

Examination and Assessment Regulations 2021/22

Section 1: Progression and Award Regulations

These regulations apply to the following postgraduate courses offered collaboratively with Zhejiang Gongshang University:

MSc Intelligent and Adaptive Systems

MSc Robotics and Autonomous System

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Terminology

Absurd Outcome	The PAB may make a recommendation to the Pro Vice-Chancellor (Education and Students) for an outcome outside of the remit of the PAB.
Assessment period	Designated assessment periods are held in A1, A2 and A3. Resits are scheduled in A3. The PAB may offer 'within year' resits.
Award	The academic award for the successful completion of a course e.g. Master Award, PG Certificate, PG Diploma
Capped marks/capping	Capping is where the mark for a resit assessment is restricted to the minimum pass mark. This applies to resits.
Classification	The process by which the University categorises students' overall performance into classes of degree. This includes Distinction and Merit at postgraduate level.
Compensated credit	The automatic award of credit for a failed module where the criteria are met, in recognition of a candidate's overall performance. An optional resit of the module may be offered. The mark achieved on the module will stand.
Condoned credit	The decision of the PAB to confer condoned credit at the final award stage where the criteria are met. An optional resit of the module may be offered. The mark achieved on the module will stand.
Conflation	The arithmetical process of producing a final mark based on the weightings of assessment components and stages of study.
Contributory assessment	Assessment that contributes to the mark for a module.
Core module	A module taken by all students on the course.
Course	An approved 'course of study' comprising a defined number of modules and credits which leads to an award of the University. Students are registered on a course.
Coursework assessment	An assessment completed during the time that the module is being taught, or shortly afterwards.
Credit	Credit is awarded for the successful completion of a credit-bearing module.
Cycle of assessment	Comprises one first attempt and one resit attempt at module assessment in a stage of study.
Derogations	Approved deviation from the standard regulations.
FHEQ	Framework for Higher Education Qualifications
Joint Institute	The Sussex ZJSU Joint Artificial Intelligence Institute, a TNE partnership between Zhejiang Gongshang University and the Sussex School of Engineering and Informatics
Level	Refers to the difficulty of the module aligned to the FHEQ: Level 6 –undergraduate stage 3 (final year) Level 7 – Postgraduate The stage of study may include up to 30 credits at the level below, but not above.

Marginal fail	The University defines marginal failure in a module as follows: At level 6 Marks of 35 – 39% At level 7 Marks of 45 – 49%
Major/Minor	Major refers to the majority element of a course and minor refers to the smaller element – usually at a ratio of 75:25.
Mode of assessment	The description of an assessment type
Moderation (internal and external)	The process that is required by the University to confirm that the marking process has been conducted appropriately. It is undertaken independently of the marking team following the completion of the marking process. Internal moderation is followed by external moderation by the External Examiner.
Module	A self contained block of learning with defined aims, learning outcomes and assessment. The building blocks of courses.
Module Assessment Board (MAB)	The exam board responsible for considering and assuring marks achieved on a module by a cohort of students.
Non-contributory work (formative)	Refers to assessment exercises which should be taken as part of the learning process, but for which the mark does not contribute to the overall mark for the module.
PGT	Postgraduate Taught
PWD	Permanent Withdrawal
Progression and Award Board (PAB)	The exam board responsible for considering the assessment outcomes of students and for applying the regulations. It has the power to: <ul style="list-style-type: none"> • Recommend awards and confirm progression • Compensate or condone module failure • Agree retrieval requirements
PSRB	Professional, Statutory or Regulatory Body
Repeat	Where a student is given a repeat cycle of assessment including all the teaching, learning and assessment for a stage/semester or exceptionally a module. Marks for repeat modules are not capped.
Resit	Where a student is given an opportunity to resit the module assessment, without repeating the teaching. Resits are scheduled during the resit assessment period. Resit marks are capped at the minimum pass threshold.
Rounding of marks	The process by which the mark for a module, stage or grand mean is made into a whole number rounded up (≥ 0.45) or down (≤ 0.44).
SEC	School Education Committees
Stage	A period of study at the end of which students are considered for progression or an award. Usually an academic year for full-time study.
Stage mean	Includes all marks achieved on modules taken during the stage of study including marks of zero and fail marks.
SSRO	Students Systems and Records Office.
Sussex Direct	The web portal for students and staff maintained at Sussex.
TWD	Temporary Withdrawal
UEC	University Education Committee

Working Days	When periods of days/weeks are referred to in this document, unless otherwise stated 'working days' are Monday to Friday, with the exception of bank holidays, the period between Christmas and New Year when the University administrative offices are closed and Minimum Service Days. This applies even when some areas of the University, such as libraries and learning spaces, are open during these times.
Joint Institute Record System	The Web portal for staff and students maintained at ZJSU.

Summary of progression and award regulations

The 2021/22 progression and award regulations will be applied to all students taking assessment in 2021/22.

Regulation	Brief summary	Rationale
Credit requirement for award (postgraduate masters.) <i>(from page 23)</i>	50% capped stage mean plus 180 credits (which may include a maximum of 30 credits given by compensation and/or condoned credit where criteria met).	Ensures all credit secured with a maximum of 30 credits condoned at the award stage.
Compensation credit <i>(from page 11)</i>	Automatic compensation up to a maximum of 30 credits per stage will be awarded where criteria met.	Applied automatically to ensure equity of application. Ensures stage mean achieved across stage.
Condoned credit <i>(from page 12)</i>	PAB may allow a maximum of 30 credits to be condoned at the level of the award, where course learning outcomes and criteria met.	Allows for module failure in award stage provided good performance across stage. Avoids delay in achieving degree aims.
Cycle of assessment <i>(page 9)</i>	An assessment cycle includes one first attempt and one resit attempt.	Resits are set in the resit assessment period.
Repeat stage <i>(page 27)</i>	discretionary repeat of the course.	Academic judgement required.
Resit marks <i>(page 10)</i>	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 at the level of the assessment for all modules.	Ensures student engagement and does not confer unfair advantage as a result of resit.
Accepted exceptional circumstances <i>(from page 25)</i>	No marks will be set aside. Students may be given a sit opportunity as a result of evident impact on module assessment, as determined by the PAB, to demonstrate full potential.	Equity for all students and does not confer unfair advantage as a result of sit.
PG exit awards <i>(page 24)</i>	Lower level awards to be given as exit awards where these have been validated as a coherent academic award for the individual course.	Embedded within principles of Academic Framework to award achievement when learning outcomes met.
Absurd outcome <i>(page 25)</i>	The PVC (E&S) may endorse a PAB recommendation where the outcome of the assessment regulations is exceptionally considered to be unacceptable for an individual student.	PAB rather than PVC decision to secure route to appeal. PVC may accept or reject to maintain academic standards.

Preamble

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

The University's examination and assessment regulations operate on the basis of an agreed set of University-wide principles as follows:

- The University will ensure that the integrity and academic standards of its awards are safeguarded
- The University will ensure its regulations meet external requirements including the UK Quality Code for Higher Education and the Higher Education Credit Framework for England and are aligned to sector best practice
- The University will operate University-wide regulations with minimal local variation
- The University will promote consistency and transparency in the application of its regulations to ensure fairness and equity to students and to protect individual students from discrepancies in treatment between schools
- The University's exam boards will make decisions which support student retention, progression and achievement by enabling students to complete/achieve the highest potential award in the shortest timeframe
- The University's regulations will seek to encourage student engagement
- The University's regulations seek to protect individual staff members from allegations of bias
- The University's regulations will be as clear and simple as possible.

The University's regulations are reviewed and evaluated periodically in response to internal and external feedback, external requirements and sector best practice.

Scope of regulations

The regulations are underpinned by the governing principles which follow. These regulations apply to all taught postgraduate students being assessed this academic year on courses leading to an award of the University of Sussex. Derogations from these regulations may be permitted by the University Education Committee (UEC) on recommendation from the School Education Committee (SEC) to meet the accreditation requirements of a Professional, Statutory or Regulatory Bodies (PSRB) or by the Joint Institute to meet the needs of the partnership.

Approved derogations are contained in the Appendices.

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 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 3:

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

Principle 4:

The application of rules on compensation and condoned credit apply only to students who achieve a stage mean of 50% for postgraduate taught courses for award. This principle assures the standard for all University of Sussex awards.

Principle 5:

Resits at postgraduate level for taught modules are permitted where course conditions allow. Where credit has been awarded by a PAB no student shall be permitted to resit to improve the mark (except for compensated/condoned credit).

Principle 6:

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, the capped resit mark will normally be used for 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 7:

A repeat year for masters awards is permitted at the discretion of the Progression and Award Board. Such students will be subject to a University Repeat Year Learning Agreement.

Principle 8:

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 9:

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 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 10:

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) or the equivalent unit for students studying at the Joint Institute 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.

Courses and modules

1. An approved University taught course is 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 course learning outcomes that leads to an award of the University.
2. A taught Masters course is defined as a single stage of postgraduate study irrespective of the duration of study (full-time or part-time).
3. FHEQ level 7 (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.
4. 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 module learning outcomes and assessment criteria.Modules must have learning outcomes set at the appropriate FHEQ level showing clear progression between levels.
5. 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 Education Committee on recommendation from the School Education Committee.

PERMANENT AND TEMPORARY WITHDRAWAL

Permanent withdrawal requested by a student

6. A student may request to Permanently Withdraw (PWD) at any time.
7. If a student wishes to return to the University having Permanently Withdrawn (PWD), an application may be made in accordance with the Recognition of Prior Learning Policy (<http://www.sussex.ac.uk/adqe/standards/rpl>)
8. In all cases the current entry criteria must be met and the personal statement made by the student must address the reason for the initial PWD and explaining how their circumstances have changed to improve the likelihood of a successful outcome on this occasion.

Temporary withdrawal requested by a student

9. A student may interrupt their studies at any time prior to the following deadlines. Postgraduate students may request to TWD at any time.
10. A student returning to the University following TWD will normally restart their studies at the beginning of the semester that they did not complete with the expectation of taking part in the full diet of teaching, learning and assessment as if for the first time. Postgraduate students may start at the beginning of Semester 1, 2 or 3 or at the beginning of the Semester 3 assessment period to start or continue the dissertation or project.
11. Marks for semester/s completed before the TWD will be ratified by the Module Assessment Board. Any marks (pass or fail) achieved during the incomplete semester and prior to the temporary withdrawal will be removed from the students' record where the student is restarting.
12. Individual students decide when to take a period of voluntary Temporary Withdrawal (TWD). It is the responsibility of the Progression and Award (PAB) to review the academic performance for the semester/stage and to confirm the re-entry date and any assessments that will be set before/after re-entry or a repeat of the semester/stage, as appropriate.
13. In cases where a student does not return from a TWD at the agreed return date, the status of the student will be changed from Temporary Withdrawal (TWD) to Permanent Withdrawal (PWD).
14. A student whose circumstances prevent them from returning to the University by the date agreed by the PAB, may submit a request to the Director for the Student Experience (or their nominee) to extend the TWD period.
15. Where a student temporarily withdraws having completed the teaching for the semester, but has either failed or not completed the assessment for the semester, the PAB may exercise its discretion when considering the student's overall performance to either:
 - Offer a sit of any failed or missed assessments where TWD was taken prior to the initial assessment. The marks for these attempts will not be capped.
 - Offer a resit of any failed or missed assessment where TWD was taken after the initial assessment. The marks for these attempts will be capped. An uncapped sit may be offered in line with accepted Exceptional Circumstances.
 - Offer a repeat of the semester or stage rather than a sit/resit.
16. The opportunity to sit/resit will normally be in the resit assessment period either before/after re-entry to the University.
17. Where major changes have been made to the curriculum, it may not be possible for a student to

be offered either a sit/resit of missed or failed assessments i.e. when the scheduled assessment is no longer appropriate to the test the original teaching. In these circumstances the student will be required to restart at the beginning of the relevant semester or stage in order to take part in the full diet of teaching, learning and assessment. Individually designed assessments are not permitted.

ASSESSMENT REGULATIONS

Attendance for assessment

18. It is the responsibility of students to attend examinations and submit work for assessment as required. If a student fails to attend examinations or submit work for assessment, the markers will deem the student to have failed the assessment concerned.

Modes of assessment

19. The University uses a range of approved modes of assessment. The modes and their descriptors can be found here <http://www.sussex.ac.uk/adqe/standards/examsandassessment>

Marking criteria

20. Marking criteria are statements of the characteristics of assessed work that attract a range of marks from the marking scale. Marking criteria, which are discipline specific, are produced by the Board of Study and kept under review by the School Education Committee (SEC).
21. Marking criteria should be published to students via Canvas.

Assessment information and schedule

22. Detailed information about the assessment for each module (mode, weighting and deadline for submission) are agreed by the SEC. Once agreed they should not be subject to local alteration.
23. General information about assessments is published to students via a combination of course and module documentation. The definitive and complete assessment details for all contributory assessments are provided on Sussex Direct.
24. Where available, past papers used in examinations for the previous two academic years are published by Schools to students via Canvas.

Module grades

25. 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. The module grade is assured by the Module Assessment Board. It is based on the marks achieved in the contributory assessments and other approved factors which are in addition to the normal assessment requirements.
26. Marks are recorded using a numerical scale of 0-100. Decimal places are not used on single assessments.
27. It is expected that the requirement will be for modules to be passed where a conflated pass mark has been achieved. For example, where a module has more than one element of assessment, there is no requirement that all elements of assessment are passed separately in order to achieve an overall pass of the module.
28. Any additional requirements such as the need to pass all elements separately within modules, fieldwork completion or the requirement to attend practicals or placements should be made explicit to students.
29. The mark for a module will be a whole number rounded up where the actual mark is equal to or greater than 0.45% and rounded down where the actual mark is equal to or less than 0.44%.

30. Module grades will be recorded on the Diploma Supplement/Transcript.

Submission of assessments

31. Assessments must be submitted in English (unless stated otherwise in the assessment task), in the format specified in the assessment task, to the location specified and to the deadline published on Sussex Direct.
32. Work that has been submitted on time, or during the late submission period, will be marked once the deadline has passed. Students are not permitted to submit revised versions of their submission or additional elements once the original deadline has passed.

Late submission - up to 24 hours late

33. A penalty deduction of 5 percentage points (not 5% of the actual mark) will be applied to all work submitted up to 24 hours after the submission deadline. The application of this penalty should not reduce the overall conflated mark for the module below the minimum pass mark. Where the pass threshold for the module has not been met before late penalties are applied, penalties will not be applied where this would result in the assessment component not being passed. This means that such penalties cannot in themselves prevent progression or require the student to resit assessments that have been academically passed.

Late submission – after 24 hours and up to 7 days late

34. A penalty deduction of 10 percentage points (not 10% of the actual mark) shall be applied to work that is submitted after 24 hours and up to 7 days late. The application of this penalty should not reduce the overall conflated mark for the module below the minimum pass mark. Where the pass threshold for the module has not been met before late penalties are applied, penalties will not be applied where this would result in the assessment component not being passed. This means that such penalties cannot in themselves prevent progression or require the student to resit assessments that have been academically passed.

Late submission beyond the 7 day deadline

35. Work submitted beyond the 7 day late submission deadline will not be considered. A mark of 0% and a non-submission will be recorded.

Exceptions to the late submission scheme

36. Late submission of group assessments is not permitted.
37. Late submission on Take Away Papers (TAPs) is not permitted. Students known to the Student Support Unit or Joint Institute equivalent may apply for an extended deadline of 4 or 8 hours. This is to ensure submission on the same day as the cohort.
38. A School may approve the exclusion of some assessment components from the full late submission scheme where the teaching pattern provides rapid feedback within 7 days of the original deadline. In such circumstances, late submission may be permitted up to 24 hours after the original deadline.
39. Occasionally, where a feedback session is scheduled within 24 hours of the deadline, no late submission will be permitted.
40. In these cases Canvas should make this explicit to students at the start of the academic year.
41. Occasionally the 7 day late submission period will be reduced should the University be closed

towards the end of the late submission period. Any reduction to the late submission period will not normally be applied to students known to the Student Support Unit.

Protocols in the case of an e-submission error

- 42. Work that has been submitted on time, or during the late submission period, will be marked once the original deadline has passed and therefore a revised version, or additional elements, cannot be resubmitted after the deadline for a penalty.
- 43. Where there has been an error in the E-submission process, for a Submission mode with a late submission period, an application may be made to replace the file. Where the file is accepted, the standard penalties apply for submissions made during the late submission period. For accepted submissions made after the end of the late submission period, the mark will be capped at the module threshold mark (Please apply to the School Office: ei@sussex.ac.uk for the appropriate form)

Penalty for non-submission

- 44. When any contributory assessment is not submitted, it will be counted as an attempt and marked as 0%.

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

- 45. 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 postgraduate awards.
- 46. Where a stage has been failed, a repeat cycle may be available comprising one further cycle of first attempt and (where necessary and available) one resit opportunity. See '**Repeat stages of study**' for further information.
- 47. A student who has passed a module at the first attempt will not be offered the opportunity to resit to improve the mark, unless exceptional circumstances are accepted for impairment.

Resit opportunities

- 48. Following failure of a module at the first attempt, a PAB will normally give a resit.
- 49. A resit is an opportunity, usually within the same academic year, to retrieve an initial fail without having to repeat the original period of teaching and learning.
- 50. Resit opportunities will only be offered for modules where the relevant conflated mark for the module has not been achieved (40% on modules at level 6 and 50% for level 7 modules).
- 51. Where a module is initially assessed by a single assessment mode the resit should, where practical, normally be assessed by the same mode. Where a module is initially assessed by more than one assessment mode to test different learning outcomes, the resit modes should normally map to the original assessment modes and weightings. This ensures that all module learning outcomes are assessed at the resit.
- 52. All students taking the resit will take the approved resit assessment mode/s. Where there are two or more resit assessment mode types which map to the original assessment mode types and weightings, a resit of the failed assessment mode will be given. For example, for a failed module initially assessed by essay 30% and exam 70%, a resit of the essay and/or exam will be given weighted at 30% and 70% respectively, depending on the assessment/s failed. This enables the mark for a passed assessment to be carried forwards. Where there is a single resit mode

designed to test all the learning outcomes and the mode is the same as the highest weighted original mode, the resit mode may be weighted in accordance with the failed assessment. For example, for a failed module initially assessed by test 30% and exam 70%, a resit exam could be weighted at 100%, 70% or 30% depending on the assessment/s failed. This enables the mark for a passed assessment to be carried forwards and for a single exam to be set.

53. The resit mark achieved will stand even where it is lower than the mark achieved at the first attempt. The original mark will stand where the resit has not been taken.
54. The mark achieved on the resit will be capped at the pass threshold for the module. The resit mark will be conflated with any passed assessment mark/s which are carried forwards and/or with any failed assessment marks where a resit has not been taken.
55. Resits take place in the resit assessment period for the module:
 - A3 for semester 1, 2 and 3 taught modules;
 - A first resit of a PGT dissertation/project (and any associated assessments on the module scheduled at the same time) will be scheduled in the Semester 2 assessment period (A2);
 - The Joint Institute may offer a 'within year' resit assessment to retrieve a coursework assessment that was scheduled during the teaching period. The 'within year' resit must be scheduled within 4 calendar weeks of marks being published. The mark achieved will replace the original first attempt mark and will not be recorded separately on the student's record.
56. These resit regulations also apply to second resits and to sits. A sit is an opportunity to take the resit mode weighted in proportion with the accepted exceptional circumstances. Marks achieved on a sit will not be capped. (See '**Exceptional circumstances**' for further details).
57. A resit of a new assessment task will not be the automatic recourse for a dissertation/project of 30 credits or more in the final stage of an undergraduate course or at postgraduate level. Instead, the resit may consist of a resubmission for a capped mark.

Modules exceptionally exempted from providing a resit opportunity

58. 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 stage, in order to obtain the academic credit. Where there is a failure in the provision of a placement, another placement must normally be secured within the same stage.

Compensation for module failure

Marginal failure

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

At level 6	Marks of 35 – 39%
At level 7	Marks of 45 – 49%

Automatic compensated credit

60. When a student is considered for award, a module/s with a marginal fail mark will be

automatically compensated, where the criteria below have been met. This allows a student's overall performance to compensate for failure. No resit is then required. The mark for the compensated module will remain as the actual mark achieved for progression and award purposes.

61. Compensation is automatically applied at each stage of study at the level of the module for a marginal fail of up to 30 credits.
62. The following stage mean criteria must also be met:
 - an uncapped stage mean of 50% for a postgraduate course (excluding the research project/dissertation)
63. Compensation will be automatically applied when the Postgraduate Progression and Award Board (PAB) convenes virtually in the summer to consider the completed taught modules, provided that the criteria above have been met. Compensation will not be given for a designated research project/dissertation module. The mean requirement for compensation will not include the designated research project/dissertation module.

Discretionary condoned credit

64. When a student is considered for award, the Progression and Award Board (PAB) may consider the overall performance and decide that without incurring a penalty, a part of the course that has been failed need not be redeemed. No resit for the failed module is then required. The mark achieved for the module will remain as the mark for award purposes.
65. The 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
 - a fail mark on the module of at least 1 has been achieved and
 - the relevant uncapped stage mean in the final stage has been achieved as follows:
 - 50% for a postgraduate course

Additional limits on condoned credit

66. A failed postgraduate research project/dissertation may not be condoned.
67. The PAB may not condone a module failed as a result of misconduct.

Limits on the use of compensated and condoned credit

68. A maximum of 30 credits may be granted via a combination of compensated and condoned credit in the final award stage. Where more than 30 credits have been failed a PAB can give a resit.
69. Credit trailed from a previous stage may be condoned at the award stage provided that the credit granted via condoned or compensated credit does not exceed 30 credits in total.

Optional resit following compensated or condoned credit

70. Where automatic compensation has been applied or the PAB has condoned a credit shortfall, the University will provide a single optional resit which a student may choose to take instead of receiving the credit via compensated or condoned credit. This is to enable the pass threshold to be achieved and for any accreditation requirements to be met.
71. The mark achieved on the optional resit will be capped and will stand even where it is lower than the original mark achieved. This may result in the PAB confirming a different progression or

award decision.

72. The regulations under '**Resit opportunities**' regarding resit modes, resit marks, capping and resit scheduling apply.

Circumstances where a sit may be determined outside the PAB

73. Very occasionally a sit may be offered outside of the consideration of the Progression and Award Board (PAB) as set out below. Where appropriate, the marks array presented to the Progression and Award Board (PAB) will indicate that a sit of the resit mode has already been agreed. The regulations under '**Resit opportunities**' regarding resit modes and resit scheduling apply.

Extreme weather conditions or other unforeseen circumstances

74. The University may reschedule an in-person assessment to take place during the resit assessment period, or during a teaching period, if extreme weather conditions or other unforeseen circumstances lead to University closure or the University is not able to schedule an assessment as planned.

Exceptional circumstances on a presentation/lab

75. 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 School DoSE can arrange for the assessment to be rescheduled, provided that this can be accommodated before the published assessment deadline.

Deferral of an assessment

76. The Dean may approve an application to defer an examination to the resit assessment period where observance/attendance at a religious festival or holy day, or a scheduled competitive sporting event, work placement or internship commitment clashes with a scheduled examination (see **Deferral of a scheduled examination** in '**Conduct of examinations regulations**').
77. The Joint Institute Academic Committee may approve the deferral of an assessment to the resit assessment period of the current stage of study. This will be a sit of the resit mode, weighted in line with the missed assessment.
78. The Dean may approve an application to defer one examination on the course to the resit assessment period (see **Deferral of a scheduled examination** in '**Conduct of examinations regulations**').
79. The Dean may approve an application to defer a PGT dissertation/project from the resit assessment period to the Semester 1 assessment period of the following academic year (see **Deferral of a PGT dissertation/project** in '**Conduct of examinations regulations**').

PROGRESSION AND AWARD BOARDS (PABS)

80. The Progression and Award Board (PAB) will make progression and award decisions for students taking assessment during this academic year.
81. The PAB will make decisions in accordance with these regulations and the PAB Terms of Reference (see '**Terms of reference and officer duties**').
82. Where a resit is given, the regulations under '**Resit opportunities**' regarding resit modes, resit marks, capping and resit scheduling apply.

Postgraduate PAB

83. For Masters degrees which extend over 3 consecutive semesters, such as in the Joint Institute, PABs will be named and scheduled as described in Appendix F.
84. The Postgraduate Progression and Award Board (PAB) will be convened in Semester 2 to consider performance on Semester 1 taught modules and to agree any resits/sits for these modules, and to confirm award decisions for students who have completed the course.
85. The Postgraduate Progression and Award Board (PAB) will be convened in the Summer vacation to consider performance on Semester 2 taught modules and to agree any resits/sits for these modules.
86. The Summer PAB may offer a choice of a repeat stage or resits/sits of the taught modules. This enables a repeat stage to be taken within the maximum period of registration.
87. No candidate achieving less than 60 credits after taking resits in the resit assessment period will be permitted to submit a dissertation/project in the Semester 1 assessment period of the following academic year.

AWARD REGULATIONS

Assessment for an Award

88. The Progression and Award Board (PAB) will consider students for an award on the first occasion that they have completed the minimum required modules. The PAB will make awards in accordance with these regulations and will offer retrieval opportunities and consider exit awards where appropriate (**Appendix F** provides a flowchart).
89. In all cases the capped stage mean is used for award purposes. The stage mean includes all marks achieved on modules taken in the stage including marks of zero and fail marks.

AWARD REGULATIONS - POSTGRADUATE

Masters Award

90. A student who is registered for a Masters degree will be considered for the award where they have achieved not less than 180 credits at the prescribed level as set out in the Academic Framework and a capped stage mean of 50% across the stage. The credit requirement may include condoned and compensated credit where this has been given by the PAB.

Postgraduate Diploma

91. A student who is registered for a Postgraduate Diploma will be considered for the award where they have achieved not less than 120 credits, at the prescribed level as set out in the Academic Framework, and a capped stage mean of 50% across the stage. The credit requirement may include condoned and compensated credit where this has been given by the PAB.

Postgraduate Certificate

92. A student who is registered for a Postgraduate Certificate will be considered for the award where they have achieved not less than 60 credits, at the prescribed level as set out in the Academic Framework, and a capped stage mean of 50% across the stage.

93. Compensation and condoned credit may not be applied.

Overall framework for classification

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

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

Borderline zone for postgraduate awards

95. The University operates a borderline zone at all the classification boundaries. A PAB has the discretion to reclassify a postgraduate student where they have achieved either:

- a grand mean mark of up to 1% below the higher classification boundary and at least 50% of the credit that contributes to classification in the higher class or
- a grand mean in the higher class with less than 50% of the credit that contributes to classification in the higher class.

96. When considering borderline students the PAB has the discretion to reclassify based on the individual student profile as presented on the marks array. Consideration may be given to the following:

- Performance in the taught modules
- Performance in the dissertation/project/ module

97. Exceptional circumstances do not provide grounds for reclassification of an award. In these circumstances the PAB may consider offering a sit.

Postgraduate exit awards

98. Students who fail to achieve the standard required for the award for which they are registered but who meet the relevant criteria for a Postgraduate Diploma or Certificate may be considered in line with the award criteria above.

99. The mean mark should be calculated from the taught modules contributing to the award only.

100. Credit achieved on a research based dissertation/project cannot contribute to the credit requirements of a Postgraduate Diploma or Certificate awarded as an exit award.

101. A Postgraduate Diploma exit award may include a maximum of 30 credits given via compensation and/or condoned credit. Compensation and condoned credit may not contribute to the award of a Postgraduate Certificate exit award.

102. Postgraduate exit awards are not classified.

NEW DECLARATION OF A DISABILITY – POSTGRADUATE

103. In cases of a new declaration of either a physical disability, specific learning difference (SpLD), a mental health or autistic spectrum condition, the Progression and Award Board (PAB) has discretion to consider marks achieved where the necessary support was offered which enabled the student to work to their full learning potential. This discretion should only be applied where there is no disadvantage to the student.

104. The PAB is guided to look for evidence of improved performance on all assessments taken after the support was offered. No marks should be set aside and a minimum of a full stage of marks must be considered.
105. For postgraduate students the Progression and Award Board will be advised of cases where support has been offered after the start of the course so that a sit may be considered.

AEGROTAT AWARDS

106. An Aegrotat degree is a degree that may be awarded where a student is unable to complete their studies in the foreseeable future. This may be because of serious illness or death.
107. An Aegrotat degree will be subject to the approval of the Pro Vice-Chancellor (Education and Students) following a recommendation from the Progression and Award Board (PAB).
108. Normally a postgraduate Aegrotat degree will be an unclassified degree of the award upon which the student is/was registered, regardless of the number of credits achieved at the time of the award, for example, a MSc Neuroscience (Aegrotat) may be made where the award requirements have not been achieved.

AN ABSURD OUTCOME FOR AN INDIVIDUAL STUDENT

109. Where, in the view of the Progression and Award Board (PAB), the strict application of the regulations results in an absurd outcome for an individual student that cannot be remedied within the existing discretion of the PAB, the PAB may make a recommendation to the Pro Vice-Chancellor (Education and Students). Marks cannot be changed or set aside.
110. The Pro Vice-Chancellor has the authority to accept or reject the recommendation of the PAB.
111. The final application of the accepted recommendation rests with the PAB.
112. In the case of a recommendation not being accepted, the PAB can either make an alternative recommendation or apply an outcome within the regulations. Where this is the case, normal appeals procedures may apply.

APPEAL AGAINST THE DECISION OF A PROGRESSION AND AWARD BOARD

113. A student can use the procedures set out at <http://www.sussex.ac.uk/ogs/complaintsappeals/academic> to appeal against the decision of a Progression and Award Board (PAB) where the criteria for appeal are met.

EXCEPTIONAL CIRCUMSTANCES

114. The University Education Committee oversees the policy and procedure related to exceptional circumstances in accordance with Principles 10 and 11 of these regulations. The procedure for considering exceptional circumstances claims is set out in '**Exceptional circumstances impacting on module assessment**'.

Waiving of late submission penalties

115. The penalty will be removed where the evidence submitted to support a claim is accepted.

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

116. The PAB may offer a sit for an uncapped mark in accordance with the weighting of the accepted exceptional circumstances.
117. A sit is an opportunity to take the resit mode weighted in proportion with the accepted exceptional circumstances. The regulations under '**Resit opportunities**' regarding resit modes and resit scheduling apply.
118. No setting aside of missed, failed or impaired assessments, or components of assessment, is permitted.
119. The marks achieved at the first attempt will be removed from the student record and replaced with the mark achieved at the sit, even where this is lower than the original mark achieved. The mark achieved for a sit of a component of the module assessment will be conflated with any existing marks achieved for any non-affected 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(s) achieved will stand for progression and award purposes.
120. The PAB may decide not to offer a sit if the mark achieved on the module is not significantly out of line.
121. 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 instead, providing the full cycle of assessment has been offered.
122. In all cases the PAB must ensure that the academic standards of the award are upheld in accordance with these regulations and the University's Academic Framework.
123. Where a claim for exceptional circumstances is accepted against a sit in the resit assessment period, the PAB may offer the student sits up to a maximum of 60 credits (without attendance) prior to being reconsidered by the PAB for award, or to repeat the stage/semester.
124. 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. In cases where a sit/resit opportunity has not been taken and there is an accepted claim, the PAB may determine that no further assessment opportunities are given.

RETRIEVING CREDIT IN THE FOLLOWING ACADEMIC YEAR

Criteria for retrieving credit

125. 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.
126. No student shall be permitted more than three academic years to achieve the credits for the stage, even where they have transferred course or temporarily withdrawn, and shall only be permitted to repeat a stage of study on the same course where the stage has been failed.
127. Exceptionally the PAB may request an Absurd Outcome to offer a further year of study to achieve the credits for the stage, where a student has previously had three academic years to complete a stage. In such cases the PAB should be mindful of the maximum period of registration as set out in the University's Academic Framework at **Appendix A**.

Repeat stages of study

128. The repeat of a failed 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 removed from the student record for progression and award purposes and a new full assessment cycle undertaken.
129. The offer of a repeat postgraduate stage will normally be made at the Summer Postgraduate PAB where a choice of a repeat stage or resits may be given, to enable completion within the maximum period of registration.
130. A repeat stage may not be given where the stage has already been repeated or second resits without attendance have already been granted.
131. Evidence of attendance and engagement during the failed stage should not be taken into account when considering a discretionary repeat, but academic performance in a previous stage may be taken into consideration.
132. Where the PAB decides not to offer a repeat of a stage to a student who has not previously repeated a stage in the course, the PAB must set out the rationale for this decision in the minutes.
133. A student offered a repeat stage of study will be required to abide by the conditions set out in a University Repeat Year Learning Agreement. The Learning Agreement and accompanying Guidance is available at <http://www.sussex.ac.uk/adqe/standards/examsandassessment>. The School Student Progress Committee may commence withdrawal proceedings for any student in breach of their Learning Agreement.
134. The PAB may offer a repeat of a semester instead of a stage, provided that 60 the credits have been secured in the other semester.

Discretionary second resit without attendance in the next academic year

135. Postgraduate Progression and Award Boards (PABs) have discretion to offer a second and final resit/s for a failed module/s up to a maximum of 60 credits, for a capped mark, provided 60 credits have been achieved in the stage.
136. This may only be considered where the award criteria for the stage have not been achieved, after any resit opportunities and other mechanisms to retrieve the credit have been considered (compensation and condoned credit) and provided there is good evidence of attendance and engagement such that the student is likely to succeed at the next resit assessment opportunity.
137. A second resit may not be given for the following:
 - a dissertation/project on a postgraduate award, where it is weighted at more than 30 credits.
 - where the stage has already been repeated
138. The student will be offered a second resit of the failed module/s without attendance.
139. The regulations under '**Resit opportunities**' regarding resit modes, resit marks, capping and resit scheduling apply.

The following derogations from these regulations apply:

Appendix A: Academic Framework

The University of Sussex Academic Framework applies with the additional underlined text:

'The maximum period of registration for a taught award is normally the minimum period plus 3 years for undergraduate, plus 1 year for postgraduate and plus 2 years for postgraduate taught degrees which extend over 3 consecutive semesters in the Joint Institute, irrespective of whether the course is studied on a full-time or part-time basis.'

The University of Sussex Academic Framework is available at <http://www.sussex.ac.uk/adqe/documents>

Appendix B: Non-credit bearing modules

The following modules must be passed:

MSc Intelligent and Adaptive Systems (offered collaboratively with ZJSU):

- 886H1Z Socialism
- 887H1Z Dialectics in Nature

MSc Robotics and Autonomous System (offered collaboratively with ZJSU):

- 886H1Z Socialism
- 887H1Z Dialectics in Nature

Appendix C: Joint Institute PGT PAB meeting

Credits achieved by PAB on taught modules	Dissertation submission deadline	Main PAB (April 2022)	Resit PAB (July 2022)	Main PAB (April 2023)
≥90 credits	A1 2022	Award; condone and award; resit DISS in A2; give PG Dip/Cert exit; give 1 st and 2nd resits in A3 2022	Award where first resit of dissertation set in A2 2022	Consider award for candidates given 2nd resits in A1 2023
≥90 credits	A2 2022	Identify candidates where credit can/cannot be condoned and give 1 st and 2nd resits as appropriate in A3 2022	Award; condone and award; give PG Dip/Cert exit; give 1st diss/pro resit in A1 2023	Consider award for candidates given 2nd resits and 1 st diss/pro resit in A1 2023
75 credits	A1 2022	PG Cert exit (DISS credit cannot be used towards exit award); 1 st and 2nd resits in A3 2022 and 1 st diss/pro resit in A2 2022	n/a	Consider award for candidates given 2nd resits in A1 2023
75 credits	A2 2022	PG Cert exit (remove DISS submission from A1 2022); 1 st and 2nd resits in A3 2022 (dissertation deadline stands in A2 2022)	1 st diss/pro resit in A1 2023	Consider award for candidates given 2nd resits in A1 2023
60 credits	A1 2022	PG Cert exit (DISS credit cannot be used towards exit award); 1 st and 2nd resits in A3 2022 and 1 st diss/pro resit in A2 2022.	n/a	Consider award for candidates given 2nd resits in A1 2023
60 credits	A2 2022	PG Cert exit (remove DISS submission from A1 2021); 1 st and 2nd resits in A3/A4 2022 (DISS deadline stands in A2 2022)	1 st diss/pro resit in A3 2021	Consider award for candidates given 2nd resits in A1 2023
<60 credits	A1 2022	No award (DISS credit cannot be used towards exit award). Choice: Final fail; semester 2/3 (repeat stage in 2020/21 offered by Resit PGT PAB 2021)		Consider award for candidates given a repeat of semester 2.
<60 credits	A2 2022	No award (remove DISS submission from A2 2022). Choice: Final fail; repeat semester 2/3 (repeat stage in 2022/23 offered by Resit PGT PAB 2021)		Consider award for candidates given a repeat of semester 2.

Note:

- (i) PAB has discretion to offer a maximum of 60 credits as 1st and 2nd resits/sits in A2 2022.
- (ii) Candidate cannot submit dissertation in A1 2022 where <60 credits have been achieved or where an exit award is given by the Main PAB.

The regulations regarding assessment policies and procedures at the University of Sussex apply. These are set out in the chapters that form Section 2 at: <http://www.sussex.ac.uk/adqe/standards/examsandassessment>

A derogation has been approved to the following chapter:

Terms of reference and officer duties

Addition to Appendix C: Timing of undergraduate and postgraduate PABs

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

Add: Eng Info PGT Resit PAB to consider resits/sits for Semester 1 modules on MSc Intelligent and Adaptive Systems; MSc Robotics and Autonomous System (offered collaboratively with ZJSU).