;
4. arranging for members of the Board of Study to vet draft question-papers.

(c) ensuring the appointment of internal Markers for each module falling within the remit of the Board of Study including:

1. securing the appointment of an experienced Marker to mentor an inexperienced Marker;
2. briefing all Markers;
3. providing all Markers with the relevant marking scales and marking criteria.

(d) the Chair of the Board of Study (or nominee) oversees the allocation of Markers in agreement with the Module Convenor (or nominee responsible for marking the assessments) and appoints an independent Moderator (responsible for the quality assurance). For assessments exempt from moderation the Chair of the Board of Study should agree with the External Examiner an appropriate process for the moderation of such assessments that is proportionate to the value of credit;

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

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

(iv) Module Convenors

Module Convenors are responsible for:

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

(v) External Examiners

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

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

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

(a) Powers of External Examiners

In their independent capacity External Examiners have the power to:

1. review proposed assessment tasks and make recommendations for improving the structure or content of the proposed module assessment including examination paper or 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. for hard copy assessments, agree with the Deputy Chair of the PAB and the Chair of the Board of Study requirements for a suitable sample of assessments for external moderation drawn from the internal moderation process in line with Regulation 2.6;
4. review and critique the outcome of the internal moderation process, based on the assessment outcomes in the sample;
5. not endorse the outcome of the internal moderation process;
6. request that the decisions of the PAB are consistent with the requirements of any PSB.

(b) Limits of External Examiners’ powers

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

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

2.3 CONDUCT OF EXAMINATIONS AND SPECIAL ARRANGEMENTS

2.3.1 Conduct of Examinations

(i) Examinations timetables

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

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

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

(ii) Invigilation and availability of examiners

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

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

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

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

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

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

(iv) **Attendance lists**

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

(v) **Examination aids**

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

(vi) **Calculators**

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

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

(vii) **Recording of music performances**

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

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

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

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

(ii) Deferral of a scheduled examination

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

The DoSE may consider a request for a resit assessment scheduled in the summer vacation assessment period to be taken in a later designated assessment period, for example, in the mid-year assessment period. This can only be agreed for a student who will be taking a period of temporary withdrawal or a study abroad/placement year. The DoSE must first check the timing of the next resit opportunity with the School that owns the module. The same process may be used to consider requests from students as a result of a delay in the issuing of a visa for the summer vacation assessment period, provided the visa was requested in a timely manner.

(iii) Variation to a submission deadline

A student may make a formal request to the Director of Student Experience (DoSE) for a submission deadline to be extended. A request will only be considered where it is supported by evidence and where it can be demonstrated that the student will not
be able to benefit from the provision of feedback to the cohort. This process may only be used to consider individual requests resulting from a delay in teaching provision, for example, a delay in the provision of a placement provided through a placement provider. A request may also be considered for a postgraduate student to defer the submission of the dissertation where they take up a sabbatical officer role with the University. No requests for an extension to a deadline for a cohort may be considered and requests related to individual exceptional circumstances may not be considered.

(iv) **Study after deregistration**

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

(v) **Progression and classification after temporary withdrawal/repeat**

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

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

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

2.4.1 Modes of assessment

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

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

2.4.4 Availability of past question papers

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

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

2.4.5 Notice boards and/or web pages

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

2.4.6 Submission of assessments that contribute to progression or award

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

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

2.5. QUESTION PAPERS AND TITLES OF WRITTEN ASSESSMENTS REQUIRING AGREEMENT

2.5.1 Question papers

(i) The preparation of question papers

All question papers relating to assessment which contribute to progression or award must be set by the Module Convenor and at least one other Marker, under the oversight of the Chair of the Board of Study. In drawing up the examination paper, the Module Convenor setting the paper should normally consult with all members of the module teaching team. Once the Module Convenor signs off the academic content of the draft question paper, the Chair of the Board of Study will check it prior to passing it to the Deputy Chair of the PAB for formal approval of the External Examiner and confirmation that the standards required by the Student Systems and Records Office (SSRO) have been met. Question papers relating to stage 1 assessment do not normally require External Examiner approval, unless there is a Professional and/or Statutory Body (PSB) requirement.

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

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

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

(ii) Production and formatting of question-papers

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

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

BA [or LLB, or BSc, or BEng, or MChem, or MMath, or MPhys, or MEng] EXAMINATIONS 2015/16

The module code, as set out in the course specification must appear on each page (first page top right, subsequent pages top left). It is also important to ensure that an adequate margin is left to avoid printing difficulties.
Question papers must be returned to the Student Systems and Records Office in the prescribed format after scrutiny and approval by External Examiners, where this is required. Email attachment of exam papers is NOT permitted.

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

(iii) Print Deadline for question papers

The Student Systems and Records Office oversees and arranges a schedule for the production of question papers. The deadline by which the master copy of a question paper must be submitted to the Student Systems and Records Office will be published early in the Autumn term by the Student Systems and Records Office. In order for papers to be reproduced in accordance with the schedule and costs agreed with the Print Unit, original copies of the question papers must be submitted by the deadlines specified. Failure to present papers by these deadlines means that the Print Unit will have to complete the job at short notice and a 15% surcharge will be imposed in such cases.

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

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

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

2.5.2 Titles of written assessments requiring agreement

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

(i) ensuring that the subject is relevant to the module;

(ii) reminding the student that the onus is on them to avoid overlap in the subject matter of written submissions that contribute to progression or award.
Students must submit the assessment together with the approved title form. The Marker should check whether a title form is attached to the assessment where these are required. Assessments without title forms will not be marked. The Marker must accept and mark approved titles as dealing with an appropriate topic.

2.6 MARKING, MODERATION AND FEEDBACK POLICY AND PROCEDURES

2.6.1 Definitions

Moderation

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

Internal moderation

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

External moderation

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

Contributory module assessments

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

2.6.2 Policy

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

The following general principles apply to all contributory module assessments.

(i) The School strategy on marking should ensure a robust marking process is in place that is proportionate to the level of the assessment and to the volume of credit and must take account of the experience of the Marker:

(a) the Module Convenor is responsible for overseeing the marking and marks checking on their module/s. They must ensure that assessments are marked in line with the marking criteria and assessment task and that appropriate feedback is given. They determine when marking is complete and moderation may begin;
(b) marks and feedback may be changed or agreed between Markers as part of the marking process but not as part of the moderation process, as moderation is a separate process to assess the robustness of the marking and feedback;
(c) in order to support the notion of transparency, the marking and feedback of all contributory module assessments must clearly indicate the rationale for the proposed mark. The feedback will be made available routinely, along with the proposed mark, as part of the moderation process;
(d) Markers should mark using a numerical scale of 0-100 and not use decimal places in marking single assessments;
(e) Markers must not accept written contributory module assessments direct from students;
(f) marking should be conducted anonymously in line with Regulation 2.1.1;
(g) a Marker should not mark any assessed work where they have any personal interest, involvement or relationship with a student. The Marker should inform their Director of Teaching and Learning as soon as any such situation arises so that appropriate arrangements can be made;
(h) It is part of a Marker’s responsibilities to be alert when marking for signs of academic misconduct (such as collusion or plagiarism) and, if necessary, to instigate the procedures set out in Regulation 2.9.

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

(a) the sample for internal moderation must include assessments from all marking bands and must include between 7 and 25 assessments (10% of assessments on a large cohort of 70 students or above, up to a maximum of 25 assessments, or a minimum of 7 assessments (whichever is the higher)) and all fails. The sample must not include assessments where internal Marker/s cannot decide on the mark, as a mark must be allocated for all assessments as part of the marking process prior to moderation. This means that marks must not be agreed between an internal Marker and the Moderator. For assessments submitted electronically, the sample will be automatically generated. For all other assessments the Chair of the Board of Study (or nominee) will select the sample. Any examination answer paper considered to be illegible should also be included in the sample. This sample must be reviewed by an internal moderator to ensure that the marking and feedback are appropriate, and that the marking is conducted
consistently in accordance with the approved marking criteria and the assessment task;

(b) all module assessments which contribute to progression and/or award must be moderated with the exception of the following assessments which may be excluded from the moderation process:

- assessment components weighted at 30% or below of the module assessment. Where all assessment components are weighted at 30% or below, up to 30% of the module assessment may be excluded from moderation. Exceptionally, for modules that only include e-submission assessments, a single assessment component will be automatically selected for moderation, in order to support e-submission;
- assessment modes which include a substantial individual or practical element (postgraduate and undergraduate dissertations/final stage projects, presentations (individual/group), teaching practice modes). (The Chair of the Board of Study must agree with the External Examiner an appropriate process for the moderation of assessments with an individual element stated below);
- stage 0/1 assessments at levels 3 and 4.

(c) where the Moderator confirms that the marking and feedback on the sample is robust and appropriate, the marks and feedback can be released as provisional to the cohort. This ensures that normally only moderated marks are released and that marks for the cohort on any given assessment are released at the same time. Marks will be automatically released within 15 term time working days for assessments in the mid-year assessment period, whereas marks for end of year assessments and resit assessments will be released after the PAB;

(d) where the Moderator does not confirm that the sample marks and feedback are robust, a different sample must be reviewed by a second moderator. The School may undertake a remark to address the issues raised by the Moderator in advance of a second sample being reviewed by the second moderator. Where the second moderator does not approve the sample, the marks for the cohort are discounted and the marking process must be restarted with a different marker not involved in the first marking process. Exceptionally, a remark may be limited to a specific area of concern, for example, the first class band or a particular examination question provided this is applied to the cohort. In all cases the students should be advised of a second date when marks are expected to be released or that the unmoderated marks have been released. (All marks released are provisional and subject to ratification by the exam board).

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

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

(g) The same sample and statistical data must be made available to the External Examiner for external moderation. This ensures that the sample reviewed by the
External Examiner will demonstrate evidence of marking, feedback and moderation;
(h) the External Examiner may request a second sample for scrutiny or may refer the assessment back for a partial/full remark.
(i) No assessment submitted late (within 24 hours or 7 days) needs to be moderated provided that it is marked by the same Marker.

2.6.4 Policy on provision of marks and feedback on module assessments

Assessments on all modules contributing to progression or an award:

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

(a) that all marks are provisional and subject to external moderation until assured by the relevant Module Assessment Board (MAB);
(b) MAB and Progression and Award Board PAB decisions are not open to appeal until after publication of results by the relevant PAB.

(ii) the University’s policy is that marks and feedback will be released on module assessments that contribute to progression and/or an award normally within 15 term time working days from the published assessment date. Marks and feedback release dates must allow for feedback to be published in a timely manner to be considered for the next assessment (feed-forward). Where there is a delay in moderation, unmoderated marks may be released or students informed of a new feedback and marks release date. No timescale guarantees can be given for assessments submitted after the published deadline, within the permitted lateness period;

(iii) written feedback should be given on all contributory module assessments including examination papers, presentations and oral examinations. Feedback may be provided via Sussex Direct or via a feedback sheet and/or annotated script, including examination scripts, as agreed by the School;

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

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

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

(ii) In cases involving more than two Markers in the marking process, the Module Convenor is responsible for collecting and distributing the scripts, together with a copy of the batch marks sheet, to appropriate Markers.
2.6.6 The marking of special cases

(i) Incomplete work

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

(b) Where an assessment has been partly answered - the answer being unfinished - Markers must mark the incomplete answer as it stands and should not try to estimate what mark might have been merited had it been answered in full. In arriving at the mark for the paper as a whole, the mark for an incomplete answer should be treated in exactly the same way as a mark for a completed answer.

(c) Where an assessment is assessed by several assessment components and one or more assessment components have not been submitted, the assessment will be treated as incomplete work. A mark must be given for the assessment component(s) which have been completed.

(ii) Failure to observe limits of length

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

(iii) Overlapping material

(a) Unless specifically allowed in module or course documentation, the use of the same material in more than one assessment exercise will be subject to penalties. If Markers detect substantial overlap or repetition in the subject matter of a student's assessments within a single module or across other modules they must adjust the marks of the two (or more) assessments involved so that the student does not receive credit for using the same material twice. The Markers must
inform the Student Systems and Records Office which will then inform the Deputy Chair of the relevant PAB.

(b) Examination questions should take into account the full range of the subject matter of the module and test specific module learning outcomes. Where examination questions touch on previously assessed material, the examination question should be constructed in such a way that a sufficiently different line of argument or mode of analysis is necessitated by way of answer. This does not apply to resit examination papers. It should be noted that in unseen examinations students are free to choose the questions to be answered within the limits set by the rubrics. Any overlap between unseen examination papers and other forms of assessment which is permitted by the unseen examination rubric cannot be penalised by Markers.

(iv) **Marking late submissions**

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

2.6.7 **Assessments by candidates with a dyslexia flag**

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

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

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

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

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

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

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

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

(iii) Assessment produced by students using a scribe

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

2.7. EXCEPTIONAL CIRCUMSTANCES IMPACTING ON MODULE ASSESSMENT

2.7.1 Definitions

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

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

2.7.2 Policy

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

2.7.3 Principles underpinning the exceptional circumstances policy

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

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

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

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

2.7.4 Exceptional Circumstances Claims sub-committee

The University’s Exceptional Circumstances Claims sub-committee will meet at least twice each year to ratify decisions made by the designated member of staff with delegated authority to consider the claims and to consider any claims referred to the Committee. The Terms of Reference are set out below. The Committee will notify the PAB of the weighting of accepted exceptional circumstances on the module assessment. Only the PAB has the authority and the responsibility for all academic decisions relating to progression and awards including determining cases where a Sit may be offered as a result of accepted exceptional circumstances.
2.7.5 Exceptional Circumstances Claims sub-committee terms of reference, composition and quoracy

Terms of Reference:

(a) To develop processes and procedures relating to Exceptional Circumstances Claims:

(i) To consider exceptional circumstances claims and evidence on behalf of the University in order to determine the admissibility of a claim and the validity of the evidence.

(ii) To consider claims and evidence regarding lateness penalties which have been applied as part of the marking process. The acceptance of a claim submitted in relation to a lateness penalty will result in the penalty being waived following the acceptance of the claim.

(iii) To make recommendations to the Progression and Award Board (PAB) regarding the accepted evidence. The PAB will consider the impact of the accepted exceptional circumstances at the level of the module in relation to the full array of marks and determine whether any further assessment opportunities should be offered to the student.

(iv) To delegate authority to a designated member of staff to enable rapid consideration of evidence submitted to support a claim and to provide a prompt decision to students on the acceptance of the evidence and referral to SSU, if appropriate. The claim may be accepted, rejected, deemed inadmissible or referred to the Chair of the Committee.

(v) To delegate authority to the DoSE, in cases where an exceptional circumstances claim has been accepted, to reschedule the allocated date of an individual presentation, laboratory or other in-person assessment scheduled during a teaching period provided that this can be accommodated within the assessment final deadline for the cohort.

(vi) To review claims and/or evidence referred to the Committee where the decision required discussion.

(b) To advise Teaching and Learning Committee on all regulatory and policy matters related to student capacity to undertake assessment, recommending policy and procedural changes to the Examination and Assessment Regulations sub-committee as necessary.

(c) To keep under review the role and activities of the Directors of Student Experience in relation to exceptional circumstances claims and to act as a forum for discussion within this group.

Composition:

Pro-Vice-Chancellor (Teaching and Learning) (or nominee) (Chair); Director of Student Experience from each School; Director of Student Services; Manager of the Student Support Unit; Academic Registrar (or nominee); ADQE Manager (Standards), USSU Education Officer, USSU Welfare Officer.

Quoracy:

The minimum quoracy is the Chair and one third of the members.
2.7.6 Procedures

(i) Criteria for an exceptional circumstances claim

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

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

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

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

(iii) Types of evidence

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

(a) Examples of acceptable evidence include:

1. Medical certificate with dates of consultation and diagnosis.
2. Death certificate of close relative or someone you are close to.
3. In the absence of a death certificate a letter from a relative (with full contact details to corroborate) confirming relationship to deceased will be acceptable.
4. Hospital admissions report/appointment letter or crime statement verifying the circumstances and timing.
5. A letter from SSU confirming that ‘reasonable adjustments’ were not yet in place or were in need of revision due to an acute flare up of a long term stable condition, such as asthma. For the latter, a GP certificate would constitute evidence if the condition was usually stable. A claim may be rejected if a student fails to register with SSU for support as multiple claims cannot be made for a period of instability of a long term condition that should be managed by a ‘reasonable adjustment’.
6. A report from the Student Systems and Records Office confirming the circumstances of an individual student during an invigilated examination, for example, illness.
(b) Examples of rejected claims and insufficient evidence (an opportunity to submit additional evidence will be given):

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

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

1. Circumstances that you could have reasonably foreseen or prevented (such as suspension, intoxication or conviction for illegal activity).
2. Minor illness or ailment (cold, minor allergy).
3. Holiday arrangements.
4. Wedding arrangements.
5. Financial issues.
7. Personal computer/data loss and/ or printer problems.
9. School administrative error (student to seek appropriate solution with the School or to refer to the appeals process).
10. Loss/theft of computer (student to ensure work backed up separately).

(iv) Exceptional circumstances claim deadlines

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

The documentary evidence should be scanned and uploaded within 21 days of the first assessment deadline cited in the claim. Evidence that arrives later than 21 days should be sent via email to mec.chair@sussex.ac.uk for consideration.

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

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

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

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

(vi) Notification of outcome of a claim

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

(vii) Consideration of an accepted claim by the PAB

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

2.7.7 Students on study abroad or placement (Regulation 1.4.7)

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

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

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

In all cases no setting aside of marks will be permitted.
2.7.8  Students not registered on an award at the University

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

2.7.9  Confidentiality and handling of sensitive information

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

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

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

2.8  STUDENTS WITH A DECLARED DISABILITY

The University is committed to ensuring that all registered disabled students are supported in learning and assessment, in line with current legislation. The University will consider proposals for a ‘Reasonable Adjustment’ (RA) to learning and assessment for a student with a disability, as defined by the Equality Act, that may impact on their ability to learn and perform in assessment. RAs will be considered in an anticipatory manner for all disabled students registered with the Student Support Unit (SSU). RAs will be for the duration of the course, unless otherwise stated. RAs will endeavour to support the student to take the planned mode of assessment in order to provide a fair and equal opportunity to succeed.

2.8.1  Role of the Student Support Unit (SSU)

The Student Support Unit (SSU) supports students who have a long term or pre-existing disability. Once the student is registered, SSU may propose an Individual Student Learning Plan that includes ‘reasonable adjustments’ (RAs) to support the student’s learning and assessment. The role of the SSU is to advise the University on compliance regarding disabilities covered by the legislation, such as:

- Dyslexia/Dyspraxia and other specific learning difficulties;
- Autism and Aspergers syndrome;
- Hearing, visual or mobility impairment;
- Chronic illness that impacts on learning and assessment, for example, unstable diabetes, bipolar, renal failure;
- Depression expected to last more than 12 months.
2.8.2 Individual Learning Support Plan

The Student Support Unit (SSU) review the student’s learning and assessment needs on registration, or following a change in circumstances, in conjunction with the evidence provided. The evidence must be from an appropriate professional, for example, a medical practitioner, educational psychologist or occupational health professional, appropriate to the diagnosis. The SSU will consider reasonable adjustments (RAs) that may be recommended to support the student in an anticipatory manner with their learning and assessment, for example, by providing additional time in examinations for students with a learning disability. SSU complete an Individual Learning Support Plan. This records the RA proposals made and what has been agreed to support the student in learning and assessment for the duration of the course. Occasionally, based on the evidence provided, SSU will confirm that the recommendations regarding RAs are for a fixed period of time, not for the duration of the course, and/or that a review will be required at a stated period. The Individual Learning Support Plan will be made available to members of University staff where necessary, to ensure the RA proposal is appropriately considered.

Students must contact the SSU as early as possible and by week 3 of the first term, to allow time for RAs to be considered and implemented to support learning and assessment. RAs are anticipatory and may be reviewed on occasion should the students circumstances change. The process for considering and approving a proposal for a RA to assessment from the SSU is set out below. Further information is provided by the web link below and the flowchart at Appendix (v)(b).

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

All students registered with the SSU may submit within the permissible lateness period without penalty. Therefore, a student may make use of the permitted late period published for the assessment and submit late within the published late period (0 hours, 24 hours, 7 days). A late submission penalty will not be given for students registered with the SSU.

2.8.3 Consideration of a proposal for a Reasonable Adjustment

The University will consider whether a ‘reasonable adjustment’ (RA) to learning and assessment is appropriate, or possible, whilst maintaining academic standards in delivery and assessment of module learning outcomes. A RA should always result in a fair and equal opportunity for the student to succeed without conferring an advantage over other students, in order to comply with the principles of assessment. Examples of RAs for examinations include the provision of a small group or individual room, additional examination time (up to a maximum of 4 hours to be used for writing or resting), use of a PC or scribe.

It is University policy for proposals for a RA to learning and assessment to be considered for the duration of the course (unless otherwise stated on the Individual Learning Support Plan), as set out below and on the flowchart at Appendix (v)(b):

(i) The Student Systems and Records Office (SSRO)

The Student Systems and Records Office (SSRO) may approve some proposals to examination arrangements, for example, 25% additional time in examination (up to a maximum of 4 hours), scheduling of examination separately to the main cohort in a small group room, provision of equipment. The SSRO will review examination arrangements and any RAs approved by the Panel at the start of the year/term in accordance with the approved RAs set out in the Individual Learning Support Plan.
(ii) School Director of Student Experience (DoSE)

The School Director of Student Experience (DoSE) may approve proposals to extend deadlines up to 7 days beyond the permissible lateness period in accordance with the proposal from the SSU. The SSU proposal may recommend a review of submission deadlines to ensure that they are appropriately staggered. The DoSE must ensure that the security of the assessment is maintained where an extended deadline is approved beyond the permissible lateness period so that a student may not benefit from feedback given to the cohort. A late submission may not be made beyond the extended deadline. The standard regulations apply in relation to submission during the late submission period and within an extended deadline. Therefore, it is not possible to resubmit after the cohort deadline (either during the late period or within an extended deadline) where a submission has already been made. An extended deadline may not be approved on a group submission for an individual student.

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

The DoSE must review submission deadlines and presentation arrangements at the start of the year/term in accordance with the approved RAs set out in the Individual Learning Support Plan. Sussex Direct provides details of assessments for each module that the student is registered on.

(iii) University Reasonable Adjustment Panel

All other proposals are exceptional and must be approved by the University Reasonable Adjustment Panel. A proposal for an alternative mode will exceptionally be considered where it can be demonstrated that arrangements to support the approved mode of assessment are not appropriate, due to the nature of the disability, for example, a sensory impairment. In some disciplines it may not be possible to provide an appropriate alternative mode due to the specific module learning outcomes to be tested and/or a Professional and/or Statutory Body (PSB) requirement.

(iv) Notification of RAs

SSRO will inform students of all RAs to assessment that have been approved. SSU may be briefed on those not approved to manage student understanding. Extended deadlines will be shown on Sussex Direct but details of other RAs will not be shown on Sussex Direct, but will be confirmed to the student.

2.8.4 University Reasonable Adjustment Panel terms of reference and composition

Terms of reference:

(i) To consider all proposals for Reasonable Adjustments (RAs) to support students in assessment proposed by the Student Support Unit (SSU) that cannot be approved by the Student Systems and Records Office (SSRO) or the Director of Student Experience in line with University policy.
(ii) To use academic judgment to (a) ensure that academic standards are maintained in line with the University principles of assessment and (b) to consider equity for all students across the University in making decisions on individual cases.

(iii) To ensure that all decisions made allow the University to meet any legal obligations and requirements.

(iv) To enable oversight of University resources in relation to reasonable adjustments to teaching, learning and assessment, to ensure that adequate resources are available to meet its legal obligations.

(v) The Panel will meet once per term, or as required.

(vi) The Panel reports to the University Teaching and Learning Committee.

(vii) The minimum level of quoracy will be two academic members of staff.

(viii) To authorise the Chair to make decisions by chair’s action on individual cases between meetings, where appropriate.

Composition:

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

2.8.5 Changes in circumstances

The Individual Learning Support Plan can be revised as appropriate, should circumstances change (for example, a significant change in student circumstances or a change in teaching or assessment). However, occasionally there will not be enough time to agree/review an Individual Learning Support Plan. For example, a sudden and unforeseen exacerbation of the known registered condition, a change in circumstances which significantly impacts on the registered condition or where the condition is first confirmed/diagnosed immediately prior to a particular assessment. An exceptional circumstances claim may be submitted for all such cases. (See flow charts in Appendix (v)(c)).

A claim for circumstances unrelated to an ongoing or longer term condition or to a change in circumstances which does not significantly impact on the registered condition may also be made via the on-line claims process. The flowcharts at Appendix (v) and the Frequently Asked Questions regarding Exceptional Circumstances provide further guidance concerning students registered with the SSU making a claim.

Transfer from full-time to part-time study is not a reasonable adjustment. Instead a student may apply to extend the period of study of a single stage over two academic sessions, where this is supported by the SSU, where the curriculum structure permits this and the DoSE believes that the student is likely to achieve the degree aims. All extensions to a period of study must be approved by the Academic Registrar to ensure that the degree can be achieved within the maximum period of registration.

Temporary RAs may be proposed, usually for a maximum of one term, in circumstances such as:

- Physical injury, for example, a broken arm/wrist resulting in a temporary impairment;
- Depression following a bereavement (this qualifies as a disability where a full diagnosis confirms that this is expected to last for more than 12 months).

A time limit would be included in these circumstances on the Individual Learning Support Plan.
2.9 ACADEMIC MISCONDUCT

2.9.1 Definitions

Academic Integrity

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

Module assessment

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

Collusion

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

Plagiarism

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

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, writing an assessment for someone else 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 the values of academic integrity are promoted and that academic misconduct is prevented through educating students in appropriate academic conduct. All cases of academic misconduct must be seriously considered and appropriate penalties applied as determined by the Head of School, for a minor case, or the Misconduct Panel for a major case. A first case of collusion/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 in the language required by the assessment. Where a translation service is required for an official document that is not available in English or the language required for the assessment, or where a proof reading service is used the student must ensure that no substantive changes are made to the academic content of the assessment prior to submission. It is the students responsibility to ensure that any changes made comply with University guidance regarding proof reading.

(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 Markers about the development and authorship of work presented in assessments, including misleading Markers 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 notified to students at induction, through module handbooks and assessment briefings, as appropriate. Markers must ensure that discipline specific referencing norms have been adhered to.

(iv) All sources of information used in preparing the work being submitted must be fully acknowledged, in an approved format. This includes acknowledging all written and electronic sources. Where work is produced under examination
conditions it will be sufficient to acknowledge the source without providing a full reference.

(v) Students must not take notes or other means of accessing information into an examination room unless the instructions 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) Schools should develop assessments that minimise the potential for academic misconduct.

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

2.9.4 Identifying Academic Misconduct

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

Investigating Officer

An Investigating Officer is appointed for each School to investigate cases on modules owned by the School. The role of the Investigating Officer is to determine whether a case is major or minor based on the evidence file provided by the Module Convenor. Investigating Officers may also act as Misconduct Panel members in cases where they have not determined the prima facie case. Where Investigating Officers believe misconduct has occurred in work done by students they have taught or by students that they are the Academic Advisor for, they will pass the case to the Investigating Officer of another School.

2.9.5 Types of Misconduct

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

(ii) Minor misconduct

(a) Minor misconduct is where a small proportion of assessed work is
plagiarised
or subject to minor collusion (for example, where two students work together
on producing a small section of an assessment or where minor examination
room infringements occur for example, being in possession of a mobile
phone).
(b) Misconduct is more likely to be considered ‘minor’ when a student is
inexperienced and the misconduct relates mainly to the poor use of
referencing protocols.
(c) Multiple instances of minor misconduct are likely to lead to a case of ‘major’
misconduct provided they are not first cases or did not occur at the same
time.

(iii) Major misconduct

(a) Major misconduct cases usually include instances where a significant proportion
of assessed work is found to be plagiarised, where there is substantial collusion
or fabrication of results or abuse of examination room protocols, where there is
evidence of serial minor misconduct, or where personation has occurred.
(b) Cases of pre-meditated intention will usually be major cases. For example,
submitting work which a student describes as their own but which has been
produced on their behalf by another person (for example by commissioning
someone to write an essay for them), or personation (where the student
undertakes to solicit or prepare an assessment on behalf of someone else).
Students guilty of personation are likely to receive a more severe penalty.
(c) Where the Investigating Officer is unable to decide whether a case is either major
or minor misconduct based on the evidence 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 Marker with a request for more
information. If this is not forthcoming, the Investigating Officer will not proceed with
the case. In a case of minor collusion/plagiarism the mark should be reviewed as it
will have been marked taking the suspected collusions/plagiarism into consideration.
2.9.6 Misconduct Panel

The Misconduct Panel is a sub-committee of the University Teaching and Learning Committee. Members of the Misconduct Panel are appointed by the Committee for periods of three years and are expected to consider both undergraduate and taught postgraduate cases of misconduct. Membership of a Misconduct Panel will include a minimum of a Chair, at least one member and one member drawn from the designated officers of the Students’ Union.

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 Marker, under the oversight of the Module Convenor, should take appropriate steps to identify all instances of misconduct in the assessment exercise and highlight these for easy reference. Where a registered doctoral student is involved in the marking process, the Module Convenor should undertake this work to avoid a situation where a student would be reviewed by another student.

(ii) In all cases the Module Convenor will be responsible for ensuring that the Investigating Officer receives appropriate assistance in undertaking the initial determination in relation to reviewing the submitted assessment. This will enable the Module Convenor to reflect on the cases raised and review the assessment task for the following cohort to secure academic standards.

(iii) If the suspected assessment is coursework undertaken, submitted in hard copy, and returned during the module, the Module Convenor should retain one of the copies submitted and give the other copy to the student with coversheet etc. and inform the student and the Academic Advisor that the exercise is being investigated for possible misconduct.

(iv) **Where the allegation is collusion/plagiarism**, the Marker should mark up the sections where there is concern, cross referencing to the text where collusion is suspected or to the source text where plagiarism is suspected. For minor misconduct (collusion/plagiarism), the Marker should mark the assessment and only attribute marks for work that is believed to be the student’s own. For major misconduct (collusion/plagiarism), the Marker should not assign a mark. The Marker should fully mark up the sections where there is concern to support the Investigating Officer and Misconduct Panel in their review of the material presented. No mark will be recorded on the system.

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

(vi) The marked-up original should be sent to the Investigating Officer by the Module Convenor, together with the Module Handbook and the source material in cases of alleged plagiarism. The TurnItIn Originality Report should also be provided as part of the evidence base where the assessment is submitted electronically and the Turnitin service is used by the University. However, academic judgement and interpretation of the Originality Report should be used to determine a case rather than any numeric threshold.
The Investigating Officer may consult with the Module Convenor, Markers, relevant examination board officers, invigilators (where allegations relate to unseen exams), and will determine whether or not a prima facie case for suspecting a student of misconduct has been presented.

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.

The Investigating Officer will check to establish via the Misconduct Panel Secretary if there have been any previous cases, including a first case of collusion or plagiarism.

Once the Investigating Officer has made a determination that the case is either minor or major, the student should be notified by the School that their work is under investigation for potential academic misconduct. This decision should be provided to the student within 10 days of the marks/feedback release date.

2.9.8 Procedure for a first case of collusion or plagiarism

Where collusion or plagiarism is identified in work submitted for assessment, and the Investigating Officer confirms that no previous incident of collusion or plagiarism has been logged on the student's record, the student will be given feedback by the Module Convenor and invited to attend an Academic Practice Workshop (collusion or plagiarism). This will apply whether the case is determined to be minor or major. In both instances, for a first case, a mark will be given based only on the sections believed to be the student's own work including work which has been correctly referenced. No further penalty is applied.

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

The Module Convenor (or nominee) will be responsible for arranging to see the student to explain why the work is problematic, and will refer the student to an Academic Practice Workshop (collusion or plagiarism). The student should be seen within 10 working days of the marks being released. For a first case of collusion/plagiarism (minor/major) the Module Convenor will tell the student the proportion of the work judged to be colluded/plagiarised, and explain that marks are not given for the sections of the work that are not judged to be the students own.

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

The collusion or plagiarism incident will not be recorded against the student's assessment record as a misconduct case. The attendance and satisfactory

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1With the exception of final year Undergraduate work and Postgraduate dissertations/projects and resits which will be subject to the full procedure. In addition, where collusion/plagiarism is discovered in Postgraduate work marked after the end of the summer term (where the student is due to complete) this will also be subject to the full procedure as it will be too late for the student to engage with an Academic Practice Workshop.
engagement at the Academic Practice Workshop or the decision not to attend will be recorded by the Sussex Centre for Language Studies (SCLS). The SCLS records will be checked in all cases where a further concern of collusion/plagiarism is raised. Where the student has not attended and engaged satisfactorily with the Academic Practice Workshop and has re-offended the subsequent collusion/plagiarism incident will be recorded against the student's assessment record as a misconduct case.

(vi) After seeing the student, the Module Convenor will return the evidence file to the Student Systems and Records Office for retention.

(vii) Where a further concern of collusion/plagiarism related misconduct occurs, the procedure for major misconduct, as set out below will be applied. Where a first case of collusion/plagiarism occurs following a previous case of another type of misconduct, the procedure for Major or Minor will apply.

\textbf{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.

\section*{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 Misconduct Panel Secretary who will then send the case to the Head of School that owns the module for consideration and determination. The Head of School may designate a single nominee 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. The Head of School may consider the case and apply a penalty if the student does not attend for the interview.

(ii) The student may also be directed to attend the Academic Practice Workshop (collusion or plagiarism) and/or attend some other appropriate skills session. The Misconduct Panel Secretary 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 Misconduct Panel Secretary for archiving.

(iii) Where the case is not proven, the Head of School (or single designated 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.

\section*{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 Misconduct Panel Secretary who will inform the Chair of the Progression and Award Board that an investigation is under way. No mark will have been entered on the student’s marks array for any assessment under consideration as a major collusion/plagiarism case.
(ii) The Misconduct Panel Secretary will organise a Misconduct Panel which will comprise a Chair and two members from the membership of the Misconduct Panel, including one member drawn from the designated officers of the Students' Union. The Module Convenor will normally act as Presenter at the meeting. In cases where the Module Convenor cannot be the Presenter they will be asked to identify an appropriate substitute Presenter, which may be the original Marker or the Investigating Officer, or another appropriately briefed member of the School.

(iii) The student shall be informed in writing by the Misconduct Panel Secretary of the date and purpose of the Misconduct Panel which will be at least 10 days (including weekends) from the date of the letter. The student will be provided with notice of the allegation made against them stated in broad terms and shall be directed to the relevant sections of the Examination and Assessment Regulations Handbook. The student has a right to be accompanied at the Panel meeting by a member of University of Sussex faculty or the University of Sussex Students’ Union Advice and Representation team.

(v) Students are entitled (but not required) to attend a Panel meeting. The student shall notify the Misconduct Panel Secretary at least 48 hours in advance of the Panel meeting whether they will attend and who will accompany them. 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 Panel meeting and copies of the evidence will be provided to the student on request.

Panel meetings may proceed in the absence of the student unless the Panel decides the student’s presence is key to reaching a conclusion.

(vi) An annual workshop will take place for Chairs of Misconduct Panels to review an anonymised set of misconduct case histories.

Panel members are required to familiarise themselves with the evidence before the Panel meeting. The Panel discussion must be based on evidence provided and not rely on the presentation of the case on the day of the Panel meeting.

2.9.11 Conduct of the Panel meeting

The Panel meeting will be conducted as follows:

(i) the Chair will explain to the student the procedure of the meeting. It will be made clear that the Panel will seek, initially and as far as possible, to exclude the issue of ‘intent’ from the stage of determining whether misconduct had occurred or not, and will reach a decision on that point on the basis of the facts presented. Exceptional Circumstances should not be taken into consideration;

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

Admission of accusation

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

**Denial of accusation**

(vii) If the student denies that misconduct occurred, the meeting will first be concerned with establishing whether misconduct has taken place. The Presenter will make the case against the student. The student will defend their case with the help of their representative. Members of the Panel may intervene from time to time to raise a question.

(viii) Where the Chair of a Panel considers it to be beneficial in resolving a case (either in advance of a meeting or during a meeting), the Chair may invite an academic from the relevant department (but not the person responsible for marking the work). The purpose of the questioning will be to establish the student’s knowledge of the work in question, knowledge of the methods used to produce the work, and knowledge of the sources (cited or otherwise) informing the work. In the case of this requirement emerging during a Panel meeting, or in cases where new evidence is presented that require fuller consideration outside the Panel, the meeting will be adjourned and a new date established.

(ix) 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. The Chair may give permission for the Presenter to leave after presenting the case, provided they are not required;

**Not guilty**

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

**Guilty**

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

**Notification**

(xii) The student will normally be told the outcome, at the end of the meeting, and 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 Panel will formally inform the student, in writing, within ten working days from the date of the meeting of the outcome and the penalty (if any) and will give the student a copy of the report sent to the Progression and Award Board.

(xiii) The decision of the Panel will then be sent to the Progression and Award Board and will not be open for revision.
**Second case**

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

**2.9.12 Penalties to be applied**

(i) The following penalty is available to the Head of School or a Misconduct Panel if a student is found guilty of a minor case of academic misconduct:

(a) Reduce the mark for the assessment by 10% percentage points (not 10% of the mark).

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

(ii) The following penalties are available only to a Misconduct Panel if a student is found guilty of a major case of academic misconduct:

(a) Confirm the mark of 0 for the assessment component. This is the only penalty available for a first major case presented to the Panel (this penalty should also be applied to a second case of collusion/plagiarism following referral of a first case to an Academic Practice Workshop). Where this results in the loss of credit and consequently the failure to progress or to qualify for an award the student will be able to resit under normal assessment regulations.

The penalties below may be applied singly or in combination for further cases:

(b) Reduce the mark for the module to 0. Where the resultant loss of credit leads to failure to progress or to qualify for an award the student will normally be able to resit the module under normal assessment regulations.

(c) Reduction of the grand mean for the course by up to 10 percentage points (value to be specified by the Misconduct Panel) (Note: this penalty may be applied by more than one Panel resulting in a reduction greater than 10 percentage points. The penalty is not available for first year undergraduates).

(d) Reduce classification by one or more class (Note: this penalty is not available for first year undergraduates).

(e) Disqualify from honours (Note: this penalty is reserved for undergraduate final year students).

(f) Disqualify from award (main award/exit award).

**Notes:**

Loss of credit under the above rules cannot be readdressed by granting condoned credit where a fail is the result of the application of a misconduct penalty. However, a resit opportunity may be available under the assessment regulations.

In the case of undergraduate finalists on some courses where no resit opportunity exists, the reduction of a mark to 0 with no possibility of condoned credit being granted will result in the student being precluded from receiving classified honours.
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. However, candidates must be considered to enable any resits/sits to be offered and to enable the candidate to be considered by a virtual PAB if necessary, once the outcome of the misconduct process is known.

2.9.14 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/complaintsappeals/academic/groundsfor

2.10 RESULTS AND APPEALS

2.10.1 Publication of results

The following principles apply to the publication of results:

Pass and progress lists

(i) Award Pass Lists are provisional until ratified by the Chair of the University Teaching and Learning Committee on behalf of Senate. All students awarded a degree or progressed by the Progression and Award Board (PAB) are included on the Pass/Progress List regardless of any previous disclosure agreement with the University. The original pass/progress list and one copy must be taken to the Student Systems and Records Office (SSRO) as soon possible following the PAB prior to publication of results. The Student Systems and Records Office also require a list of students who have failed the award or failed to progress at the PAB to be provided at the same time. Published pass lists should include the candidate number and classification achieved. The candidate name should not normally be included in the published pass list to ensure anonymity.

(ii) Module results are made available to students via Sussex Direct in a timely manner after the PAB and can be found on ‘View My Study Pages/Module Results’.

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

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

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

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

2.10.2 Failed students

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

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

(ii) is asked to contact failed award students immediately prior to the publication of the award pass list, where this is possible, to inform them that they will not appear on the award pass list.

2.10.3 Appeals

Information on the Appeals process can be found here:

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

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

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

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

2.11 PROGRESSION OF PART-TIME STUDENTS

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

(i) The PAB should offer resits for any modules failed to ensure that the student acquires sufficient credit to enable progression to occur on completion of the full stage.

(ii) Where a student's performance is such that future progression is precluded, having exercised relevant resit opportunities, the PAB will determine any retrieval opportunities prior to continued progress.
Section 3: Derogation from standard University regulations approved by University Teaching and Learning Committee and related appendices
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 Qualifications and Credit Framework in England and Wales and Northern Ireland (Ofqual 2010), 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, Statutory and Regulatory Body (PSRB).

2. Credit

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

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

**Credit Level**

The Level shall be:

- Level 3 (foundation year/stage 0)
- Level 4 (undergraduate stage 1/certificate level)
- Level 5 (undergraduate stage 2/diploma level)
- Level 6 (undergraduate stage 3/honours 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 QCF Level 3 to FHEQ 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.

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.

3.2 Undergraduate courses will normally be delivered in full-time mode and any derogations must be formally approved. Postgraduate courses may be delivered in full-time or part-time mode subject to formal approval at validation.

NB: It is a requirement that for Sussex University undergraduate honours and integrated masters awards, at least two stages of study must have been undertaken at the University, or on a course validated by the University, to qualify for a Sussex award.

PhD/DPhil are not typically credit rated under the FHEQ framework.

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<table>
<thead>
<tr>
<th>Award Title</th>
<th>FHEQ/QCF Level</th>
<th>Minimum Credit requirement</th>
<th>Minimum Credit requirement at the level of the award</th>
<th>Minimum Period of Registration</th>
<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy (PhD)</td>
<td>8</td>
<td>n/a</td>
<td>n/a</td>
<td>2yrs FT</td>
<td>This is a research degree, the completion of which requires the submission of a thesis, typically of no more than 80,000 words in length.</td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD by Published Works)⁴</td>
<td>8</td>
<td>n/a</td>
<td>n/a</td>
<td>1 yr FT</td>
<td>This award requires the submission of a portfolio of published works.</td>
</tr>
<tr>
<td>Professional Doctorate</td>
<td>8</td>
<td>540</td>
<td>360</td>
<td>3yrs FT</td>
<td></td>
</tr>
<tr>
<td>Master of Philosophy</td>
<td>7</td>
<td>n/a</td>
<td>n/a</td>
<td>1 yr FT</td>
<td>This is a research degree, the completion of which requires the submission of a thesis, typically of no more than 40,000 words in length.</td>
</tr>
<tr>
<td>Master of Laws by Research (LLM by Research)</td>
<td>7</td>
<td>180</td>
<td>180</td>
<td>1yr FT</td>
<td>Typically delivered over a single academic year (12-month period), comprising a supervised research dissertation. Taught modules will not form part of the award</td>
</tr>
<tr>
<td>Masters (MA/MSc/MFA/MAEd/LLM/MBA)</td>
<td>7</td>
<td>180</td>
<td>150</td>
<td>1yr FT</td>
<td>Typically delivered over a single academic year (12-month period) and incorporating a research dissertation normally of 60 credits.</td>
</tr>
<tr>
<td>MRes</td>
<td>7</td>
<td>180</td>
<td>150</td>
<td>1yr FT</td>
<td>Typically delivered over a single academic year (12-month period) and incorporating a research dissertation normally of 90 credits.</td>
</tr>
</tbody>
</table>

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

⁴ The maximum period of registration for a PhD by Published Works is 1 year if attendance is full time and 2 years if attendance is part time.
<table>
<thead>
<tr>
<th>Award Title</th>
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<th>Minimum(^3) Period of Registration</th>
<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Masters</td>
<td>7</td>
<td>240</td>
<td>210</td>
<td>1yr FT</td>
<td>Typically delivered over two years (24 months) and normally incorporating a research dissertation (\geq 60) credits.</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>7</td>
<td>120</td>
<td>90</td>
<td>1yr FT</td>
<td>These awards may be approved as stand-alone awards or as exit awards embedded 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’.</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>7</td>
<td>60</td>
<td>45</td>
<td>1yr FT</td>
<td></td>
</tr>
<tr>
<td>Integrated Masters Degree (MEng, MChem, MPHarm, MPhys, MMath, MSci)</td>
<td>7</td>
<td>480</td>
<td>120</td>
<td>4yrs FT</td>
<td>A 4-stage degree course normally incorporating an embedded exit route at Honours Level 6. Students typically decide during stage 2 whether to continue on the 4-stage pathway or to transfer to the 3-stage Honours route, subject to minimum levels of academic achievement. Students failing to achieve the progression threshold at the end of stage 3 on the 4-stage route may be eligible to exit with the Honours award.</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>6</td>
<td>90</td>
<td>90</td>
<td>1yr FT</td>
<td>A professional ‘conversion’ course, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline.</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td></td>
<td>45</td>
<td>45</td>
<td>1yr FT</td>
<td></td>
</tr>
<tr>
<td>BA/BSc/LLB (Hons) Single Honours</td>
<td>6</td>
<td>360</td>
<td>90</td>
<td>3yrs FT</td>
<td>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.</td>
</tr>
<tr>
<td>Award Title</td>
<td>FHEQ/QCF Level</td>
<td>Minimum Credit requirement</td>
<td>Minimum Credit requirement at the level of the award</td>
<td>Minimum Period of Registration</td>
<td>Award rules</td>
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</tr>
<tr>
<td>BA/BSc/LLB (Hons) Single Honours (with named exit pathway)</td>
<td>6</td>
<td>360</td>
<td>90</td>
<td>3yrs FT</td>
<td>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. The pathway shall incorporate at least 60 credits (with 30 credits at level 5). The named pathway does not constitute a named entry route as it is designed to facilitate student choice after entry. Where students successfully complete a 60 credit pathway alongside their single honours, the subject of the pathway will not appear in the degree title. The pathway will usually be recognised on the degree certificate outside of the degree title in the form ‘&lt;Major element&gt; (with &lt;pathway name&gt; studies)’. Where students successfully complete a 90 credit pathway alongside their single honours, the subject of the pathway will appear in the degree title in the same form as that specified for a BA/BSc/LLB Hons Single Major (with Minor).</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Award Title</th>
<th>FHEQ/QCF Level</th>
<th>Minimum Credit requirement</th>
<th>Minimum Credit requirement at the level of the award</th>
<th>Minimum(^3) Period of Registration</th>
<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BSc/LLB Hons Single Major (with Minor)</td>
<td>6</td>
<td>360</td>
<td>60 (major) 30 (minor)</td>
<td>3yrs FT</td>
<td>This is a degree comprising two main areas of study. The major component shall consist of 270 credits with a minimum of 60 credits at Level 6. The minor component shall consist of a coherent element of study to the value of 90 credits of which 30 shall be at level 6. The Minor element shall be formed by the completion of a 90-credit pathway. The Minor element of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants. The two elements of study will be linked by the word ‘with’ in the degree title.</td>
</tr>
<tr>
<td>BA/BSc (Hons) Fast-track (available within Partner Institutions only); Single Major, Single Major (with Minor), Joint Major</td>
<td>6</td>
<td>360</td>
<td>90</td>
<td>2yrs FT</td>
<td>Each year consists of 180 credits, otherwise these degrees follow the framework of the standard delivery.</td>
</tr>
<tr>
<td>BA/BSc (Hons) Joint Major</td>
<td>6</td>
<td>360</td>
<td>90 (of which a minimum of 30 credits shall be in each major)</td>
<td>3yrs FT</td>
<td>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. The two elements of study will be linked by the word ‘and’ in the degree title.</td>
</tr>
</tbody>
</table>
A voluntary Placement Year (professional/industrial\(^5\)) outside the University may be incorporated into an existing 3/4 stage course (Bachelors or Integrated Masters Degree respectively) on entry or via transfer to facilitate student choice. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. The Placement Year will usually take place between the second stage and the final stage of a course.

A voluntary Placement Year is not guaranteed but the University will support students via the Placement Preparation Programme in identifying/gaining access to a Placement Year. Support in identifying/gaining access to an Industrial Placement Year will be provided by the Placement Preparation Programme and by the School. Students wishing to access a voluntary Placement Year once on a course shall register on the Placement Preparation Programme normally by Term 2 of Stage 1. Students cannot normally undertake both a voluntary Placement Year and a Study Abroad Year.

When taken and passed the voluntary Placement Year shall be recognised on the degree certificate in the format – Degree title (with Professional/Industrial Placement Year).

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\(^5\) The exact nomenclature for the award title is determined at the point of validation of the course. Schools can select whichever option most accurately describes the placement experience that their students will undertake.
| Award with Integrated Placement Year | 5 | 120 | 120 | 1 year | An **integrated** Placement Year is incorporated into some of the University’s 3 and 4 stage courses. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. The Placement Year will usually take place between the second stage and the final stage of a course. The following types of integrated Placement Years are permitted:

- Professional practice placements which require students to undertake an integrated Placement Year for a recognised and accredited qualification.
- Research placements which require students to undertake an integrated Placement Year.
- Specialist industrial placements which require students to undertake an integrated Placement Year in an explicitly discipline-relevant context.

The University guarantees that a placement will be made available to student studying on the above courses.

Students cannot normally undertake both an integrated Placement Year and a Study Abroad Year.

When taken and passed the integrated Placement Year shall be recognised on the degree certificate in the format – **Degree title (with Professional/Industrial Placement Year)** or **Degree title (Research Placement)**. |
<table>
<thead>
<tr>
<th>Award Title</th>
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<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award with Study Abroad Year (voluntary/integrated)</td>
<td>(5)</td>
<td>(120)</td>
<td>(120)</td>
<td>1 year</td>
<td>A <strong>voluntary</strong> Study Abroad Year outside the University may be incorporated into an existing 3/4 stage course (Bachelors or Integrated Masters Degree respectively) to facilitate student choice. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. A voluntary Study Abroad Year is not guaranteed but the University will support students via the Sussex Abroad Office in identifying/gaining access to a Study Abroad Year. Students wishing to access a voluntary Study Abroad Year once on a course shall register with the Sussex Abroad Office normally by Term 2 of Stage 1. Some courses have an <strong>integrated</strong> Study Abroad year outside the University embedded into a 4 stage course structure. A Study Abroad Year integrated into the course structure requires that the University guarantees access to a Study Abroad Year for all students on that course. Students cannot normally undertake both a Study Abroad and a Placement Year (regardless of whether the Study Abroad or Placement year is integrated into a 4 stage course or voluntary). When taken and passed the voluntary/integrated Study Abroad Year shall be recognised on the degree certificate in the format – Degree title (with Study Abroad Year).</td>
</tr>
<tr>
<td>Award Title</td>
<td>FHEQ/QCF Level</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A Study Abroad / Placement Term</td>
<td>(5)</td>
<td>(60)</td>
<td>(5)</td>
<td>1 Term(^6)</td>
<td>Incorporated within a 3 or 4-stage (360/480 credit) degree course to broaden student learning. Incorporating a study abroad/ placement term warrants specific recognition on the degree transcript but does not constitute a named entry/exit route. Permissible in Term 1 and Term 2 as long as the curriculum has been explicitly approved to enable this. The one term placement/study abroad requires approval by the Chair of University Teaching and Learning Committee and is not open to all students.</td>
</tr>
<tr>
<td>Ordinary Bachelor degree (BA/BSc)</td>
<td>6</td>
<td>300</td>
<td>60</td>
<td>3yrs FT</td>
<td>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.</td>
</tr>
</tbody>
</table>

\(^6\) This is the maximum period allowed
<table>
<thead>
<tr>
<th>Award Title</th>
<th>FHEQ/QCF Level</th>
<th>Minimum Credit requirement</th>
<th>Minimum Credit requirement at the level of the award</th>
<th>Minimum³ Period of Registration</th>
<th>Award rules</th>
</tr>
</thead>
</table>
| Intercalated Year (IcYr)| 5              | 120                         | 90                                                   | 1yr FT                          | A one year course of study in a named subject, validated as an academically coherent programme of learning.  
The Intercalated Year allows students to study a specialist subject complementary to their primary course of study, with the aim of enhancing their career options.  
The Intercalated Year is available to students on specifically designated three year undergraduate degree course (single honours, joint honours or major/minor).  
Students may apply for admission to an Intercalated Year that has been designated as academically appropriate to their main course. The admissions requirements for the Intercalated Year are a 50% pass overall in year 2 of the undergraduate degree, with no failed credit.  
The Intercalated year is a standalone programme of study. It is assessed on a 0-100 scale as appropriate to the individual modules.  
Credits gained during the year will not contribute towards the degree classification.  
Students who successfully complete the Intercalated Year will have their achievement recognised on their award certificate by the addition of the words: ‘with an Intercalated Year in <subject>’ These words will not appear on the award certificate if the required number of credits is not achieved. Any credit awarded will however be recorded on the student transcript. |
<table>
<thead>
<tr>
<th>Award Title</th>
<th>FHEQ/QCF Level</th>
<th>Minimum Credit requirement</th>
<th>Minimum Credit requirement at the level of the award</th>
<th>Minimum Period of Registration</th>
<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Degree</td>
<td>5</td>
<td>240</td>
<td>90</td>
<td>2 yrs FT</td>
<td>The course must include an assessed and credit-rated element of work experience comprising no less than 15 credits at Level 5.</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>5</td>
<td>240</td>
<td>90</td>
<td>2 yrs FT</td>
<td>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.</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>4</td>
<td>120</td>
<td>90</td>
<td>1 yr FT</td>
<td>This is not a formally recognised award but an exit certificate of achievement for students successfully completing a Foundation Year but failing to attain the necessary threshold for admission to undergraduate study from the Foundation Year.</td>
</tr>
<tr>
<td>University of Sussex Certificate of Education</td>
<td>(3)</td>
<td>120</td>
<td>90</td>
<td>1 yr FT</td>
<td>This entry route is for applicants who do not meet the threshold for direct entry into Year 1 of undergraduate courses. Following successful completion of the Foundation Year, students will transfer to a named undergraduate course. The name of the award shall be Degree Title (with a Foundation Year).</td>
</tr>
<tr>
<td>Foundation Year</td>
<td>3</td>
<td>120</td>
<td>120</td>
<td>1 yr FT</td>
<td>“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.”</td>
</tr>
</tbody>
</table>
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. On undergraduate language courses, students may exceptionally take 30 credits at QCF Level 3 during Stage 1 of their studies, to enable entry to study of a language at the ab initio level. 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.

---

7 The undergraduate final year project is normally expected to comprise 30 credits at Level 6
8 The postgraduate dissertation is normally expected to comprise 60 credits at level 7 but may be taught across two associated modules
<table>
<thead>
<tr>
<th>Module type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>A module that all students must study as part of their course. Normally these modules are owned and delivered within a single School. Exceptionally core modules may be explicitly approved by the University Teaching and Learning Committee for cross-school delivery in single honours courses where there is a compelling pedagogical rationale. For joint honours courses where each component is provided by a different School, cross-school delivery of core modules will be permitted. All core modules shall be weighted as 15 credits or multiples thereof.</td>
</tr>
<tr>
<td>Option</td>
<td>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 in single honours courses where there is a compelling pedagogical rationale. For joint honours courses where each component is provided by a different School, cross-school delivery of option modules will be permitted. All option modules shall be weighted as 15 credits or multiples thereof.</td>
</tr>
<tr>
<td>Elective</td>
<td>A module timetabled into the University Elective Timetable for Single Honours undergraduate courses. Electives are designed to enable students to broaden their learning beyond the core subjects of Single Honours. An elective may be positioned at either QCF/FHEQ level 3, 4 or 5 in the University’s Academic Framework. All electives shall be weighted as 15 credits. Electives may exist as an individual module or as part of a 60 or 90-credit Pathway. Electives 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 QCF/FHEQ level 3/4 electives and Stage 2 students shall study FHEQ level 4/5 electives. Students may be offered a choice between an approved option or an elective.</td>
</tr>
</tbody>
</table>

---

9 Cross-school delivery requires exceptional approval owing to the additional burden upon the timetable created by allowing students from several Schools to be taught at the same time.
<table>
<thead>
<tr>
<th>Pathway type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-credit Pathway</td>
<td>A pathway that consists of 60 credits (4 elective modules x 15 credits). A 60 credit pathway consists of a cohesive course of study that provides academic progression between Levels 4 and 5, with at least 30 credits achieved at or 5. Optionality within pathways is not permitted. The aim of the 60-credit Pathway is to provide students with a focused degree of study an opportunity 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. These pathways shall be made available to students taking Single Honours degrees that opt into the Elective Scheme and shall be delivered within the University’s Elective Timetable. 60 credit Pathways can be designated as either Type 1 and Type 2: Type 1: a 60 credit pathway which is open to all students. Type 2: a 60 credit pathway with approved pre-requisites and/or exclusions as determined by the host School. This type is employed where the School is targeting a particular cohort by course of study. Elective modules that comprise a pathway must be delivered at the appropriate level of study. Stage 1 modules must be at Level 4 whilst Stage 2 modules must be at Level 5. Whilst the award certificate will record the achievement of a pathway, the subject of the pathway will not appear in the degree title. The pathway will usually be recognised on the degree certificate outside of the degree title in the form ‘&lt;Major element&gt; with (&lt;pathway name&gt; studies)’. Alternatively, another form of words may be used where the University considers this to be more appropriate. The School will obtain approval for the exit title from Portfolio Approval Committee.</td>
</tr>
</tbody>
</table>
| Language Pathways | Exceptionally, language elective modules forming part of a pathway may be delivered in Stage 3 where this complements a particular pattern of delivery, for example where a student is away from campus during a placement period or to enable entry to study a language at the ab initio level.

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. |
|---|---|
| 90-credit Pathway | A pathway that consists of 90 credits (4 elective modules x 15 credits at Stages 1 and 2, together with a further 30 credits studied at Level 6). A 90-credit pathway consists of a cohesive course of study that provides academic progression with 30 credits achieved at levels 4, 5 and 6. Optionality within pathways is not permitted.

The aim of the 90-credit Pathway is to provide students with a focused degree of study an opportunity to broaden their learning. The Pathway shall consist of sufficient academic credit to warrant specific recognition on the degree certificate as a minor component of a major/minor award.

A 90-credit pathway will be recognised on the degree certificate in the form ‘<Major element> with <pathway name>’. Alternatively, another form of words may be used where the University considers this to be more appropriate. The School will obtain approval for the exit title from Portfolio Approval Committee.

A 90-credit pathway must form part of entry route where it constitutes the minor element of study for a single honours major/minor course. Portfolio Approval Committee will have the authority to approve specific entry titles.

These pathways shall be made available to students taking Single Honours degrees that opt into the Elective Scheme and shall be delivered within the University’s Elective Timetable for the first two Stages. For students not entering the University on a specified major/minor award title, progression into Stage 3 of the will be dependent on there being sufficient capacity within the relevant stage of their course. Portfolio Approval Committee will have the authority to approve new award titles in such circumstances, thereby ensuring the academic coherence of the proposed award. |
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. Cross-school delivery of modules is permitted for postgraduate courses.

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

5.6 Taught postgraduate courses will normally have 60 credits of modules that are aligned to the award title.

*April 2015*
Appendix B: Non-credit bearing modules

ESW

ITE courses

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

MA Social Work

Students must pass both placement modules to achieve the award.

English

MA English Language Teaching

Research Methods in ELT is not formally assessed.

Life Science:

MChem Chemistry (research placement)

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

LPS:

Law (Graduate Entry)

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

MPS:

Course titles with a research placement

Research Placement modules are pass/fail. Students must pass each module to remain on the course title including Research Placement. Students who do not pass the module/s will transfer onto the standard MPhys course title without Research Placement.
Appendix C: Modules with an assessment requirement in addition to the standard requirement, usually required by a PSB (Regulation 1.2.4 and 1.4.1)

ESW:

BA and MA Social Work

Pass mark to be achieved on all module components.

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

BA Social Work

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

EngInfo:

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

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

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

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

LPS:

CPE/GDL

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

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

**MPS:**

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

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

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

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

**Psychology:**

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

Pass mark to be achieved on all module components.

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

**PG Dip Psychological Therapies**

Resits are set in-year during the next available assessment period.
Appendix D: Modules exempted from providing a resit opportunity, required by a PSB (Regulation 1.2.5)

**ESW:**

**PGCE/ School Direct ITE**

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

**MA/BA Social Work**

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

**EngInfo:**

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

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

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

**LPS:**

**CPE/GDL**

A maximum of three assessment opportunities may be offered.

**International Summer School**

A resit opportunity will not be given.
Appendix E: Exemption from non-discretionary compensation (see assessment Regulation 3.3)

**ESW:**

MA/BA Social Work

Core modules only.

**Education**

Core modules only.

**LPS:**

CPE/GDL

all modules

**Psychology:**

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

All modules.
*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 (Regulation 1.4.7 and 1.4.8)

(a) 4 stage bachelor courses with higher progression thresholds (Regulation 1.4.7)
Students on the following courses are required to achieve a capped mean of 50% in stage 1 as set out in Regulation 1.4.7:
courses including a language; courses including a voluntary study abroad year; courses including American Studies.
Students on the following course are required to achieve a capped mean of 50% across stages 1 and 2: BSc Biochemistry (with an industrial placement year).

(b) Integrated masters degree courses (Regulation 1.4.8)
Integrated masters degree courses have a higher threshold requirement for progression to the next stage and for transfer from a bachelors to an integrated masters degree. All courses fall within the approved groups set out below. The capped stage mean marks are considered for progression in all cases.

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

Group A: Standard integrated masters degree
Stage 1 to stage 2: 40% stage 1 mean required to progress to stage 2
Stage 2 to stage 3: 55% stage 2 mean required to progress to stage 3
Stage 3 to final stage: 40% stage 3 mean required to progress to final stage
Weighting of stages: 40:60:65

Group B: Integrated masters degree with early higher progression thresholds
Stage 1 to stage 2: 55% stage 1 mean required to progress to stage 2
Stage 2 to stage 3: 55% stage 2 mean required to progress to stage 3
Stage 3 to final stage: 40% stage 3 mean required to progress to final stage
Weighting of stages: 40:60:65

Group C: Integrated masters degree with later higher progression thresholds
Stage 1 to stage 2: 40% stage 1 mean required to progress to stage 2
Stage 2 to stage 3: 55% stage 2 mean required to progress to stage 3
Stage 3 to final stage: 55% stage 3 mean required to progress to final stage
Weighting of stages: 40:60:65

Group D: Integrated masters degree with a research placement
Stage 1 to stage 2: 70% stage 1 mean required to progress to stage 2
Stage 2 to stage 3: 70% stage 2 mean required to progress to stage 3
Stage 3 to final stage: 70% stage 3 mean required to progress to final stage
Weighting of stages: 40:60:65

2. Criteria required to transfer from a bachelors to an integrated masters degree (transfer back to the bachelors degree will not be possible following stage 3):
Group (i): Integrated masters degree
There are two transfer points at the end of stages 1 and 2, depending upon the availability of places on the course:
Stage 1 mean of 55% required to transfer to stage 2
Stage 2 mean of 55% required to transfer to stage 3

Group (ii): Integrated masters degree with/without a work/professional placement
There is a single transfer point at the end of stage 2, depending upon the availability of places on the course:
Stage 2 mean of 55% required to transfer to stage 3

Group (iii): Integrated masters degree with a research placement
There is a single transfer point at the end of stage 1, depending upon the availability of places on the course:
Stage 1 mean of 70% required to transfer to stage 2

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

<table>
<thead>
<tr>
<th>Course title and School</th>
<th>Progression</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MChem Chemistry</td>
<td>C</td>
<td>(i)</td>
</tr>
<tr>
<td>MChem Chemistry (with an industrial placement year)</td>
<td>C</td>
<td>(i)</td>
</tr>
<tr>
<td>MChem Chemistry (research placement)</td>
<td>D</td>
<td>(iii)</td>
</tr>
<tr>
<td>MSci courses (including Zoology; Biochemistry; Biology; Biomedical Science; Ecology and Environment; Genetics; Neuroscience).</td>
<td>C</td>
<td>(i)</td>
</tr>
<tr>
<td>MSci courses with a research placement.</td>
<td>D</td>
<td>(i)</td>
</tr>
<tr>
<td><strong>EngInfo</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEng Mechanical Engineering</td>
<td>C</td>
<td>(i)</td>
</tr>
<tr>
<td>MEng Automotive Engineering</td>
<td>C</td>
<td>(i)</td>
</tr>
<tr>
<td>MEng Electronic Engineering</td>
<td>C</td>
<td>(i)</td>
</tr>
<tr>
<td>MEng Electrical and Electronic Engineering</td>
<td>C</td>
<td>(i)</td>
</tr>
<tr>
<td>MEng Computer Engineering</td>
<td>C</td>
<td>(i)</td>
</tr>
<tr>
<td>MComp Computer Science (with an industrial placement year)</td>
<td>C</td>
<td>(i)</td>
</tr>
<tr>
<td><strong>MPS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MPhys Astrophysics (standard and research placement)</td>
<td>Standard A Research Placement</td>
<td>Standard (ii) Research Placement (iii)</td>
</tr>
<tr>
<td>MPhys Physics (standard and research placement)</td>
<td>Standard A Research Placement</td>
<td>Standard (ii) Research Placement (iii)</td>
</tr>
<tr>
<td>MPhys Theoretical Physics (standard and research placement)</td>
<td>Standard A Research Placement</td>
<td>Standard (ii) Research Placement (iii)</td>
</tr>
<tr>
<td>MPhys Physics with Astrophysics (standard and research placement)</td>
<td>Standard A Research Placement</td>
<td>Standard (ii) Research Placement (iii)</td>
</tr>
<tr>
<td>MMath Mathematics</td>
<td>A</td>
<td>(i)</td>
</tr>
<tr>
<td>MMath Mathematics with Computer Science</td>
<td>A</td>
<td>(i)</td>
</tr>
<tr>
<td>MMath Mathematics with Economics</td>
<td>A</td>
<td>(i)</td>
</tr>
<tr>
<td>MMath Mathematics with Physics</td>
<td>A</td>
<td>(i)</td>
</tr>
</tbody>
</table>

(c) 4 stage bachelor courses with a contributory integrated study abroad/placement year (Regulation 1.5.1(ii))
The following 4 stage courses include a contributory integrated study abroad/placement: courses including a language; courses including American Studies and the following course: BSc Biochemistry (with an industrial placement year).
Appendix H: Award and classification criteria for courses with alternative requirements (Regulation 1.5)

(i) Individual courses with alternative requirements

BMEc:
DIP (GRAD) Graduate
A Graduate Diploma in Economics will be awarded to students who achieve 120 credits across the course, following the application of rules on compensation and condoned credit. The award is made on a distinction/merit/pass basis.

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

ESW:
PGCE
Students are required to take 90 credits. A Postgraduate Certificate in Education will be awarded to students who achieve 60 credits across the course, which must include X1027 Professional Practice 1 and X1030 Professional Practice 2 which are pass/fail and 804X1 Professional Knowledge for Schools. The mean for the award will be calculated across all 90 credits with a Distinction or Merit awarded where the criteria are met. Exceptionally, where 801X1 Curriculum Studies 1 has been failed, the mean for the award will be based on 804X1 Professional Knowledge for Schools. In these circumstances, the Distinction and Merit classification will not apply. A resit of 801X1 Curriculum Studies 1 will be offered for credit and award, with the candidate not reconsidered for award. Where 804X1 Professional Knowledge for Schools has not been passed, a resit will be given and the candidate reconsidered for a Pass award. These regulations apply to the Postgraduate Certificate in Education and to the Postgraduate Certificate in Education (Pedagogy and Practice). 30 of the credits used for the award and the remaining 30 credits, accumulating to 60 credits, may be transferred to the MA Education.

MA Education
In addition, candidates on the PGCE may take an additional 30 credits at level 7 which may also be transferred to the MA Education. This may accumulate to a maximum of 90 credits transferred to the MA Education, including a maximum of 30 credits at level 6. Whilst the grand mean will be calculated on the new modules taken on the MA, classification of a Merit or Distinction will require 90 credits to be achieved in the higher class on the new modules taken.

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

LLB Law and Business
An award will be made to students who achieve 480 credits across the course, following the application of rules on compensation and condoned credit. Award classification shall be calculated according to the grand mean based on a ratio of 20:20:60 for stages 2, 3 and 4.
CPE/GDL
A CPE award will be made to students who achieve 150 credits across the stage, provided that the pass threshold of 40% is achieved in all assessment components of all modules on the course. In addition, a student who has taken and passed at least 90 of the 150 credits at the University is also entitled to the award of a Graduate Diploma in Law.

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

Foundation Year courses leading onto an associated course:
Arts and Humanities; Business, Management and Economics; Social Science; Computing Sciences; Engineering degrees; Mathematics degrees; Physics and Astronomy degrees

120 credits are required to progress from a foundation year course to stage 1 of an associated course. In addition, students must achieve 40% in every module and a stage mean of 50% for progression onto a Bachelors degree, and 40% in every module and a stage mean of 60% for progression onto an integrated masters degree.

Biosciences (with a Foundation Year)
120 credits are required to progress from a foundation year course to stage 1 of an associated course. In addition, students must achieve 40% in every module and a stage mean as follows:

(a) 50% stage mean required for:
   BSc Biochemistry; BSc Biology; BSc Ecology and Environment; BSc Medical Neuroscience; BSc Neuroscience; BSc Neuroscience with Cognitive Science.
(b) 60% stage mean required for: BSc Biochemistry (with an industrial placement year);
   BSc Biomedical Science; BSc Chemistry. Students selecting a course in category (b) should nominate a second choice in category (a) in the event that the criteria are not met.
Appendix (i): University of Sussex Repeat Year Standard Learning Agreement (Regulations 1.2.6)

Section 1: Standard conditions for a repeat year

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

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

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

1.1 ATTENDANCE

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

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

11 Extract from the University Regulation 16, paragraph 30 in relation to student attendance: ‘A student, unable by reason of illness, incapacitation or other emergency, to fulfil the attendance requirements, shall inform the Director of Student Experience in the School in which the student is registered. In the event of a full-time student suffering illness lasting more than six days, a medical certificate must be obtained and sent to the relevant Director of Student Experience’, (via the School Office).
Circumstances regulations for details). Significant periods of absence may require you to take a period of temporary withdrawal as your engagement may be insufficient to enable you to continue.

If you have a known disability or long term condition (pre-existing or newly diagnosed chronic illness) you should register with the Student Support Unit (SSU) so that a reasonable adjustments can be considered to support you during your study. The Director of Student Experience (DoSE) in your School will consult academic colleagues prior to any adjustment being agreed to ensure that the ‘Learning Outcomes’ of the individual modules can still be delivered, as this is an academic decision.

1.2 ASSESSMENT
A further condition is that you will complete all required module assessment on time or within the 7 day lateness penalty scheme, where this applies. If you miss an assessment due to exceptional circumstances you may lodge a claim for exceptional circumstances on-line prior to the assessment deadline or normally within 7 days of the missed assessment deadline (see the Exceptional Circumstances regulations for further details). There will be no setting aside of marks or components of marks as a result of accepted exceptional circumstances. You may be given an opportunity to take the assessment as if for the first time, in accordance with the University’s Examination and Assessment Regulations 2015/16.

If you have a known disability or long term condition (pre-existing or newly diagnosed) it is your responsibility to contact the SSU to declare this so that they may discuss entitlements to reasonable adjustments to your assessments. Your School DoSE will consult academic colleagues regarding any adjustment to assessment to ensure that the ‘Learning Outcomes’ of the individual modules can still be demonstrated, as this is an academic decision.

1.3 ENGAGEMENT
The final condition is that you demonstrate a positive and responsible attitude towards engaging with the demands of your academic studies during your repeat year. That is that you will have read the recommended texts and engaged and contributed to classes (seminars, workshop and/or laboratory sessions) as appropriate to the discipline, including contributing to group work and taking part in group presentations. You will be required to attend meetings with your Academic Advisor at least twice per term where your level of engagement will be the focus of the discussions. If there are any problems that have prevented your full participation in academic activities, including reading preparation, seminar contribution and group-work, you are expected to raise these and to be proactive in finding solutions.
Section 2: Monitoring of conditions for all repeat years

2.1 Referral to School Student Progress Committee

Failure to meet and sustain the above conditions related to attendance, assessment and engagement will result in referral to your School Student Progress Committee (SSPC) (membership and terms of reference as stated in Appendix 1). The Terms of Reference empower the SSPC to withdraw a student from the University prior to the completion of assessments during the repeat year.

A student wishing to contest a decision of the SSPC can appeal via the University’s academic appeals procedure. However, there is no right of academic appeal against the academic judgment underpinning the attendance and assessment criteria detailed in the learning agreement.

2.2 Other sources of support

(a) Academic Advisor

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

(b) Student Life Centre

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

(c) Student Union:

The Student Union offers a wide range of support to students. In relation to repeat years the Student Voice Advocates is particularly important as they offer a range of relevant independent support services, including advocacy on behalf of students.
Section 3:

Name: ..............................................................................................................

Course title: ...................................................................................................

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

Student signature: ...........................................................................................

Date: ..............................................................................................................

Please sign and submit to your School Office by 31st October 2015 at the latest.

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

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

For official use only
Date submitted to the School Office .............................................................

School Director of Student Experience (name): ...........................................

Signature: .......................................................................................................

Date: .............................................................................................................

Academic Advisor (name): ............................................................................

Date Academic Advisor notified of monitoring requirement: .....................
Appendix 1
School Student Progress Committee (subject to minor amendment for 2015/16)

(1) **Terms of Reference:**

(a) in accordance with University regulations, to permit a student temporarily to interrupt his or her studies, and determine the conditions for return in line with University procedures;

(b) in accordance with University regulations, to require that a student discontinue his or her registration, either temporarily or permanently;

(c) to submit a termly statistical report on temporary and permanent withdrawals determined under (a) and (b) above to the School Teaching and Learning Committee;

(d) to receive reports from the Director of Student Experience on the status of all students who have been permitted or required to temporarily interrupt their studies;

(e) To refer, as appropriate, issues relating to student welfare and the student experience which require School or university attention.

(2) **Composition:**

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

*In attendance:*

School Administrator (or nominee).

(3) **Reports to:** School Teaching and Learning Committee.
Appendix 2

Request to Head of School for change to Academic Advisor

Name: ………………………………………………………………………………………………………

Degree title: ……………………………………………………………………………………………

Current Academic Advisor: ……………………………………………………………………………

I request a change to my Academic Advisor

Signed: ………………………………………………………………………………………………………

Date: ………………………………………………………………………………………………………

Please hand in to your School Office
Appendix (ii): Courses permitted to use named candidate arrays (Regulation 2.1.2)

**English:**

Q3123 Critical Approaches 2 portfolios only

**ESW:**

Social Work and ITE courses

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

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

**BoS Composition:**

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

**Conduct of Business:**

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

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

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

**BMEc**

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

**ESW**

UG Main PAB: PGCE; MA Social Work

**LPS**

UG Main PAB: Dip GRAD in Law

**MPS**

UG Main PAB: MSc Physics (Euromasters)

**Psychology**

PG Resit PAB: PG Dip Psychological Therapy
Appendix (v)(a): Procedures for students with an Exceptional Circumstances claim and no registered disability (Regulation 1.7.4 and 2.7)

Processing of exceptional circumstances claims for students not flagged with a disability: A claim must be appropriately evidenced and these procedures describing how a claim is processed and the student is notified of the outcome must be followed. If a student wishes to challenge a rejected claim they may do so if they are able to submit additional evidence within 21 days of notification of the outcome of a rejected claim (note inadmissible claims do not have any right to challenge and submit further evidence). A designated member of staff decides 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 Exceptional Circumstances Claims sub-committee delegates authority 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) which will remain the academic decision making body for all matters relating to progression and award. Note, all three categories of claims are possible but no overlap is permitted. For example, if a student submits an assessment a week late then the penalty may be removed but impairment cannot be considered to avoid double claims. A claim of impairment is only considered if the assessment has been completed on time.

EC claim received with evidence of conditions which are sudden & unforeseen and temporarily prevent a student from undertaking assessment or significantly impair performance in assessment completed on time.

3 alternative claims possible:
(1) Non-submission/ non-attendance
(2) Submission up to 7 days late with penalty applied
(3) Submitted on time / assessment taken - but impaired

Evidence is reviewed and either accepted, rejected or declared inadmissible.
Automatic email sent to notify student directly of outcome. If rejected, email explains that the student may challenge and submit additional evidence within a further 21 days of the email notification.

If more than 3 weeks claimed or anticipated it is considered ‘ongoing’ and SSU should be notified for consideration for possible ‘temporary disability’ registration.

If less than 3 weeks claimed or anticipated it should also be considered if the nature of the claim is likely to need additional support. If so referral to the appropriate services will be made at the earliest opportunity.

Claim decision is recorded and case referred to SSU directly. SSU contacts student to assess if student should be registered for disability support including Reasonable Adjustments for FUTURE assessments and/or to give information on other support services.

Once notified of registration for ‘temporary disability’ including Reasonable Adjustments any further claims will be processed as outlined for students with disability (see Flowchart c).
If a student fails to engage with SSU, any subsequent related claim may be considered inadmissible as such claims may not be classed as ‘sudden and unforeseen’.
Appendix (v)(b): Procedures to follow for students with a registered disability without an Exceptional Circumstances Claim (Regulation 2.8)

For students with a declared disability, the Student Support Unit (SSU) will provide support based on an ‘anticipatory approach’ which commences with a review of the evidence in order to assess entitlement to Reasonable Adjustment (RA) to learning and assessments. RA proposals should be made at the earliest opportunity at the start of the course and usually by week 3 of the first term. Some RAs will need to be approved by a University Panel. 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 (v)(a)).

Student Support Unit (SSU) considers support required for teaching, learning and assessment upon registration. Are Reasonable Adjustments (RA) to assessment required?

<table>
<thead>
<tr>
<th>Is support in place/recommended for teaching and learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

Yes

Is the support required for an unseen exam (or similar)?

| No | Yes |

Yes

Student Support Unit (SSU) sets out proposals which must be approved by the University RA Panel.

The Table at Annex A sets out proposals which must be approved by the University RA Panel.

All students registered with SSU may submit within the published permissible lateness period without penalty. Where appropriate a proposal may be made by SSU to extend deadlines beyond the permissible lateness period, for example, to ensure that deadlines in an assessment period are staggered. Proposals for deadlines to be extended beyond the permissible lateness period require approval from the DoSE. At the start of the year/term the DoSE must review SSU proposals and approve, where appropriate, a deadline up to 7 days beyond the permissible lateness period, following discussion with the DTL and academic colleagues to ensure that the security of the assessments are maintained. Where approved, the combination of a published 7 day late submission period and an extended deadline of 7 days beyond the late submission period, will accumulate to 14 days after the published cohort deadline (no penalty will be applied in these circumstances provided an extended deadline beyond the published lateness period had been agreed in advance.)

A proposal regarding presentation arrangements can be approved by the DoSE, provided that the module learning outcomes can be met. For example, a presentation may be conducted on a one-to-one basis. Where approved, the presentation must be made to the same Marker and not to a different tutor. The DoSE must review presentation arrangements at the start of the year/term.

Small group room with/without technical support
The assessment is held separately to the main cohort with arrangements to support this, where this can be accommodated.

Additional 25% time in unseen examinations
A fixed additional 15 minutes is given per hour which may be used as extra writing time and/or rest time at the desk. The assessment is held separately to the main cohort and will include an additional 15 minutes rest time per examination.

Exam script
To support the student the exam script may be presented as follows: large print, use of coloured paper, language modified (e.g. by qualified teacher of the deaf).
Annex A
University policy regarding approval of reasonable adjustments to assessment for a student registered with the Student Support Unit (SSU). No adjustments may be made for a student whose record is not flagged orange or green.

Proposals to be approved by the DoSE/SSRO

<table>
<thead>
<tr>
<th>Number</th>
<th>Reasonable Adjustment Proposal</th>
<th>Referral route</th>
<th>DoSE approval</th>
<th>SSRO approval</th>
<th>Panel approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extended deadline to an assessment up to 7 days beyond the published permissible lateness period¹</td>
<td>to DOSE then SSRO</td>
<td>Yes</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Additional time (25% extra time up to a maximum of 4 hours which may be used for writing or resting in assessment and examinations. An additional 15 minutes rest time will be included per examination scheduled separately to the main cohort.)²</td>
<td>to SSRO</td>
<td>Yes</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Presentations: 1-1³</td>
<td>to DOSE then SSRO</td>
<td>Yes</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Use of equipment:</td>
<td>to SSRO</td>
<td>Yes</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. PC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Use of own ergonomic keyboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Use of own mouse (e.g. roller ball)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Use of own back rest, foot rest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Adjustable chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Adjustable desk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Small group room: seating preference.</td>
<td>to SSRO</td>
<td>Yes</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Exam Script:</td>
<td>to SSRO</td>
<td>Yes</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Large print</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Use of coloured paper in exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Language modified (e.g. by Qualified teacher of the Deaf)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

³ Individual or group presentations can be held in a separate room, other than to a group, provided they are made to the same Marker. An extended deadline may not be approved for a group presentation.
### Proposals to be approved by the Panel

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

**Notes:**
Any proposal can be referred to the University Reasonable Adjustment Panel by SSRO or the DoSE, even where they have authority to approve. Any proposal not listed must be referred to the Panel.

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* The School will be consulted regarding an appropriate alternative mode following approval in principle by the Panel. The School recommendation will be considered and approved by the Panel virtually.
* The School will be consulted regarding an appropriate adjustment to assessment task following approval in principle by the Panel. The School recommendation must ensure that the relevant module learning outcomes may be met. Any adjustment must be in keeping with the exam rubric or guidance previously published or a mock past paper must be provided. This is to ensure that equivalent guidance is provided following the adjustment to the assessment task. The School recommendation will be considered and approved by the Panel virtually.
Appendix (v)(c): Procedures to follow for students with a registered disability and an Exceptional Circumstances Claim related to an unexpected exacerbation or issue unrelated to a disability (Regulation 2.8)

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

Claim received with evidence of condition(s) which are sudden, unforeseen and temporarily prevent a student from undertaking assessment or significantly impair performance in assessment completed on time* and student record is already flagged with a disability.

Claim and evidence is reviewed and either accepted, rejected or declared inadmissible (as for Appendix (v)(a)) and SSU notified.

RA in place?  No

Yes

SSU to propose RA Plan including ‘reasonable adjustments’ for future assessment (see Appendix (v)(b)), if appropriate.

SSU to review existing RA Plan.

Any proposal for RAs to future assessments is processed (see Appendix (v)(b)).

SSRO Office to notify RAs approved to key stakeholders including: student; named Academic Advisor; Course and Module Convenor(s); DoSE; DTL; and School Administrator.

* Disabled students without an extension (as part of RA) may still make a claim if ‘sudden and unforeseen circumstances’ result in a penalised late submission of up to 7 days. These circumstances may include an unexpected exacerbation or an issue not impacting on their disability. This claim should be dealt with under Appendix (v)(a).

* Disabled students with an extension (as part of RA) may submit late (see Appendix (v)(b)).
Appendix (vi): University process for the moderation of marks (Regulation 2.6)

UNIVERSITY PROCESS FOR THE MODERATION OF MARKS

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

Step 1: Marking process

(i) The Marker records the mark on the individual cover sheet and the batch marks sheet.

(ii) The Marker records the feedback, either directly on Sussex Direct or on the individual cover sheet. Schools may allocate a member of staff to enter the feedback on Sussex Direct from the individual cover sheet. Marks and feedback are recorded based on the candidate number in line with the principle of anonymous marking.

(iii) The Marker completes a batch marks sheet for the batch recording a mark for every assessment in the batch, and attaches this to the front of the batch (this stays with the batch). A number of internal Markers may be involved in the marking for a large cohort, each with a batch marks sheet for the batch of assessments that they are marking.

Step 2: Selecting the sample for moderation

(i) The sample should be selected by the Chair of the Board of Study (or nominee) in accordance with regulation 2.6.3(ii).

(ii) The Chair of the Board of Study (or nominee) identifies the sample on the batch marks sheet.

(iii) The Marker passes the sample of assessments and batch marks sheet to the Moderator to conduct the moderation process.

(iv) The School Administrator sets the timeframe for the sample to be returned to the Marker by the Moderator (this is necessary in order to meet the deadline for the return of marks and feedback to students and to meet any end of year deadlines in relation to examination boards).

Step 3: Conducting and recording the moderation process

(i) The Moderator will need to review the feedback via Sussex Direct or the individual cover sheet attached to each assessment in the sample, as appropriate.

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

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

(iv) The marks and feedback can then be released as set out in Regulation 2.6.3(ii).
(v) Where the Moderator does not confirm the sample, a different sample must to be moderated by a second Moderator. The Marker and the first Moderator record the outcome on the batch marks sheet.

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

(vii) Where the second Moderator does not confirm the sample, the process in regulation 2.6.3(ii) must be followed.

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

(i) The Chair of the Board of Study (or nominee) ensures that the moderated marks and feedback have been input correctly to the central recording system and that this process is completed within the appropriate deadlines, as set out in regulation 2.6.3(ii).

(ii) Marks and feedback are released by Schools with an annotated copy of the assessment being made available to the student.
UNIVERSITY PROCESS FOR THE MODERATION OF MARKS

Marking process
1) Marking (overseen by Module Convenor or nominee)
2) Marks checking (a robust and proportionate process to check consistency by double marking, marks calibration or other mechanism, as appropriate to discipline). Marks may be changed at this stage.

Internal moderation process
Chair of the Board of Study selects a sample of 10%, subject to a minimum of 7 and a maximum of 25 marked assessments. The sample must represent all classification bands and include all fails. Marks and feedback may not be changed at this point. This process checks for consistent application of the marking process. The sample will be selected automatically for e-submission assessments.

Marks can be released as provisional to students, along with feedback for coursework and A1 assessments (marks for A2 assessments are held back until after PAB). Moderated marks and feedback should be released within 15 term time working days of the assessment deadline.

External moderation process
An External Examiner will review the same sample of assessments that have been internally moderated. The sample will show evidence of marking, feedback and internal moderation. An External Examiner may request a second sample for scrutiny or full/partial remarking for the whole cohort.

Not approved by internal moderator
A different sample must be reviewed by a second moderator. The School may undertake a remark in advance of Moderator 2 reviewing a different sample. The remark may be limited to a specific issue with the marking e.g. the marks of a particular band/question.

Not approved by second moderator
Marks given in the marking process are ‘discounted’. The marking process must start again with the entire batch remarked by another marker. A sample must be moderated by another moderator who was not involved in the initial process. Notify students of revised marks and feedback publication date or release unmoderated marks.

Assessment excluded from university moderation
- Assessments weighted at ≤30% of the module assessment (unless no assessment is weighted at >30%)
- Assessment modes which include an individual or practical element or teaching practice modes e.g. Dissertation/project
- Stage 0/1 assessments at levels 3 and 4

Module Assessment Board (MAB)
Progression and Award Board (PAB)