

Examination and Assessment Regulations 2020/21

Section 1: Progression and Award Regulations

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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 for S1, S2 and year-long modules are scheduled throughout A3.
Award	The academic award for the successful completion of a course e.g. BA, BSc, LLB, Certificate, Diploma
Capped marks/capping	Capping is where the mark for a 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.
DTL	Director of Teaching and Learning
DoSE	School Director of Student Experience
FHEQ	Framework for Higher Education Qualifications
Joint Major	For example BA English and History – where English and History are both major subjects, contributing equally to the overall degree. Further details are provided in the Academic Framework.
Level	Refers to the difficulty of the module aligned to the FHEQ. These levels are usually taken in the following stages of study: Level 3 – Foundation stage Level 4 – UG stage 1 Level 5 – UG stage 2 Level 6 – UG stage 3 Level 7 – Postgraduate

	Each 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 levels 3 to 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
Progression	The process of an undergraduate student moving from one academic stage to the next upon satisfactory completion of the required modules.
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.

Trailed credit	A PAB has the discretion to allow a resit to be trailed into the next stage of study, subject to the criteria being met.
TWD	Temporary Withdrawal
UEC	University Education Committee
UG	Undergraduate
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.

Summary of progression and award regulations

The 2020/21 progression and award regulations will be applied to all students taking assessment in 2020/21.

Regulation	Brief summary	Rationale
Credit requirement for progression (undergraduate) (from page 15)	40% uncapped stage mean plus 120 credits (which may include a maximum of 30 credits given by compensation and/or trailed credits where criteria met).	Ensures stage mean achieved across stage.
Credit requirement for award (undergraduate) (from page 19)	40% capped stage mean plus 120 credits (which may include a maximum of 30 credits given by compensation and/or condoned credit where criteria met).	Ensures all credit secured with a maximum of 30 credits condoned at the award stage.
Credit requirement for award (postgraduate masters.) (from page 23)	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 (from page 11)	Automatic compensation up to a maximum of 30 credits per stage will be awarded where criteria met.	Applied automatically to ensure equity of application. Ensures stage mean achieved across stage.
Trailed credit (from page 27)	PAB may allow a maximum of 30 credits to be trailed into the next stage, where criteria met.	May be used where compensation criteria not met and where PAB anticipates success at the next opportunity.
Condoned credit (from page 12)	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 (page 9)	An assessment cycle includes one first attempt and one resit attempt.	Resits are set in the resit assessment period.
Repeat stage (page 27)	Entitlement for repeat of stage 1 and discretionary thereafter including the final stage (UG and PG) and foundation level.	Equity for all students in stage 1. Academic judgement for other stages.
Resit marks (page 10)	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 (from page 25)	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 (page 24)	Lower level awards to be given as exit awards where these have been	Embedded within principles of Academic Framework to award

	validated as a coherent academic award for the individual course.	achievement when learning outcomes met.
Absurd outcome (page 25)	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 undergraduate and 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). 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 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. Resits 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 (except for compensated/condoned credit).

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, 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 a University 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 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.

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 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.
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.

Variation of study

6. All courses are validated as coherent and comprehensive patterns of study. Requests for a variation of study for an individual student following an undergraduate course are permitted and must be approved by the School Director of Teaching and Learning (DTL). Permitted variations include:
 - A semester of study abroad/placement during stage 2
 - Exceptionally, a study abroad/placement year at Level 6 to replace stage 3 of a 4 stage Integrated Masters course. (A voluntary study abroad/placement year is an additional year and does not constitute a variation of study)
 - An International Summer School module to replace a failed module up to a maximum of 15 credits
 - up to 30 credits at Level 6 in the final stage, to enable a pathway to be completed
 - Up to 30 credits to enable the curriculum requirements to be met following course transfer
 - up to 30 credits at Level 7 in the final stage of an Integrated Masters course
7. The DTL must ensure that the learning outcomes of any core modules that will be replaced can be met and that the level and credit volume of study is academically appropriate.
8. Requests for a variation of study to a postgraduate course for an individual student are permitted and may be considered up to a maximum of 30 credits. The DTL needs to be satisfied that the module learning outcomes clearly map to the learning outcomes of any core modules that will be replaced.
9. An application for a variation of study may be rejected on the grounds of academic judgement where the DTL takes into account the proposed variation and/or the academic performance of the individual student.

10. Credit from a module previously studied can only form part of the credit load requirement in accordance with the University's Recognition of Prior Learning policy, provided the application is approved pre-admission.

PERMANENT AND TEMPORARY WITHDRAWAL

Permanent withdrawal requested by a student

11. A student may request to Permanently Withdraw (PWD) at any time.
12. 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/adge/standards/rpl>)
13. 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

14. A student may interrupt their studies at any time prior to the following deadlines. Undergraduate students may request to temporarily withdraw (TWD) at any time up until the end of week 11 of Semester 2. Postgraduate students may request to TWD at any time prior to the 30th June. Fee instalment dates are available at: (<http://www.sussex.ac.uk/finance/services/feesandincome/studentaccounts/tuitionfees>)
15. 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. Undergraduate students will either restart at the beginning of Semester 1 or the beginning of Semester 2. Postgraduate students may start at the beginning of Semester 1 or 2 or at the beginning of the Semester 2 assessment period to start or continue the dissertation or project.
16. 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.
17. Individual students decide when to take a period of voluntary Temporary Withdrawal (TWD). It is the responsibility of the Progression and Award Board (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.
18. 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).
19. 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.
20. 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.
21. The opportunity to sit/resit will normally be in the resit assessment period either before/after re-entry to the University.
22. 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

23. University requirements in respect of curriculum design are set out at <http://www.sussex.ac.uk/adqe/curriculum>. See also 'Marking, moderation and feedback' for marking and moderation regulations. The role of External Examiners is set out in the 'Handbook on the policy and procedures for the external examining of taught courses' which can be found at <http://www.sussex.ac.uk/adqe/standards/externalexaminers>

Attendance for assessment

24. 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

25. 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>
26. Schools must provide Visiting and Exchange students with an alternative mode of assessment for all modules assessed by an in-person assessment in the Semester 1 or resit assessment period, where the student will no longer be at the University. The alternative mode must test all the module learning outcomes
27. The School Director of Teaching and Learning may exceptionally approve a request to take the Visiting and Exchange alternative mode from a student due to go on a study abroad/placement in Semester 2. The request must be supported by evidence to confirm that the semester abroad/placement starts prior to the Semester 1 assessment period.

Marking criteria

28. 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).
29. Marking criteria should be published to students annually.

Assessment information and schedule

30. 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.
31. 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.
32. Where available, past papers used in examinations for the previous two academic years are published by Schools to students via Sussex Direct.

Module grades

33. 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 mark is based on the marks achieved in the contributory assessments and other approved factors which are in addition to the normal assessment requirements. The module grade is assured by the Module Assessment Board.

34. Marks are recorded using a numerical scale of 0-100. Decimal places are not used on single assessments.
35. The pass mark for the module depends on the level of the module and not on the level of the award. Modules at levels 3-6 module have a pass mark of 40% and modules at level 7 module have a pass mark of 50%.
36. Unless there is a clear justification, such as a Professional, Statutory or Regulatory Body (PSRB) requirement, 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.
37. 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. Additional requirements to pass a module are set out in **Appendix C**.
38. 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%.
39. Module grades will be recorded on the Diploma Supplement/Transcript.

Submission of assessments

40. Assessments must be submitted in English (with the exception of language modules which must be submitted in the language stated in the assessment task), in the format specified in the assessment task, to the location specified and to the deadline published on Sussex Direct.
41. 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. For written submissions to the School Office, students should be asked to submit two copies to the School Office that owns the module. This allows a sample to be retained as set out in the regulations on '**Marking, Moderation and Feedback**'. Any assessments submitted by post must be received by the School Office by the relevant assessment deadline.

Late submission - up to 24 hours late

42. 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

43. 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

44. 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

45. Late submission of group assessments is not permitted.
46. Late submission on Take Away Papers (TAPs) is not permitted. Students with Reasonable Adjustments agreed via the Student Support Unit may apply for an extended deadline of 4 or 8 hours. This is to ensure submission on the same day as the cohort.
47. 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.
48. Occasionally, where a feedback session is scheduled within 24 hours of the deadline, no late submission will be permitted.
49. In these cases the module handbook should make this explicit to students at the start of the academic year.
50. 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 with Reasonable Adjustments agreed via the Student Support Unit.

Protocols in the case of an e-submission error

51. 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.
52. 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 the DTL 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 see 'Application to replace an e-submission file' here: <http://www.sussex.ac.uk/adqe/standards/examsandassessment/assessmentforms>)

Penalty for non-submission

53. 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

54. 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 awards.

55. 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.
56. 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

57. Following failure of a module at the first attempt, a PAB will normally give a resit.
58. 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.
59. Resit opportunities will only be offered for modules where the relevant conflated mark for the module has not been achieved (40% on modules at levels 3 to 6 and 50% for level 7 modules) and/or credit has not been awarded by the PAB, for example, where there is an additional PSRB requirement for passing the module. Approved derogations are set out in **Appendix C**.
60. 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.
61. 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.
62. 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.
63. 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.
64. Resits take place in the resit assessment period for the module:
 - A3 for semester 1, 2 and year-long modules;
 - Exceptionally, 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 1 assessment period;
 - Schools may exceptionally provide 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. The PAB will offer a resit in the resit assessment period in cases where the module has been failed.

Approved derogations to resit timings are set out in **Appendix D(i)(a)**.

65. These resit regulations also apply to trailed and 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).
66. 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. There is no entitlement to further supervision.

Modules exceptionally exempted from providing a resit opportunity

67. 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.
68. In the case of 4/5 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 change in the degree title on exit (see '**Inclusion of study abroad/placement year in the course title**' for further details).
69. The exemption of a module from the opportunity to provide a resit must be approved by the University Education Committee on recommendation from the School Education Committee. **Appendix D** provides a list of such modules which should be clearly flagged to students in all published materials, including course handbooks.

Compensation for module failure

Marginal failure

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

At levels 3 to 6	Marks of 35 – 39%
At level 7	Marks of 45 – 49%

Automatic compensated credit

71. When a student is considered for progression or 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.
72. Compensation is automatically applied at each stage of study at the level of the module for a marginal fail of up to 30 credits.
73. The following stage mean criteria must also be met:
- 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%

- an uncapped stage mean of 50% for a postgraduate course (excluding the research project/dissertation)

74. 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 postgraduate research project/dissertation module. The mean requirement for compensation will not include the designated research project/dissertation module.

75. For Online Distance Learning courses, compensation will be applied for a designated research project/dissertation module, where the criteria are met.

Additional limits on compensated credit

76. Some courses have additional criteria for compensated credit, or do not permit compensation at all due to PSRB requirements (See **Appendix E**). Where this is the case, course handbooks must make this explicit to students at the start of the academic year.

Discretionary condoned credit

77. 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.

78. 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:
 - 40% for an undergraduate course, with the exception of Integrated Masters courses where 50% is required or
 - 50% for a postgraduate course

79. For Online Distance Learning courses, condoned credit may be awarded for a designated research project/dissertation module, where the criteria are met.

Additional limits on condoned credit

80. A failed postgraduate research project/dissertation may not be condoned.

81. The PAB may not condone a module failed as a result of misconduct.

Limits on the use of compensated and condoned credit

82. 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.

83. 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

84. 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.

85. 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.
86. 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

87. 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

88. 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

89. 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

90. The School Director of Student Experience (DoSE) 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 the regulations on '**Conduct of examinations**').
91. The Student Support Unit 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.
92. The School Director of Student Experience (DoSE) may approve an application to defer one examination on the course to the resit assessment period (see '**Deferral of a scheduled examination**' in the regulations on '**Conduct of examinations**').
93. The School Director of Student Experience (DoSE) 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 the regulations on '**Conduct of examinations**').

PROGRESSION AND AWARD BOARDS (PABS)

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

Undergraduate PAB

97. The Undergraduate Progression and Award Board (PAB) will be convened in the Summer vacation to consider performance on Semester 1, Semester 2 and year-long modules, to agree any resits/sits for these modules and to make progression and award decisions.
98. The Resit Undergraduate Progression and Award Board (PAB) will be convened in September to consider performance on resits/sits, to confirm progression and award decisions and to offer retrieval opportunities in the next academic year, where appropriate.

Postgraduate PAB

99. The Postgraduate Progression and Award Board (PAB) will be convened in Semester 2 to confirm award decisions, following submission of the dissertation/project.
100. The Postgraduate Progression and Award Board (PAB) will be convened in the Summer vacation to consider performance on Semester 1, Semester 2 and year-long taught modules and to agree any resits/sits for these modules.
101. Where less than 60 credits have been achieved at the first attempt by the Summer PAB, the dissertation/project will be deferred to the Semester 1 assessment period of the following academic year.
102. Where 60 credits or more have been achieved at the first attempt by the Summer PAB, the dissertation/project will only be deferred to the Semester 1 assessment period of the following academic year where the PAB confirms that the resits/sits of the taught modules should be completed prior to submission of the dissertation/project.
103. 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.
104. 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.

Courses with a different PAB timing are set out in the regulations on '**Terms of reference and officer duties**'.

PROGRESSION REGULATIONS

105. The Progression and Award Board (PAB) will confirm progression to the next stage of study in accordance with these regulations and will offer retrieval opportunities where appropriate (**Appendix F** provides a flowchart). See **Appendices G and H** for derogations to progression requirements.
106. The uncapped stage mean is used for progression purposes with the exception of all Integrated Masters degrees where the capped mean is used for progression purposes. The capped mean is also used for transfer purposes. The stage mean includes all marks achieved on modules taken in the stage including marks of zero and fail marks.
Stage 1 to stage 2
107. To progress from stage 1 to stage 2, a student on an undergraduate course must achieve 120 credits at the prescribed level as set out in the Academic Framework and an uncapped stage mean of 40%. The credit requirement may include compensated credit where the criteria have been met. (See also '**Discretionary trailed resit**').
- Stage 2 to stage 3**
108. To progress from stage 2 to stage 3, a student on an undergraduate course must achieve 120 credits at the prescribed level as set out in the Academic Framework and an uncapped stage mean of 40%. The credit requirement may include compensated credit where the criteria have been met. (See also '**Discretionary trailed resit**').
- Stage 3 to stage 4**
109. To progress from stage 3 to 4, a student on an Integrated Masters course must achieve 120 credits at the prescribed level as set out in the Academic Framework and a capped stage mean of 40%. The credit requirement may include compensated credit where the criteria have been met. (See also '**Discretionary trailed resit**').
110. Exceptionally some courses of a 4 stage duration have higher thresholds for progression to the next stage. (**See Appendix G**).

Additional requirements for courses including study abroad/placement

111. Courses including a study abroad or placement year may be:
- a 4 stage Bachelors course started on entry
 - a 3 stage Bachelors course with an additional voluntary study abroad/professional placement year included between stage 2 and the final stage following transfer, where the course permits
 - a 4 stage Integrated Masters degree with an additional voluntary study abroad/professional placement year included after stage 2 following transfer, where the course permits
 - Exceptionally, approval may be given as a variation of study to replace stage 3 of a 4 stage Integrated Masters course with a study abroad or placement year at Level 6. (See '**Variation of study**').

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

112. Students are required to achieve a capped mean mark of 50% in stage 1, after any resit opportunity, to continue on or transfer to a course including an integrated/voluntary study abroad year. Accepted exceptional circumstances may not be taken into consideration.
113. Where a candidate started a course in stage 2, they will be permitted to go on a study abroad year if they achieve a mean of 50% on the stage 2 Semester 1 modules.

114. **Appendix G(a)** sets out those courses where higher progression thresholds apply.
115. Students who fail to achieve the higher progression threshold, after a resit opportunity, will continue on the course variant without the study abroad year, where the criteria have been met.

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

116. Students on a course that includes an additional voluntary placement year must achieve the standard progression criteria to continue on or transfer to a course including an additional voluntary placement year (professional or industrial).
117. **Appendix G(a)** sets out any exceptions where higher progression thresholds apply.

Additional conditions relating to continuation or transfer to a course including an additional study abroad/placement year

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

Variations of study to include study abroad/placement

120. Exceptionally, a study abroad/placement semester 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 approval (see '**Variation of study**').
121. Exceptionally, a variation of study may be approved to replace stage 3 of a 4 stage Integrated Masters degree with a study abroad/placement year at Level 6. (See '**Variation of study**' and '**Appendix H**').
122. Approval will only be considered for a variation study abroad semester/year where a capped mean mark of 60% in stage 1 has been achieved.
123. A voluntary study abroad/placement year may be included in a course following a variation of study semester, accumulating to a 4 stage Bachelor course, or a 5 stage Integrated Masters degree.
124. The conversion of a study abroad/placement semester to a voluntary study abroad/placement year is not permitted.

Study requirement during a study abroad/placement period

125. A Study Plan must be approved by the School in advance.
126. An integrated study abroad year must be academically coherent and be equivalent to 120 credits.
127. A voluntary study abroad year must be equivalent to 120 credits with at least 50% of the modules related to the University of Sussex course upon which the student is registered.

128. A variation of study semester must be equivalent to 60 credits and must be approved by the Director of Teaching and Learning (see '**Variation of study**').

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

129. To continue into the final stage of a 4 or 5 stage course with a title that includes a study abroad/placement year, an overall mean of 40% is required on the study abroad/placement year assessment.
130. The marks achieved on a voluntary study abroad/placement year do not contribute to classification. However, students are required to achieve the pass threshold of 40% in order for the study abroad/placement year to be included in their degree title (see '**Inclusion of study abroad/placement year in the course title**').
131. Students taking a study abroad/placement semester as a variation within a 3/4 stage course will be required to achieve an overall mean of 40% on the study abroad/placement assessments to achieve the credits for the semester.
132. For the placement year/semester, the assessment will be based on the assessment submitted and marked at the University whereas the assessment for a study abroad year/semester will be determined by the host. This assessment model applies to courses where the study abroad/placement contributes to classification and to courses where it does not.

Conversion of study abroad marks

133. All marks will be converted using the grade conversion scales approved by the University.

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

134. Where a student fails to achieve the assessment requirement on a study abroad year, they must pursue a resit opportunity at the host institution.
135. Where a student fails to achieve the assessment requirement, following any resit opportunities, the student will graduate on the award title without the suffix 'with a study abroad/placement year'. The fail mark will not contribute to classification. (See '**Inclusion of study abroad/placement year in the course title**').)
136. Exceptionally, where the student has been unable to take a study abroad 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 resit assessment period.

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

137. Where a student fails to achieve the assessment requirement on a study abroad semester, they must pursue a resit opportunity at the host institution.
138. Exceptionally, where the student has been unable to take a study abroad 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 resit assessment period.
139. Where the assessment requirement has not been met following the completion of resit opportunities, the PAB has the discretion to offer a repeat of the semester during the next stage (see ('**Repeat stages of study**').

Transfer criteria to a 4 stage Integrated Masters degree

140. Regulations for transfer to a 4 stage Integrated Masters degree are set out at **Appendix G(b)**.

Progression criteria - from the foundation year into stage 1

141. 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**.
142. The rules on trailed credit do not apply to the foundation year.
143. A University of Sussex Certificate of Education will be issued in cases where a student meets the assessment criteria for progression to stage 1 of an associated Bachelors award but decides not to continue into stage 1 and in cases where a student does not complete stage 1.
144. There is no automatic right to repeat the foundation year.

AWARD REGULATIONS

Assessment for an Award

145. 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). See **Appendix H** for derogations to award requirements.
146. 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.
147. Credit achieved at stage 1 does not count towards degree classification.

AWARD REGULATIONS - UNDERGRADUATE

Three Year Bachelors Degree

148. A student who is registered on a three year Bachelors degree with Honours will be considered for the award where they have achieved not less than 360 credits at the prescribed level as set out in the Academic Framework and a capped stage mean of 40% in the final stage. The credit requirement may include condoned and compensated credit where this has been given by the PAB.

Calculation of the classification

149. The calculation of the classification will be determined using the following algorithm:
 - Stage 2 mean based on all 120 credits with a weighting of 40%
 - Stage 3 mean based on all 120 credits with a weighting of 60%

Four year bachelors degree including an integrated/voluntary study abroad/placement year

150. A student who is registered on a four year Bachelors degree with Honours, that includes an integrated/voluntary study abroad/placement year, will be considered for the award where they have achieved not less than 480 credits at the prescribed level as set out in the Academic Framework and a capped stage mean of 40% in the final stage. The credit requirement may include condoned and compensated credit where this has been given by the PAB.

Calculation of the classification - integrated study abroad or placement year

151. The marks achieved on an integrated study abroad/placement year will contribute to classification.
152. The calculation of the classification will be determined using the following algorithm:
 - Stage 2 mean based on all 120 credits with a weighting of 32%
 - Stage 3 mean based on all 120 credits with a weighting of 20%
 - Stage 4 mean based on all 120 credits with a weighting of 48%
153. **Appendix G(c)** sets out courses where an integrated year contributes to classification.

Calculation of the classification - voluntary study abroad or placement year

154. The marks achieved on a voluntary study abroad/placement year will not contribute to classification.
155. The calculation of the classification will be determined using the following algorithm:
- Stage 2 mean based on all 120 credits with a weighting of 40%
 - Stage 3 mean based on all 120 credits with a weighting of 60%

Four year Integrated Masters degrees

156. A student who is registered for an Integrated Masters degree will be considered for the award where they have achieved not less than 480 credits at the prescribed level as set out in the Academic Framework and a capped stage mean of 50% in the final stage. The credit requirement may include condoned and compensated credit where this has been given by the PAB.

Calculation of the classification

157. The calculation of the classification will be based on the following algorithm:
- Stage 2 mean based on all 120 credits at a ratio of 40
 - Stage 3 mean based on all 120 credits at a ratio of 60
 - Stage 4 mean based on all 120 credits at a ratio of 65

Five year Integrated Masters degrees with a study abroad/placement year

158. A student who is registered on a five-year Integrated Masters degree, that includes a voluntary study abroad/placement year, will be considered for the award where they have achieved not less than 600 credits at the prescribed level as set out in the Academic Framework and a capped stage mean of 50% in the final stage. The credit requirement may include condoned and compensated credit where this has been given by the PAB.

Calculation of the classification

159. The marks achieved on a voluntary study abroad/placement year will not contribute to classification.
160. The calculation of the classification will be determined using the following algorithm:
- Stage 2 mean based on all 120 credits with a weighting of 40%
 - Stage 3 mean based on all 120 credits with a weighting of 0%
 - Stage 4 mean based on all 120 credits with a weighting of 60%
 - Stage 5 mean based on all 120 credits with a weighting of 65%

Graduate diploma

161. See **Appendix H** for award requirements and classification.

Overall framework for classification

162. Undergraduate awards will be classified using the following overall framework:
- | | |
|------------------------------------|----------------------------|
| An overall grand mean of 70 – 100% | First class honours |
| An overall grand mean of 60 – 69% | Upper second class honours |
| An overall grand mean of 50 – 59% | Lower second class honours |
| An overall grand mean of 40 – 49% | Third class honours |

Borderline zone for undergraduate awards

163. The University operates a borderline zone at all the classification boundaries. Where a student meets the following criteria, the PAB will award the higher classification:
- a grand mean mark of up to 1% below the higher classification boundary, and
 - 50% or more of the credit that contributes to the award in the higher classification band.
164. When considering borderline students with less than 50% of the credit that contributes to the award in the higher class, the PAB has the discretion to reclassify based on the individual student profile as presented on the marks array for all stages of study contributing to the award. Consideration should be given to the following:
- That a grand mean may be the result of exceptional performance in a heavily weighted component of assessment which does not reflect performance overall.
 - The final stage mean and/or performance in a particular module.
165. Exceptional circumstances do not provide grounds for reclassification of an award. In these circumstances the PAB may consider offering a sit.

Alternative award titles for courses including study abroad, placement or a pathway

Inclusion of study abroad/placement year in the course title

166. A student who successfully completes all the requirements of a course that includes an integrated/voluntary study abroad or placement year, following any resit opportunity, will be awarded a degree with 'Study Abroad Year or Professional/Industrial Placement Year', provided that the award criteria have been met. This will be recognised on the degree certificate. The alternative exit title of 'with an interdisciplinary year' will replace 'with a Study Abroad Year' where the additional year of study is during 2020/21 and consists of the equivalent of more than 60 credits of elective modules in Semesters 1 and 2 at Sussex, due to Covid-19 related travel restrictions and being unable to take online distance learning modules at the host institution.
167. A student who fails to complete or pass the study abroad/placement year, following any resit opportunity, or who has been exempted from the study abroad/placement year on personal grounds will exit on the course title excluding 'with Study Abroad Year or Professional/Industrial Placement Year', provided that the award criteria have been met. The fail mark will not contribute to classification.
168. 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.
169. **Appendix G(d)** sets out courses with an alternative course title.
170. Where a variation of study year has been taken in stage 3 of a 4 stage Integrated Masters degree, the award title will not include the 'with a study abroad/placement year' suffix, as the study abroad/placement year is not an additional integrated or voluntary year.

Pathway titles (including language pathways)

171. 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**).
172. The main award title without the pathway element will stand where the criteria for the award have been met and compensation and/or condoned credit have been granted for a designated pathway module.

Undergraduate exit awards

Integrated Masters and Bachelors degrees as an exit award

173. A student who is considered for, but fails to achieve the standard required for the Integrated Masters degree but who meets the relevant criteria will be considered for the award of a named Bachelors degree with Honours, providing a variation of study year has not been included on the course.
174. A student who leaves an Integrated Masters course at the end of stage 3 or transfers to the BSc/BEng for the start of stage 3 will be considered for the award of a named Bachelors Degree with Honours, providing a variation of study year has not been included on the course.
175. A Bachelors exit award in the course title will be awarded unless an alternative course title was approved at validation.
176. **Appendix H** sets out derogations for Integrated Masters and Bachelors degrees as exit awards.
177. An Integrated Masters or Bachelors degree will be classified using the standard algorithms, where the relevant criteria are met.

Intercalating medical students

178. A classified BSc will be awarded to intercalating BSMS medical students who take the final year of BSc Neuroscience or BSc Medical Neuroscience and achieve 120 credits at Level 6.

Ordinary Bachelors degree as an exit award

179. A student who is considered for, but fails to achieve the standard required for the Honours degree but who meets the following criteria will be considered for the award of an Ordinary Bachelors degree:
 - 300 credits at the prescribed level as set out in the Academic Framework, which may include compensation in an earlier stage of study
 - of which at least 60 credits must be at level 6 in the final stage
180. There is no requirement to achieve a stage mean.
181. An Ordinary Degree is not classified.
182. The PAB has the discretion not to award an Ordinary Degree, where the above criteria have been met, where this would conflict with the requirements of a Professional, Statutory or Regulatory Body (PSRB).

Diploma of Higher Education as an exit award

183. A student who has permanently withdrawn and who has failed to achieve the standard required for the Honours degree but who meets the following criteria will be considered for the award of Diploma of Higher Education:
 - 240 credits at the prescribed level as set out in the Academic Framework
184. Compensation and condoned credit may not be applied.

Certificate of Higher Education as an exit award

185. A student who has permanently withdrawn and who has failed to achieve the standard required for the Honours degree but who meets the following criteria will be considered for the award of Certificate of Higher Education:

- 120 credits at the prescribed level as set out in the Academic Framework

186. Compensation and condoned credit may not be applied.

Non-accredited exit awards

187. The PAB has discretion to give an exit award where the standard criteria have been met but any additional criteria set out in the **Appendices** for accreditation purposes have not been met.

AWARD REGULATIONS - POSTGRADUATE

Masters Award

188. 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

189. 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

190. 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.

191. Compensation and condoned credit may not be applied.

Overall framework for classification

192. 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

193. 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.
194. 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
195. Exceptional circumstances do not provide grounds for reclassification of an award. In these circumstances the PAB may consider offering a sit.

Postgraduate exit awards

196. 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.
197. The mean mark should be calculated from the taught modules contributing to the award only.
198. 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.
199. 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.
200. Postgraduate exit awards are not classified.

Non-accredited exit awards

201. The PAB has discretion to give an exit award where the standard criteria have been met but any additional criteria set out in the **Appendices** for accreditation purposes have not been met.

NEW DECLARATION OF A DISABILITY – UNDERGRADUATE AND POSTGRADUATE

202. 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 the discretion to base the final classification outcome for an undergraduate student on the marks achieved during the stage or stages of study 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.
203. 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.
204. 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

205. 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.
206. 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).
207. Normally an undergraduate Aegrotat degree will be an unclassified honours of the award upon which the student is/was registered, regardless of the number of credits achieved or the stage of study at the time of the award. For example, a BSc Genetics (Aegrotat with Hons) may be made to a student in stage 1 of their course.
208. 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.
209. An Aegrotat degree does not provide eligibility for registration with a Professional, Statutory or Regulatory Body (PSRB).

AN ABSURD OUTCOME FOR AN INDIVIDUAL STUDENT

210. 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.
211. The Pro Vice-Chancellor has the authority to accept or reject the recommendation of the PAB.
212. The final application of the accepted recommendation rests with the PAB.
213. 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

214. 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

215. 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

216. 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

217. The PAB may offer a sit for an uncapped mark in accordance with the weighting of the accepted exceptional circumstances.
218. 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.
219. No setting aside of missed, failed or impaired assessments, or components of assessment, is permitted.
220. 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.
221. The PAB may decide not to offer a sit if the mark achieved on the module is not significantly out of line.
222. 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.
223. 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 these regulations and the University's Academic Framework.
224. Where a claim for exceptional circumstances is accepted against a sit in the resit assessment period, the Resit 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).
225. Alternatively the Resit PAB may require the student to sit up to a maximum of 60 credits (without attendance) prior to being reconsidered by the PAB for progression or award, or to repeat the stage/semester.
226. 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

227. 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.
228. No student shall be permitted more than two 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.

229. 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 two 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

230. 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.
231. The offer of a repeat of a failed undergraduate stage of study will normally be made at the Resit Progression and Award Board (PAB), following a resit opportunity. 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.
232. Students in stage 1 who have not achieved sufficient credits, following a resit opportunity, will be automatically offered the opportunity to repeat stage 1 (FHEQ level 4), providing the course of study is available in the following academic session.
233. For the Foundation Year, stages subsequent to stage 1 (including the final stage of an undergraduate award) and for postgraduate awards, there is no automatic right to repeat the stage. Any such offer will be at the PAB's discretion.
234. A repeat stage may not be given where the stage has already been repeated or second resits without attendance have already been granted.
235. 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.
236. 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.
237. 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.
238. The PAB may offer a repeat of a semester instead of a stage, provided that 60 credits have been secured in the other semester.
239. 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.
240. Where a PAB offers a repeat stage this must include any modules trailed from a previous stage that have not been passed.

Discretionary trailed resit – undergraduate

241. The Progression and Award Board (PAB) has discretion 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. A trailed resit can be given at all stages, including into the final stage but not beyond the final stage.

242. A trailed resit is a further final opportunity to take the resit.
243. Normally, a trailed resit will result in the student taking a resit for a module/s already studied with the aim of retrieving the initial fail without attendance.
244. The regulations under '**Resit opportunities**' regarding resit modes, resit marks, capping and resit scheduling apply.
245. Students may exceptionally request to take an alternative non-core module/s to the same credit value, *with attendance*, to replace the trailed module. This is subject to approval by the Director of Teaching and Learning and to timetabling constraints.
246. Students trailing an alternative module/s will be entitled to the full assessment cycle (a first attempt and a resit attempt with marks capped at both the first attempt and the resit attempt).
247. In exercising its discretion, the Resit 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.
248. 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).
249. Where a student is on a study abroad/placement year, the Resit PAB may offer a trailed resit to be scheduled in the resit assessment period of the study abroad/placement year or the resit assessment period of the final stage, provided the total credit to be trailed does not exceed 30 credits.
250. Where the study abroad/placement year starts before the Resit PAB meets to consider performance on resits, the Summer PAB may agree in principle that up to 30 credits may be trailed, to enable a student to start the study abroad/placement year.
251. Where the PAB has given a trailed sit on the basis of accepted exceptional circumstances against the original assessment, the marks for the trailed sit will be uncapped.
252. Alternatively, instead of giving a trailed resit, the PAB may decide that a study abroad/placement year should be delayed until resits have been completed. In these circumstances the student will be required to temporarily withdraw for the remainder of the year.

Discretionary second resit without attendance in the next academic year

253. Undergraduate and 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.
254. 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 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.
255. 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

256. The student will be offered a second resit of the failed module/s without attendance.
257. The regulations under '**Resit opportunities**' regarding resit modes, resit marks, capping and resit scheduling apply.

PROGRESSION OF PART-TIME STUDENTS

258. 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 the stage carrying insufficient credit, their progress must be considered at the Semester 2 PAB and at the Summer PAB during each year of study as follows:
- The PAB should offer resits of any modules failed to ensure that sufficient credit has been achieved to enable progression/award to occur on completion of the full stage.
 - Where performance is such that future progression/award is precluded, after any resits offered, the PAB will determine any retrieval opportunities prior to continuation.

APPENDICES

Appendix A: The University of Sussex Academic Framework 2020/21 (see 'Courses and modules', 'Pathway titles' and 'Criteria for retrieving credit')

1. Introduction

- 1.1. The Academic Framework establishes the criteria and rules for courses validated by the University of Sussex. It sets out the basic criteria for awards by establishing the design parameters necessary to assure the quality and academic standing of those courses in accordance with the Regulated Qualifications Framework (RQF) (Ofqual 2015), Framework for Qualifications of Higher Education Institutions in England, Northern Ireland and Wales (FHEQ) (2014), the Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England (2008); and the European Qualifications Framework for Higher Education (Bergen 2005).
- 1.2. Course-specific regulations may, following approval granted through the University's curriculum development processes, set additional requirements for the award of named degrees, diplomas and certificates and for which the requirements may be more stringent than those set out in this document, for example to meet the requirements of a Professional, Statutory and Regulatory Body (PSRB).

2. Credit

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

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

The Level shall be:

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

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

3. Degree structures

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

¹ Source: QAA Doctoral Degree Characteristics Statement, September 2015

3.5. The maximum period of registration for a taught award is normally the minimum period plus 3 years for undergraduate and plus 1 year for postgraduate, irrespective of whether the course is studied on a full-time or part-time basis. For online postgraduate masters courses, the maximum period of registration is normally the minimum period plus 2 years, resulting in a maximum of 4 years. For online postgraduate certificate courses, the maximum period of registration is normally the minimum period plus 1 year, resulting in a maximum period of 1 year 8 months. The maximum period of registration, for all modes of attendance, is not extended for any time spent on temporary withdrawal.

Award Title (abbreviated form in brackets)	FHE Q/R QF Level	Minimum Credit requiremen t	Minimum Credit at the level of the award	Minimum Period of Registrati on	Award description and rules
Doctor of Philosophy (PhD)	8	N/A	N/A	2yrs FT	This is a research degree, the completion of which requires the submission of a thesis, typically of no more than 80,000 words in length.
Doctor of Philosophy by Published Works (PhD by Published Works) ²	8	N/A	N/A	1yr FT	This award requires the submission of a portfolio of published works.
Professional Doctorates: Doctorate in Education (EdD) Doctorate in Social Work (DSW) Doctorate in Medicine (MD)	8	540 ³	360	4yrs PT	This award is a research degree which also contains a substantial taught element. Assessment is by taught modules in the first year and then by submission of a thesis, typically of no more than 50,000 words in length.
Master of Philosophy (MPhil)	7	N/A	N/A	1yr FT	This is a research degree, the completion of which requires the submission of a thesis, typically of no more than 40,000 words in length.
Master of Laws by Research (LLM by Research)	7	180	180	1yr FT	Typically delivered over a single academic year (12-month period), comprising a supervised research dissertation. Taught modules will not form part of the award.
Master's Degree: Master of Arts (MA) Master of Business Administration (MBA) Master of Education (MEd) Master of Fine Art (MFA) Master of Science (MSc)	7	180	150	1yr FT 2yrs PT 2yrs Online	Typically delivered over a single academic year (12-month period) for FT, or over two academic years (24-month period) for PT/online provision, and incorporating a research dissertation which is normally weighted at 60 credits.
Master of Research (MRes)	7	180	150	1yr FT 2yrs PT	Typically delivered over a single academic year (12-month period) and incorporating a research dissertation, normally weighted at 90 credits.

² 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.

³ Source: QAA Doctoral Degree Characteristics Statement, September 2015

Award Title (abbreviated form in brackets)	FHE Q/R QF Level	Minimum Credit requiremen t	Minimum Credit at the level of the award	Minimum Period of Registrati on	Award description and rules
European Master's Degree (MSc Euromasters)	7	240	210	1yr FT	Typically delivered over two years (24 months) and normally incorporating a research dissertation ≥60 credits.
Intercalated Master's Degree (MSc)	7	180	150	1yr FT	Typically delivered over a single academic year (12-month period) and incorporating a research dissertation, normally weighted at 60 credits. This award is typically taken by medical students who intercalate the course into their primary degree studies in order to develop specialist knowledge in a related discipline.
Double Master's Degree (LLM, MA, MBA, MEd, MFA, MSc)	7	180	150	1yr FT	Delivered by the University and a partner institution. Typically delivered over a single academic year (12-month period) and incorporating a research dissertation, normally weighted at 60 credits. A maximum of 60 credits of the taught element may be delivered by the partner institution. Successful graduates receive two degree certificates, one from each institution.
Dual Master's Degree (LLM, MA, MBA, MEd, MFA, MSc)	7	300	240	2yrs FT	Delivered by the University and a partner institution. Typically delivered over two consecutive academic years and incorporating one or two research dissertations, normally weighted at 60 credits each. The structure of the course may require completion of two consecutive 180-credit master's degrees or may include an element of up to 30 credits which can be utilised by both awarding bodies, thus requiring the completion of fewer than 360 credits. Successful graduates receive two degree certificates, one from each institution.
Joint Master's Degree (LLM, MA, MBA, MEd, MFA, MSc)	7	180	150	1yr FT	Delivered jointly by the University and a partner institution. Typically delivered over a single academic year (12-month period) and incorporating a research dissertation, normally weighted at 60 credits. A maximum of 60 credits of the taught element may be delivered by the partner institution. Successful graduates receive a single certificate awarded jointly by both institutions.
MA Physician Associate Studies (MA)	7	270	270	2yrs FT	This is an award comprising classroom-based learning, combined with significant time spent in Clinical placement over a two-year period of full-time study.
Postgraduate Clinical Diploma (PGClinDip)	7	240	240	2yrs FT	
Postgraduate Diploma (PGDip)	7	120	90	1yr FT 2yrs PT	These awards may be approved as stand-alone awards or as exit awards embedded within a Master's degree course. The name of the award (entry or exit) shall be specified in
Postgraduate Certificate (PGCert)	7	60	45	1yr FT 2yrs PT	

Award Title (abbreviated form in brackets)	FHE Q/R QF Level	Minimum Credit requiremen t	Minimum Credit at the level of the award	Minimum Period of Registrati on	Award description and rules
					course documentation in the format 'Postgraduate Certificate/Diploma in Subject X'.
Postgraduate Certificate in Education (PGCE)	7	90	45	9 months FT 2yrs PT	This is a postgraduate teaching training programme, comprising classroom-based learning and time spent in placement.
Integrated Master's Degree: Master of Arts (MArts) Master of Chemistry (MChem) Master of Computing (MComp) Master of Engineering (MEng) Master of Mathematics (MMath) Master of Pharmacy (MPharm) Master of Physics (MPhys) Master of Science (MSci)	7	480	120	4yrs FT	A 4-stage degree course normally incorporating an embedded exit route at Honours Level 6. Students typically decide during stage 2 whether to continue on the 4-stage pathway or to transfer to the 3-stage Honours route, subject to minimum levels of academic achievement. Students failing to achieve the progression threshold at the end of stage 3 on the 4-stage route may be eligible to exit with the Honours award. So as to meet the minimum 120 credits at the level of the award requirement, stage 4 will consist solely of level 7 credit.
Bachelor's Degree with Honours (Hons) Bachelor of Arts (BA) Bachelor of Engineering (BEng) Bachelor of Music (BMus) Bachelor of Science (BSc) Bachelor of Laws (LLB)	6	360	90	3yrs FT	This is a degree comprising a main area of study from a single School. It may include modules from outside the 'major' area of study, but shall incorporate at least 240 out of 360 credits from the major area. At least 90 credits shall be at Level 6.
Bachelor of Medicine, Bachelor of Surgery (BM BS)	7	780	180	5yrs FT ⁴	This is a 5-stage degree course leading to a Level 7 award. For historical reasons the BMBS is designated as a Bachelor's degree. At least 180 credits shall be at Level 7.
Intercalated Bachelor's Degree	6	120	90	1yr FT	Typically delivered over a single academic year (12-month period) and incorporating a research dissertation. This award is typically taken by medical students who intercalate the course into their primary degree studies in order to develop specialist knowledge in a related discipline.
Bachelor of Medical Sciences with Honours (Hons) (BMedSci)	6	300	60	3yrs FT	This award is offered only as an exit route for students not progressing to years 4 and 5 of the BMBS.

⁴ The maximum period of registration for this course is 7 years on a full-time basis or 8 years if a student intercalates an additional year of study in a discipline related to their medical studies.

Award Title (abbreviated form in brackets)	FHE Q/R QF Level	Minimum Credit requiremen t	Minimum Credit at the level of the award	Minimum Period of Registrati on	Award description and rules
Bachelor's Degree with Honours (Hons) (BA, BEng, BMus, BSc, LLB) Single Honours with named pathway	6	360	90	3yrs FT	<p>This is a degree comprising a main area of study from a single School and a secondary area of study known as a 'pathway', consisting of elective modules. The degree may include modules from outside the major area of study through the pathway, but shall incorporate at least 240 out of 360 credits from the major area. At least 90 credits shall be at Level 6. The pathway shall incorporate at least 60 credits (with 30 credits at level 5).</p> <p>The pathway does not constitute a named entry route as it is designed to facilitate student choice after entry. Where students successfully complete a 60 credit pathway alongside their single honours, the subject of the pathway will not appear in the degree title. Instead, the pathway will usually be recognised on the degree certificate outside of the degree title, using the format '<Main area of study> (with <pathway name> Studies)'. Students progressing from a foundation year may incorporate two pathways into their degree. The pathways will be recognised on the degree certificate outside the degree title, using the format '<Main area of study> (with <pathway name> Studies and <pathway name> Studies)'.</p>
Bachelor's Degree with Honours (Hons) (BA, BEng, BMus, BSc, LLB) Major (with Minor)	6	360	60 (major) 30 (minor)	3yrs FT	<p>This is a degree comprising two main areas of study. The major component shall consist of 270 credits with a minimum of 60 credits at Level 6. The minor component shall consist of a coherent element of study to the value of 90 credits of which 30 shall be at level 6. The minor element shall be formed by the completion of a 90-credit pathway, typically consisting of elective modules in the first two stages. The minor element of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants. The two elements of study will be linked by the word 'with' in the degree title, using the format '<Major area of study> with <Minor area of study>'.</p> <p>The project element of a major/minor award will normally relate to both parts of the degree, in order to realise an enhanced level of interdisciplinarity.</p>

Award Title (abbreviated form in brackets)	FHE Q/R QF Level	Minimum Credit requiremen t	Minimum Credit at the level of the award	Minimum Period of Registrati on	Award description and rules
Fast-track or Accelerated Bachelor's Degree with Honours (Hons)	6	360	90	2yrs FT	Each year consists of 180 credits, otherwise these degrees follow the framework of the standard delivery.
Bachelor's Degree with Honours (BA, BEng, BMus, BSc, LLB (Hons)) Joint Major	6	360	90 (of which a minimum of 30 credits shall be in each major)	3yrs FT	This is a degree comprising two major areas of study, each of which shall consist of 180 credits. At least 90 credits shall be at Level 6, to include a minimum of 30 credits in each major area of study. Each major element of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants. The two elements of study will be linked by the word 'and' in the degree title using the format '<Major area of study> and <Major area of study>'.
Bachelor of Arts Degree with Honours in Philosophy, Politics and Economics (PPE) (BA (Hons) Philosophy, Politics and Economics)	6	360	90 (of which a minimum of 30 credits will be in two of the three subject areas)	3yrs FT	BA Philosophy, Politics and Economics is a degree comprising three subject areas. It includes 360 credits with at least 60 credits in each discipline overall. There shall be 120 credits in the final stage, including 90 credits at Level 6, which will include 30 credits at Level 6 in two of the three subjects.
Graduate Diploma Graduate Certificate	6	90 45	90 45	1yr FT 1yr FT	A professional 'conversion' course, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline.
Graduate Entry LLB with Honours (LLB (Hons))	6	240	90	2yrs FT	A law conversion course designed for graduates already in possession of an undergraduate degree in a non-law discipline.
Undergraduate award with voluntary placement year ⁵	(5)	(120)	(120)	1yr FT	A voluntary placement year (professional/industrial ⁶) outside of the University may be incorporated into an existing undergraduate course on entry or via post-entry transfer, so as to facilitate student choice. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. The placement year will usually take place between the second stage and the final stage of a course.

⁵ All degrees containing a Study Abroad or Placement element will represent that element last in the award title.

⁶ The exact nomenclature for the award title is determined at the point of validation of the course. Schools can select whichever option most accurately describes the placement experience that their students will undertake.

Award Title (abbreviated form in brackets)	FHE Q/R QF Level	Minimum Credit requirement	Minimum Credit at the level of the award	Minimum Period of Registration	Award description and rules
					<p>The ability to take a voluntary placement year is not guaranteed but the University will support students via the Placement Preparation Programme in identifying/gaining access to a Placement Year. Students wishing to access a voluntary placement year once on a course shall register on the Placement Preparation Programme, normally by Semester 2 of Stage 1. In the case of students taking an industrial placement year, additional support in identifying/gaining access to the placement will be received from the School.</p> <p>Students cannot normally undertake both a voluntary placement year and a Study Abroad Year.</p> <p>When taken and passed the voluntary placement year shall be recognised on the degree certificate in the format – Degree title (with a professional placement year or with an industrial placement year).</p>
Undergraduate award with unfunded voluntary placement year	(5)	(120)	(120)	1yr FT	<p>This award shall bear largely the same characteristics as those for a voluntary placement year but will instead be limited to a maximum of 30 weeks. The rationale for this is that as students will not receive payment for any part of their placement, they should be afforded additional time to ensure that they can undertake paid work in the same academic year so as not be disadvantaged compared to their peers in placements attracting payment.</p> <p>This type of placement is only appropriate where the student is based in a non-profit organisation such as the National Health Service or in a charitable organisation. Unfunded voluntary placement years must not be used for placements involving private sector organisations.</p>
Master of Chemistry (MChem) Chemistry with Summer Research Placements	7	480	120	4yrs FT	<p>This award provides an opportunity for students to augment their studies by undertaking paid placements in research groups during the summer vacation period between each year of study.</p> <p>Students cannot normally also combine this type of degree with an industrial/professional</p>

Award Title (abbreviated form in brackets)	FHE Q/R QF Level	Minimum Credit requirement	Minimum Credit at the level of the award	Minimum Period of Registration	Award description and rules
					<p>placement year, as these tend to last 12 months and conflict with summer research placements, but may be able to undertake a voluntary placement year or a Study Abroad Year.</p> <p>When taken and passed the summer placements shall be recognised on the degree certificate in the format MChem Chemistry with Summer Research Placements.</p>
Undergraduate award with integrated placement year	(5)	(120)	(120)	1yr FT	<p>An integrated placement year is incorporated into some of the University's 3 and 4-stage undergraduate courses, including some Integrated Master's Degree awards. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. The placement year will usually take place between the second stage and the final stage of a course. The following types of integrated placement years are permitted:</p> <ul style="list-style-type: none"> • Professional practice placements which require students to undertake an integrated Placement Year for a recognised and accredited qualification. • Research placements which require students to undertake an integrated placement year. • Specialist industrial placements which require students to undertake an integrated Placement Year in an explicitly discipline-relevant context. <p>The University guarantees access to an integrated placement to students on the above courses.</p> <p>Students cannot normally undertake more than one of an integrated placement year, a study abroad year and a Year in a Specialist Subject.</p> <p>When taken and passed the integrated placement year shall be recognised on the degree certificate in the format <Degree title> (with a professional/with an industrial placement year) or <Degree title> (research placement).</p>

Award Title (abbreviated form in brackets)	FHE Q/R QF Level	Minimum Credit requiremen t	Minimum Credit at the level of the award	Minimum Period of Registrati on	Award description and rules
Postgraduate Award with integrated placement year	7	(180)	(180)	1yr FT	<p>An integrated placement year is incorporated into some of the University's postgraduate courses. This will be an additional year of study equivalent to 180 credits leading to a course duration of two years full-time or three years part-time. The placement year will usually take place after the taught element of the course.</p> <p>When taken and passed the integrated placement year shall be recognised on the degree certificate in the format <Degree title> (with a professional/with an industrial placement year) or Degree title (research placement).</p>
Postgraduate Award with a Master's placement	7	(60)	(60)	3 months FT	<p>An integrated placement is incorporated into some of the University's postgraduate courses. This will be an additional period of study equivalent to 60 credits. The placement will usually take place after the taught element of the course.</p> <p>When taken and passed the integrated placement shall be recognised on the degree certificate in the format <Degree title> (with a Master's professional/industrial/research placement)</p>
Award with study abroad year (voluntary/integrated)	(5)	(120)	(120)	1yr FT	<p>A voluntary study abroad year outside the University may be incorporated into an existing 3/4 stage course (Bachelors or Integrated Master's Degree respectively) to facilitate student choice. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. A voluntary study abroad year is not guaranteed but the University will support students via the Sussex Abroad Office in identifying/gaining access to a study abroad year. Students wishing to access a voluntary study abroad year once on a course shall register with the Sussex Abroad Office normally by Semester 2 of Stage 1.</p> <p>Some courses have an integrated study abroad year outside the University embedded into a 4-stage course structure. A study abroad year integrated into the course structure requires that the University guarantees access to a study abroad year for all students on that course.</p>

Award Title (abbreviated form in brackets)	FHE Q/R QF Level	Minimum Credit requiremen t	Minimum Credit at the level of the award	Minimum Period of Registrati on	Award description and rules
					Students cannot normally undertake both a study abroad and a placement year (regardless of whether the study abroad or placement year is integrated into a 4 stage course or voluntary). When taken and passed the voluntary/integrated study abroad year shall be recognised on the degree certificate in the format <Degree title> (with a study abroad year).
A Study Abroad/ Placement Semester	(5)	(60)	(5)	1 Semester ⁷	Incorporated within a 3 or 4-stage (360/480 credit) degree course to broaden student learning. Incorporating a study abroad/placement semester warrants specific recognition on the degree transcript but does not constitute a named entry/exit route. Permissible in Semester 1 or Semester 2 as long as the curriculum has been explicitly approved to enable this. The one-semester placement/study abroad requires approval by the Chair of University Education Committee (UEC) and is not open to all students.
Ordinary Bachelor's degree (BA, BSc)	6	300	60	3yrs FT	This is an exit award granted in recognition of student learning where insufficient credit has been achieved to award an undergraduate honours degree in the subject.
Foundation Degree (FdA, FdSc)	5	240	90	2yrs FT	The course must include an assessed and credit-rated element of work experience comprising no fewer than 15 credits at Level 5.
Diploma of Higher Education (DipHE)	5	240	90	2yrs FT	These awards may be approved as an exit award only. The name of the award appearing on the award certificate shall be Diploma or Certificate of Higher Education without reference to a subject of study.
Certificate of Higher Education (CertHE)	4	120	90	1yr FT	
University of Sussex Certificate of Education	(3)	120	90	1yr FT	This is not a formally recognised award but an exit certificate of achievement for students successfully completing a Foundation Year but who decide not to progress on to, or subsequently withdraw from, undergraduate study.
Foundation Year	3	120	120	1yr FT	This entry route is for applicants who do not meet the threshold for direct entry into Year 1 of undergraduate courses. Following successful completion of the Foundation Year, students may progress to a named undergraduate course.

⁷ This is the maximum period allowed.

4. Credit and module status in undergraduate courses

- 4.1. Credit is module specific and is available upon completion of the module. Undergraduate courses comprise a sequence of credit-rated modules to the value of 120 credits per academic year for students studying full-time. All modules contributing to an award must be credit-bearing. For full-time undergraduate courses the usual pattern of delivery will be 60 credits in the Autumn Semester and 60 credits in the Spring Semester.
- 4.2. The undergraduate final year project is normally expected to comprise 30 credits at Level 6.
- 4.3. Students can normally take up to 30 credits at the lower level as indicated by the credit requirements for the award above. This is not permitted for students in the final stage of an Integrated Master's degree where all 120 credits must be at Level 7. On undergraduate language courses, students may exceptionally take 30 credits at RQF Level 3 during Stage 1 of their studies, to enable entry to study of a language at the *ab initio* level.
- 4.4. Students are not permitted to take any credits at the higher level in any stage in an undergraduate course, with two exceptions:
 - Students opting to study language electives or pathways and;
 - Foundation Year students opting to study the Level 4 Developing Role Models: Mentoring module (X4911E).Students may take up to 30 credits at the higher level if they are primarily studying at Level 3, Level 4 or Level 5. The ability to do so is subject to verification by academic staff in the Sussex Centre for Language Studies (SCLS). Students taking language electives at the higher level are not permitted to also take credits at the lower level.
- 4.5. Individual undergraduate modules may contribute to more than one course, but the credit volume and level of the module shall be the same irrespective of the course to which the module contributes.
- 4.6. Two modules offered at different FHEQ levels may be co-taught in order to rationalise resources. Where this occurs the shared teaching element must be at the lower level with an equivalent proportion of teaching delivered independently to the student studying at the higher level. In addition both modules must have differentiated titles, learning outcomes and assessments. Exceptionally, alternative arrangements may be approved by UEC. Co-teaching of modules will only be approved following assessment of the potential impact upon timetabling, and also following consideration of whether it is likely to act as a disincentive for undergraduate students to progress on to a master's course.
- 4.7. Modules may be delivered within a single semester or across two semesters though the latter should be reserved for year-long modules where the assessment is a project, a dissertation, or other research-based assessment, to ensure full semesterisation and balance of assessment loads between A1 and A2. Where a module is delivered across two semesters, the minimum credit volume will be 30 credits. Modules weighted at 15 credits will not be delivered across two semesters as this leads to increased incompatibility with other courses and can lead to inefficient delivery models.
- 4.8. Undergraduate courses may designate modules in three ways. The designations are course-specific and will be set out in relevant published course documents (as a core module on one course may be offered as an option on another). The following designations are possible:

Module type	Description
Core	<p>A module that all students must study as part of their course. Normally these modules are owned and delivered within a single School. Exceptionally, core modules may be explicitly approved by UEC for cross-school delivery⁸ in single honours courses where there is a compelling pedagogical rationale. For joint honours courses where each component is provided by a different School, cross-school delivery of core modules will be permitted.</p> <p>All core modules shall be weighted as 15 credits or multiples thereof.</p>
Option	<p>A module that forms part of a group of options owned and delivered within a School. Exceptionally option modules may be explicitly approved by UEC for cross-school delivery in single honours courses where there is a compelling pedagogical rationale. For joint honours courses where each component is provided by a different School, cross-school delivery of option modules will be permitted.</p> <p>All option modules shall be weighted as 15 credits or multiples thereof.</p>
Elective	<p>A module timetabled into the University Elective Timetable for Single Honours undergraduate courses. Electives are designed to enable students to broaden their learning beyond the core subjects of Single Honours. An elective may be positioned at either RQF/FHEQ level 3, 4 or 5 in the University's Academic Framework. All electives shall be weighted as 15 credits. Electives may exist as an individual module or as part of a 60 or 90-credit Pathway. Electives are not available to students on Joint Honours courses as there is insufficient capacity within the syllabus if two major subject areas are to be adequately accommodated.</p> <p>Electives may be offered in each teaching semester, depending upon demand. Electives must be approved by UEC and timetabled to be delivered within the University's Elective Timetable. Stage 1 students shall study RQF/FHEQ level 3/4 electives and Stage 2 students shall study FHEQ level 4/5 electives. Level 3 electives are only available to students taking language pathways, in order to enable study at the <i>ab initio</i> level.⁹ Students may be offered a choice between an approved option and an elective.</p>
Pathway type	Description
60-credit Pathway	<p>A pathway that consists of 60 credits (4 elective modules x 15 credits). A 60-credit pathway consists of a cohesive course of study that provides academic progression between Levels 4 and 5, with at least 30 credits achieved at Level 5. Optionality within 60-credit pathways will not be permitted.</p> <p>The aim of the 60-credit Pathway is to provide students on single honours courses with an opportunity to broaden their learning beyond the main focus of their course. The Pathway shall consist of sufficient academic credit to warrant specific recognition on the degree certificate but does not constitute an entry pathway. These pathways shall be made available to students taking Single Honours degrees that opt into the Elective Scheme and shall be delivered within the University's Elective Timetable.</p> <p>60 credit Pathways can be designated as either Type 1 and Type 2:</p> <ul style="list-style-type: none"> • Type 1: a 60-credit pathway which is open to all students.

⁸ Cross-school delivery of core or optional modules requires exceptional approval owing to the additional burden upon the timetable created by allowing students from several Schools to be taught within the constraints of a single module.

⁹ Exceptionally, students taking language electives or pathways may also take credits at the higher level where this is considered appropriate by academic staff in SCLS.

	<ul style="list-style-type: none"> • Type 2: a 60-credit pathway with approved pre-requisites and/or exclusions as determined by the host School. This type is employed where the School is targeting a particular cohort by course of study. <p>Elective modules that comprise a pathway must be delivered at the appropriate level of study. Stage 1 modules must be at Level 4 whilst Stage 2 modules must be at Level 5.</p> <p>Whilst the award certificate will record the achievement of a pathway, the subject of the pathway will not appear in the degree title. The pathway will be recognised on the degree certificate outside of the degree title in the form '<Major element> [with <pathway name> Studies]'. Alternatively, another form of words may be used where the University considers this to be more appropriate. The School will obtain approval for the pathway exit title from the University's Portfolio Approval Committee.</p>
60-credit Language Pathways	<p>As for other 60-credit pathways, with the exception that Year 1 students may study modules at RQF Level 3, in order to obtain teaching at the <i>ab initio</i> level. Exceptionally, language elective modules forming part of a pathway may be delivered in Stage 3 where this complements a particular pattern of delivery, for example where a student is away from campus during a placement period or to enable entry to study a language at the <i>ab initio</i> level.</p> <p>In relation to languages the award certificate shall be recorded as "Degree title with proficiency in 'language' (intermediate)" where the language has been taken at levels 3 and 4 and "Degree title with proficiency in 'language' (advanced)" where the language has been taken at levels 4 and 5.</p>
90-credit Language Pathways	<p>These pathways shall be made available to students taking Single Honours degrees that opt into the Elective Scheme and shall be delivered within the University's Elective Timetable for the first two Stages. For students not entering the University on a specified major/minor award title, progression into Stage 3 of the pathway will be dependent on there being sufficient capacity within the relevant stage of their course. Students will be required to obtain explicit approval for this variation of study.</p> <p>Portfolio Approval Committee will have the authority to approve new major/minor award titles which utilise 90 credit pathways, thereby ensuring the academic coherence of the proposed award.</p> <p>Taking a 90-credit language pathway will result in a major/minor award with a suffix referencing the level of language competency attained, as defined in the Common European Framework of Reference for Languages (CEFR). This award will therefore take the form of <major component> with <language minor> [CEFR xx]</p>
90-credit Pathway	<p>A pathway that consists of 90 credits (4 elective modules x 15 credits at Stages 1 and 2, together with a further 30 credits studied at Level 6). A 90-credit Pathway consists of a cohesive course of study that provides academic progression with 30 credits achieved at levels 4, 5 and 6. Optionality within 90 credit pathways will not usually be permitted and only at level 6.</p> <p>The aim of the 90-credit Pathway is to provide students on single honours courses with an opportunity to broaden their learning beyond the main focus of their course. The 90-credit Pathway shall consist of sufficient academic credit to warrant specific recognition on the degree certificate as a minor component of a major/minor award, following the titling convention for that type of degree award. The title of the award will be approved in all instances by the Portfolio Approval Committee.</p> <p>All major/minor degrees at the University will utilise a 90-credit Pathway for their minor component.</p>

	<p>These pathways shall be made available to students taking Single Honours degrees that opt into the Elective Scheme and shall be delivered within the University's Elective Timetable for the first two Stages. For students not entering the University on a specified major/minor award title, progression into Stage 3 of the pathway will be dependent on there being sufficient capacity within the relevant stage of their course. Students will be required to obtain explicit approval for this variation of study.</p> <p>Portfolio Approval Committee will have the authority to approve new major/minor award titles which utilise 90-credit pathways, thereby ensuring the academic coherence of the proposed award.</p>
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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 Semester, 60 credits in the Spring Semester and 60 credits in the Summer Semester. Exceptions to this may be explicitly approved, subject to the delivery of a maximum of 75 credits in any term.
- 5.3. Individual postgraduate modules may contribute to more than one course, but the credit volume and level of the module shall be the same irrespective of the course to which the module contributes. Cross-school delivery of modules is permitted for postgraduate courses.
- 5.4. Two modules offered at different FHEQ levels may be co-taught in order to rationalise resources. Where this occurs the shared teaching element, must be at the lower level and must be in addition to an equivalent proportion of teaching on both individual modules at their respective levels. In addition, both modules must have differentiated titles, learning outcomes and assessments. Exceptionally, alternative arrangements may be approved by UEC.
- 5.5. Modules may be delivered within a single semester or across two semesters, though the latter should be reserved for year-long modules where the assessment is a project, a dissertation, or other research-based assessment, to ensure full semesterisation and balance of assessment loads between A1 and A2. Where a module is delivered across two semesters the minimum credit volume will be 30 credits. Modules weighted at 15 credits will not be delivered across two semesters as this leads to increased incompatibility with other courses and can lead to inefficient delivery models.
- 5.6. Taught postgraduate courses will normally have at least 60 credits of core modules that are aligned to the award title.
- 5.7. Postgraduate level modules will either be classified as core or option. Elective modules are not offered at the postgraduate level as there is insufficient capacity within postgraduate award to accommodate broader choice without compromising academic integrity of the award.

Appendix B: Non-credit bearing modules (see 'Courses and modules')

ESW:

ITE courses

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

MA and BA Social Work

Students must pass both placement modules to achieve the award.

PG Dip Social Work (Step Up to Social Work)

SU400 Practice Learning 1 and SU500 Practice Learning 2 must be passed.

EngInfo:

H7103 Global Design Challenge

This module must be passed.

English

MA English Language Teaching

Research Methods in ELT is not formally assessed.

Life Science:

MChem Chemistry (research placement)

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

LPS:

Law (Graduate Entry)

M3079 Self Development and Legal Education (GE).

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 PSRB (see 'Module grades' and 'Resit opportunities'). See also Appendix D(i).

ESW:

BA and MA Social Work; PG Dip Social Work (Step Up to Social Work);

BA Primary and Early Years Education (with Qualified Teacher Status)

Pass mark to be achieved on all module assessment modes.

Where the conflated module mark is a pass mark but the pass mark requirement on all assessment modes has not been achieved, a resit will be given. The mark achieved on the resit assessment/s will be capped and conflated with any existing uncapped mark where the pass mark was achieved at the first attempt, as per the standard regulations regarding the capping of resit assessments, where resit assessments are mapped to the original assessment.

BA Social Work

Where any of the Practice Learning placement module assessments in a given stage have not been passed at the first attempt, a repeat of the placement module will be given (subject to placement availability), in order to meet the Professional, Statutory or Regulatory Body requirements. A repeat of the placement module will require a repeat of all associated assessments on the Practice Learning module, including assessments where the pass threshold had been achieved at the first attempt. The marks achieved on the repeated module will not be capped at the pass threshold. A repeat of the placement module and associated assessments will not be required where the presentation component of Practice Learning 2 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.

PGCE

Registration on Professional Practice 2 is not permitted unless Professional Practice 1 has been passed at the first or resit attempt.

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

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. For Electrical and Electronic Engineering course variants, up to a maximum of 15 credits may be compensated per stage of study.

Where the conflated module mark is a pass mark but the threshold mark requirement has not been achieved, a resit will be given. The mark achieved on the resit assessment/s will be capped and conflated with any existing uncapped mark where the threshold mark was achieved

at the first attempt, as per the standard regulations regarding the capping of resit assessments, where resit assessments are mapped to the original assessment.

LPS:

CPE/GDL

Mark of 40% to be achieved on all module assessment modes.

Where the conflated module mark is a pass mark but the pass mark requirement on all assessment modes has not been achieved, a resit will be given. The mark achieved on the resit assessment/s will be capped and conflated with any existing uncapped mark where the pass mark was achieved at the first attempt, as per the standard regulations regarding the capping of resit assessments, where resit assessments are mapped to the original assessment.

Life Science:

Life Sci – Chemistry undergraduate courses (including all variants)

Pass mark to be achieved on the Report on all 1st and 2nd year modules which are assessed by a Report.

MPharm Pharmacy

Modules at levels 4-6: a threshold mark of 35% to be achieved on each weighted unseen examination mode contributing to the module mark. Modules at levels 7: a threshold mark of 40% to be achieved on each weighted unseen examination mode contributing to the module mark. Pass mark for the level of the module to be achieved on all other weighted module assessment modes. In addition, all non-weighted assessment modes designed to test competence standards must be passed. The criteria required to pass the non-weighted assessment modes that must be passed will be provided by the School.

Where the conflated module mark is a pass mark but the threshold and/or pass mark requirement on the assessment mode has not been achieved, a resit will be given. The mark achieved on the resit assessment/s will be capped at the pass threshold and conflated with any existing uncapped mark where the pass or threshold mark was achieved at the first attempt, as per the standard regulations regarding the capping of resit assessments, where resit assessments are mapped to the original assessment.

PG Cert Pharmacist, Prescribing and Enhanced Clinical Skills

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

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. In addition, compensation will be applied where a conflated module mark of 40% has been achieved and a mark of 35% has been achieved on the unseen examination.

Where the conflated module mark is a pass mark but the threshold mark in the unseen examination has not been achieved, a resit will be given. The mark achieved on the resit assessment will be capped and conflated with any existing uncapped mark where the pass mark had been achieved at the first attempt, as per the standard regulations regarding the capping of resit assessments, where resit assessments are mapped to the original assessment modes.

Psychology:

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

Pass mark to be achieved on all module assessment modes.

Where the conflated module mark is a pass mark but the pass mark requirement on all assessment modes has not been achieved, a resit will be given. The mark achieved on the resit assessment/s will be capped and conflated with any existing uncapped mark where the pass mark was achieved at the first attempt, as per the standard regulations regarding the capping of resit assessments, where resit assessments are mapped to the original assessment modes.

Appendix D: Modules exempted from providing a resit opportunity, required by a PSRB (see regulations on 'Resit opportunities'), and other associated derogations

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.

PG Dip Social Work (Step Up to Social Work)

SU400 Practice Learning 1 and SU500 Practice Learning 2 will not provide a resit or repeat opportunity. An in-year resit may be given for a technical fail only where there are incomplete or missing documents.

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 D(i): Other associated derogations

(a) Timing of resits

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

EngInfo:

PG Cert Web Development – mid-year assessment period

ESW:

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

804X1 and PP4X1 Reflecting on Professional Knowledge – the first attempt by the end of June, resit attempt by the end of July or early September, where appropriate.

Psychology:

PG Dip Psychological Therapies; PG Cert Low-Intensity Psychological Interventions for Children and Young People; PG Cert Mental Health – mid-year assessment period

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

PGT courses with a January start date are considered as follows:

University of Sussex Business School courses; MA Digital Media Practice: Activism and Social Change:

October PAB (interim to give 1st resits in A1 for taught modules; defers diss/pro from A1 to A2 if 60 credits not achieved); March PAB (Main to consider award, offer 1st resit of diss/pro in A2, offer 2nd resit in A3 of taught modules).

Media, Arts and Humanities courses, with the exception of MA Digital Media Practice: Activism and Social Change:

July PAB (interim to give resits in A3 for 1st teaching semester (S2) taught modules); March PAB (Main to consider award, offer 1st resit in A3 of dissertation, offer 2nd resits in A3 of 1st teaching semester modules (S2), offer 1st resits in A3 of 2nd teaching semester modules (S1)).

(b) PG Cert Learning and Teaching in Higher Education

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

(c) Online Distance Learning courses

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

Appendix E: Exemption from automatic compensation (see 'Additional limits on compensation')

ESW:

MA/BA Social Work

Core modules only.

Education (courses accredited by a PSB)

Core modules only.

PG Dip Social Work (Step Up to Social Work)

All modules.

EngInfo:

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

Criteria for compensation are set out in Appendix C.

LPS:

CPE/GDL

All modules.

LLB Law (including study abroad and placement course variants)

M3007 Criminal Law

M3075 Criminal Law Advanced

M3036 English Legal System

M3120 Introduction to English Legal System

M3027 Equity & Trusts

M3026 Land Law

M3031 Law and Policy of the European Union Advanced

M3431 Law and Policy of the European Union

M3003 Law of Contract Advanced

M3403 Law of Contract

M3002 Law of Tort Advanced

M3402 Law of Tort

M3006 Public Law 1 Advanced

M3406 Public Law 1

Life Sci

Neuroscience; Biology; Zoology; Genetics Biochemistry; Biomedical; Ecology undergraduate courses (including all variants)

C7127 or C7162 Year 3 Research Project

Chemistry undergraduate courses (including all variants)

F1015 Instrumental Analysis; F1176 Chemistry Project

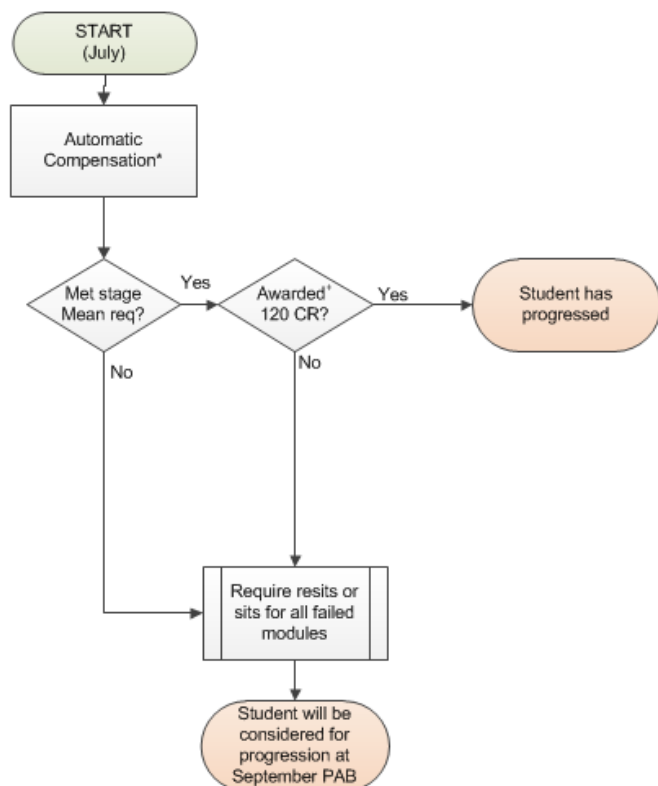
Psychology:

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

All modules.

Appendix F: Progression and Award Flowcharts (see 'Progression regulations' and 'Award regulations')

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

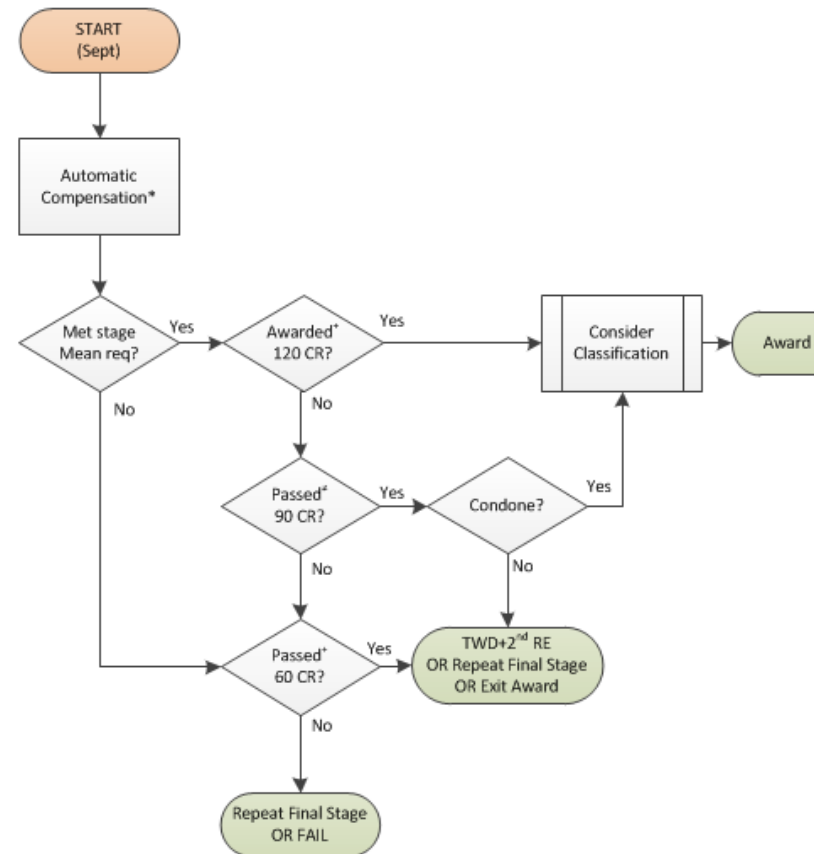
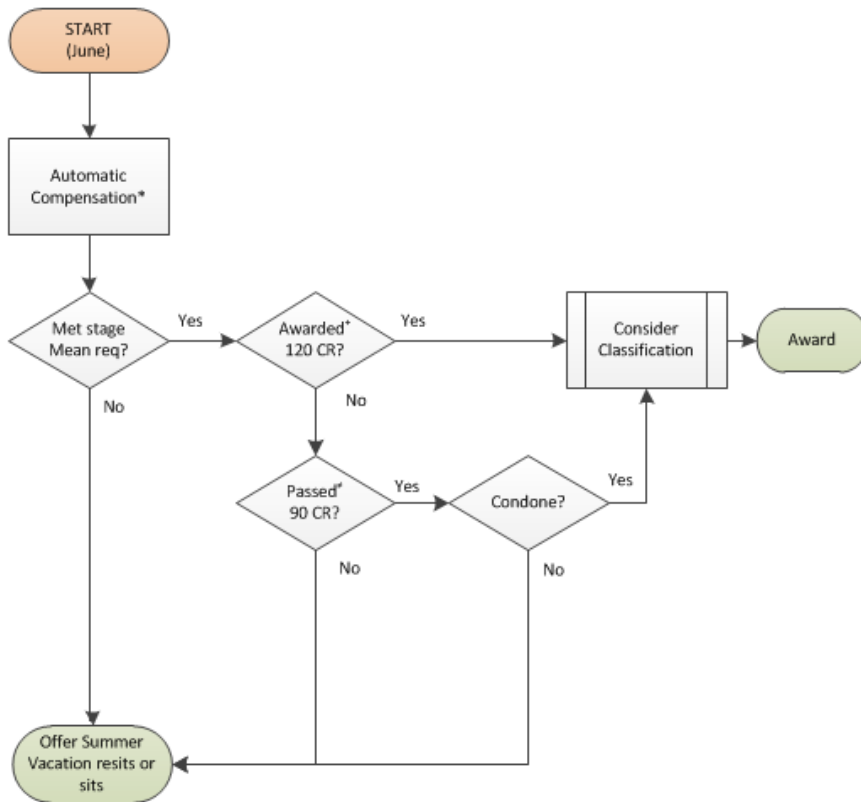


*Compensation is automatically applied up to a maximum of 30 credits where criteria have been met. Note compensated candidates are entitled to resit marginally failed modules where compensated credit has been applied, provided that they register to do so as advised by SPA. If such modules include accepted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

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

≠ Passed credit is total credit from modules academically passed

UG Awards June PAB; UG Awards Sept PAB.



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

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

≠ Passed credit is total credit from modules academically passed

PGT PAB meeting

Credits achieved by PAB on taught modules	Dissertation submission deadline	Main PAB (October 2021)	Resit PAB (March 2022)	Main PAB (October 2022)
≥90 credits	A3 2021	Award; condone and award; resit DISS in A1; give PG Dip/Cert exit; give 2nd resits in A3 2022	Award where first resit of dissertation set in A1 2022	Consider award for candidates given 2nd resits in A3 2022
≥90 credits	A1 2022	Identify candidates where credit can/cannot be condoned and give 2nd resits as appropriate in A3 2022	Award; condone and award; give PG Dip/Cert exit; give 1st diss/pro resit in A3 2022	Consider award for candidates given 2nd resits and 1 st diss/pro resit in A3 2022
75 credits	A3 2021	PG Cert exit (DISS credit cannot be used towards exit award); 2nd resits in A3 2022 and 1 st diss/pro resit in A1 2022	n/a	Consider award for candidates given 2nd resits in A3 2022
75 credits	A1 2022	PG Cert exit (remove DISS submission from A1 2022); 2nd resits in A3 2022 (dissertation deadline stands in A1 2022)	1 st diss/pro resit in A3 2022	Consider award for candidates given 2nd resits and 1 st diss/pro resit in in A3 2022
60 credits	A3 2021	PG Cert exit (DISS credit cannot be used towards exit award); 2nd resits in A3 2022 and 1 st diss/pro resit in A1 2022.	n/a	Consider award for candidates given 2nd resits in A3 2022
60 credits	A1 2022	PG Cert exit (remove DISS submission from A1 2022); 2nd resits in A3 2022 (DISS deadline stands in A1 2022)	1 st diss/pro resit in A3 2022	Consider award for candidates given 2nd resits and 1 st diss/pro resit in in A3 2022
<60 credits	A3 2021	No award (DISS credit cannot be used towards exit award). Final fail; repeat semester 2 (repeat stage in 2021/22 offered by Summer PGT PAB 2021)	n/a	Consider award for candidates given a repeat of semester 2.
<60 credits	A1 2022	No award (remove DISS submission from A1 2022). Final fail; repeat semester 2 (repeat stage in 2021/22 offered by Summer PGT PAB 2021)	n/a	Consider award for candidates given a repeat of semester 2.

Note:

- (i) All resits/sits are set in A3 (except first resit of Diss/Pro). This is to ensure that an appropriate resit mode is set for all resit candidates taking a resit.
- (ii) PAB has discretion to offer a maximum of 60 credits as 2nd resits/sits in A3 2022.
- (iii) Candidate cannot submit dissertation in A1 2022 where <60 credits have been achieved or where an exit award is given by the Main PAB.

Appendix G: Higher Progression Thresholds (see 'Progression regulations' and 'Award regulations')

(a) 4 stage Bachelor courses with higher progression thresholds

Students on the following courses are required to achieve a capped mean of 50% in stage 1 as set out in '**Progression regulations**':

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

(b) Integrated Masters degree courses

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

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 three transfer points, depending upon the availability of places on the course:

- Stage 1 mean of 55% required to transfer to stage 2
- Stage 2 mean of 55% required to transfer to stage 3
- Stage 3 mean of 60% required to transfer to stage 4

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

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

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

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

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

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

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

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

MPhys Physics with Astrophysics (standard and research placement)	Standard A Research Placement D	Standard (ii) Research Placement n/a
MMath Mathematics (standard and research placement)	Standard A Research Placement D	(i) Research Placement n/a
MMath Mathematics with Computer Science	A	(i)
MMath Mathematics with Economics	A	(i)
MMath Mathematics with Finance	A	(i)
MMath Mathematical Physics	A	(i)

(c) 4 stage Bachelor courses with a contributory integrated study abroad/placement year (see 'Award regulations')

The following 4 stage courses include a contributory integrated study abroad/placement:

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

(d) 4 stage Bachelor courses with a contributory integrated study abroad with an alternative course title (see 'Award regulations')

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

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

Appendix H: Award and progression criteria for courses with alternative requirements (see 'Progression regulations' and 'Award regulations')

ESW:

PGCE

Students are required to take and pass 90 credits. The mean for the award will be calculated across all modules except for X1027 Professional Practice 1 and X1030 Professional Practice 2 which are pass/fail. Borderline candidates may be reclassified where 30 credits have been achieved in the higher class, since 90 credits are required for the award. These regulations apply to the Postgraduate Certificate in Education and to the Postgraduate Certificate in Education (Pedagogy and Practice).

MA Education – importing credit from the PGCE taken at Sussex (route 1)

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

MA Education – importing credit from the PGCE taken at Sussex including alongside a CPD module (route 2):

Where a PGCE award has been made, 30 credits of the standard 60 credit requirement for a PG Certificate may be imported to the MA Education. The additional 30 credits required for the PGCE award may also be imported, accumulating to 60 credits which may be imported from the PGCE. In addition, 30 credits taken as CPD in the following year may also be imported, accumulating to 90 credits which may be imported to the MA. This may include a maximum of 30 credits at Level 6. Marks for the credits used for the PGCE award may not be reused towards the MA Education. The grand mean for the MA will be calculated on the marks achieved on the new modules taken on the MA and on the credits taken via CPD, where this occurred. Classification of a Merit or Distinction will require 90 credits to be achieved in the higher class on the new modules taken on the MA, and on any CPD module imported. Borderline candidates may be considered for the higher class where they have either a borderline grand mean and 90 credits in the higher class (on the new modules and the 30 credit CPD module/s), or where the grand mean is in the higher class but fewer than 90 credits have been achieved in the higher class on the new modules and the 30 credit CPD module/s.

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

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

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

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

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

PG Dip Social Work (Step Up to Social Work)

Students are required to achieve 120 credits and to pass SU400 Practice Learning 1 and SU500 Practice Learning 2, which are pass/fail. Candidates must pass SU400 Practice Learning 1 prior to commencing SU500 Practice Learning 2. Candidates who do not pass SU400 Practice Learning 1, following resubmission for a technical fail, may not register on SU500 Practice Learning 2 and will be unable to continue on the course. Candidates who do not pass SU100, SU200 and SU800 at the first or resit attempt may not commence SU500 Practice Learning 2 and will be unable to continue on the course. Candidates who do not pass SU600 at the first attempt may commence SU500 Practice Learning 2 but will be unable to continue on the course if they fail the resit of SU600. A PGDip Social Care exit award may be given to candidates who achieve 120 credits but do not pass SU500 Practice Learning 2. A PGCert in Social Care may be given to candidates who achieve 60 credits.

Candidates who pass SU100, SU200 and SU800 at the first or resit attempt but do not pass SU400 Practice Learning 1, may apply to transfer to the PG DIP or MA Social Work. Any candidates transferred would be required to repeat the placement related modules, including where these have been passed.

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.

Global:

PGCert Social Research Methods

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

Life Sciences:

MPharm Pharmacy

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

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

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

Intercalating medical students

A classified BSc will be awarded to intercalating BSMS medical students who take the final year of BSc Neuroscience or BSc Medical Neuroscience and achieve 120 credits at Level 6.

LPS:

LLB (Graduate Entry) 2-year degree

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

CPE/GDL

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

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

Variation of study on an Integrated Masters degree (see 'Variation of study')

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

Foundation Year courses leading onto an associated course (see ‘Progression regulations’):

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

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

- (a) 120 credits, as a result of the pass mark being achieved on all modules, and a stage mean of 40% for progression onto a Bachelors and a stage mean of 55% for progression onto an Integrated Masters degree. This will enable progression onto any associated course.
- (b) 120 credits and a stage mean of 40% for progression onto a Bachelors course. This may include a maximum of 30 credits which have been automatically compensated where the standard criteria have been met. In addition, the Resit PAB has discretion to apply up to 30 condoned credits, subject to a maximum of 30 credits applied via condoned or compensated credit for the stage. The application of compensated/condoned credit will result in progression onto permitted associated courses within the discipline of the modules where the pass threshold has been achieved. A list confirming which associated courses are precluded as a result of the pass threshold not being achieved on an individual module will be made available to candidates. Progression onto an Integrated Masters degree is only permitted where the criteria in (a) above have been achieved.

In addition, progression to an Integrated Masters degree with a research placement is not permitted with the exception of the research placement courses in Mathematics and Physics where a stage mean of 75% is required in the Foundation Year