

Examination and Assessment Regulations 2023/24

Section 1: Progression and Award Regulations

CONTENTS

Terminology	iv
Summary of progression and award regulations	vii
Preamble.....	1
Principles governing the University examination and assessment regulations	2
COURSES AND MODULES	4
Variation of study.....	4
PERMANENT AND TEMPORARY WITHDRAWAL.....	5
Permanent withdrawal requested by a student	5
Temporary withdrawal requested by a student.....	5
ASSESSMENT REGULATIONS.....	7
Engagement with assessment.....	7
Modes of assessment.....	7
Marking criteria.....	7
Assessment information and schedule	7
Module grades.....	7
Submission of assessments	8
Late submission - up to 24 hours late	8
Late submission – after 24 hours and up to 7 days late	8
Late submission beyond the 7 day deadline	9
Exceptions to the late submission scheme	9
Protocols in the case of an e-submission error	9
Penalty for non-submission	9
An initial assessment cycle and a repeat assessment cycle of a stage	9
Resit opportunities.....	10
Modules exceptionally exempted from providing a resit opportunity	11
Compensation for module failure	11
Marginal failure.....	11
Automatic compensated credit.....	11
Additional limits on compensated credit.....	12
Discretionary condoned credit	12
Additional limits on condoned credit.....	12
Limits on the use of compensated and condoned credit.....	12
Optional resit following compensated or condoned credit	12
Circumstances where a sit may be determined outside the PAB	13
Deferral of an assessment.....	13
PROGRESSION AND AWARD BOARDS (PABS)	14
Undergraduate PAB	14
Postgraduate PAB.....	14
PROGRESSION REGULATIONS.....	15
Additional requirements for courses including study abroad/placement	15
Criteria to continue on or transfer to a course including an additional study abroad year (integrated and voluntary).....	15
Criteria to continue on or transfer to a course including an additional voluntary placement year.....	16
Additional conditions relating to continuation or transfer to a course including an additional study abroad/placement year.....	16
Variations of study to include study abroad/placement.....	16
Study requirement during a study abroad/placement period	16
Assessment requirement during a study abroad/placement year (integrated and voluntary) and for a variation study abroad/placement semester.....	17
Conversion of study abroad marks	17
Failure to achieve the assessment requirement during the study abroad/placement year (integrated and voluntary).....	17

Failure to achieve the assessment requirement during the study abroad/placement semester	17
Transfer criteria to a 4 stage Integrated Masters degree	18
Progression criteria - from the foundation year into stage 1	18
AWARD REGULATIONS	19
Assessment for an Award	19
AWARD REGULATIONS - UNDERGRADUATE	19
Three Year Bachelors Degree	19
Calculation of the classification	19
Four year bachelors degree including an integrated/voluntary study abroad/placement year	19
Calculation of the classification - integrated study abroad or placement year	19
Calculation of the classification - voluntary study abroad or placement year	20
Four year Integrated Masters degrees	20
Calculation of the classification	20
Five year Integrated Masters degrees with a study abroad/placement year	20
Calculation of the classification	20
Graduate diploma	20
Overall framework for classification	20
Borderline zone for undergraduate awards	21
Alternative award titles for courses including study abroad, placement or a pathway	21
Inclusion of study abroad/placement year in the course title	21
Pathway titles (including language pathways)	21
Undergraduate exit awards	22
Integrated Masters and Bachelors degrees as an exit award	22
Ordinary Bachelors degree as an exit award	22
Diploma of Higher Education as an exit award	22
Certificate of Higher Education as an exit award	23
Non-accredited exit awards	23
AWARD REGULATIONS - POSTGRADUATE	23
Masters Award	23
Postgraduate Diploma	23
Postgraduate Certificate	23
Overall framework for classification	23
Borderline zone for postgraduate awards	23
Postgraduate exit awards	24
Non-accredited exit awards	24
NEW DECLARATION OF A DISABILITY – UNDERGRADUATE AND POSTGRADUATE	24
AEGROTAT AWARDS	25
AN ABSURD OUTCOME FOR AN INDIVIDUAL STUDENT	25
APPEAL AGAINST THE DECISION OF A PROGRESSION AND AWARD BOARD	25
EXCEPTIONAL CIRCUMSTANCES	25
Waiving of late submission penalties	25
Progression and Award Board (PAB) consideration of an exceptional circumstances claim	26
RETRIEVING CREDIT IN THE FOLLOWING ACADEMIC YEAR	26
Criteria for retrieving credit	26
Repeat stages of study	27
Discretionary trailed resit – undergraduate	27
Discretionary second resit without attendance in the next academic year	28
PROGRESSION OF PART-TIME STUDENTS	29

APPENDICES	30
Appendix A: The University of Sussex Academic Framework 2023/24 (see ‘Courses and modules’, ‘Pathway titles’ and ‘Criteria for retrieving credit’)	30
Appendix B: Non-credit bearing modules (see ‘Courses and modules’)	31
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)	32
Appendix D: Modules exempted from providing a resit opportunity, required by a PSRB (see ‘Resit opportunities regulations’), and other associated derogations	34
Appendix E: Exemption from automatic compensation (see ‘Additional limits on compensation’)	37
Appendix F: Progression and Award Flowcharts (see ‘Progression regulations’ and ‘Assessment for an award’)	39
Appendix G: Higher Progression Thresholds (see ‘Progression regulations’ and ‘Award regulations’)	42
Appendix H: Award and progression criteria for courses with alternative requirements (see ‘Progression regulations’ and ‘Award regulations’)	45

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.
Attempt	Each opportunity given to resit or sit an assessment counts as an attempt.
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 (an opportunity at an assessment) and one resit attempt (a further opportunity) 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

	<p>Level 5 – UG stage 2 Level 6 – UG stage 3 Level 7 – Postgraduate</p> <p>Each stage of study may include up to 30 credits at the level below, but not above.</p>
Marginal fail	<p>The University defines marginal failure in a module as follows:</p> <p>At levels 3 to 6: Marks of 35 – 39% At level 7: Marks of 45 – 49%</p>
Major/Minor	<p>Major refers to the majority element of a course and minor refers to the smaller element – usually at a ratio of 75:25.</p>
Mode of assessment	<p>The description of an assessment type</p>
Moderation (internal and external)	<p>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.</p>
Module	<p>A self-contained block of learning with defined aims, learning outcomes and assessment. The building blocks of courses.</p>
Module Assessment Board (MAB)	<p>The exam board responsible for considering and assuring marks achieved on a module by a cohort of students.</p>
Non-contributory work (formative)	<p>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.</p>
PGT	<p>Postgraduate Taught</p>
PWD	<p>Permanent Withdrawal</p>
Progression and Award Board (PAB)	<p>The exam board responsible for considering the assessment outcomes of students and for applying the regulations. It has the power to:</p> <ul style="list-style-type: none"> • Recommend awards and confirm progression • Compensate or condone module failure • Agree retrieval requirements
Progression	<p>The process of an undergraduate student moving from one academic stage to the next upon satisfactory completion of the required modules.</p>
PSRB	<p>Professional, Statutory or Regulatory Body</p>
Repeat	<p>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.</p>
Resit	<p>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.</p>
Rounding of marks	<p>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).</p>
SEC	<p>School Education Committees</p>
Stage	<p>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.</p>

Stage mean	Includes all marks achieved on modules taken during the stage of study including marks of zero and fail marks.
SA	Students Administration 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 2023/24 progression and award regulations will be applied to all students taking assessment in 2023/24.

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 (opportunity) and one resit attempt (opportunity).	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:

An Exceptional Circumstance is a circumstance that has negatively impacted a student's ability to study/prepare/complete an assessment or exam which is determined by the University as reasonably: a) short-term; b) arisen unexpectedly; and c) beyond the student's control.

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 Disability Advice (DA) 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 Undergraduate Summer School module to replace a failed module up to a maximum of 15credits
 - 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 who did not complete their course wishes to return to the University having Permanently Withdrawn (PWD), an application may be made in accordance with the Recognition of Prior Learning Policy (<http://www.sussex.ac.uk/adqe/standards/rpl>)
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, and students on a PGCE course, 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. Students on non-standard course start dates, such as those starting the Master of Business Administration in January, may TWD at any time prior to 30th September. 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, and students on a PGCE course, 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>

Engagement with 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 grades for the cohort are 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 copy to be retained and a sample to be generated 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 late submission deadline

44. Work submitted beyond the 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 Disability Advice 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 Disability Advice.

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, an application may be made to the DTL to replace the file. Where the file is accepted in line with the approved policy, the standard penalties apply for submissions made during the approved 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 of the original mode and weight and 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 new assessment task will be set, except where the assessment is a dissertation/project of 30 credits or more in the final stage of an undergraduate course or at postgraduate level. In this case, 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 Masters and PG Dip 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. No further resit will normally be given where a resit is compensated or condoned.

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. Disability Advice 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 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.
100. 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.
101. 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.
102. 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.
103. 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.
104. The Main Postgraduate Progression and Award Board (PAB) will be convened early in Semester 1 to consider candidates for award who have completed resits and submitted the dissertation/project in the summer vacation assessment period. The Resit PAB will reconvene in Semester 2 to confirm award decisions for candidates who submitted the dissertation/project in the Semester 1 assessment period (first attempt or resit attempt),
105. Courses with a different PAB timing are set out in the regulations on '**Terms of reference and officer duties**'.

PROGRESSION REGULATIONS

106. 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.
107. 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

108. 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

109. 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

110. 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**').
111. 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

112. 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)

113. 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. The

requirements for the final stage of study must also be met before the study abroad/placement year, whilst allowing up to 30 credits to be trailed into the study abroad/placement year.

114. 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.
115. **Appendix G(a)** sets out those courses where higher progression thresholds apply.
116. 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

117. 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).
118. **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

119. All study abroad/placement years are subject to acceptance by the host institution/employer even where a higher threshold requirement has been met.
120. 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

121. 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**').
122. 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**').
123. 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.
124. 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.
125. 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

126. A Study Plan must be approved by the School in advance.
127. An integrated study abroad year must be academically coherent and be equivalent to 120 credits.

- 128. 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.
- 129. 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

- 130. 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.
- 131. 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**').
- 132. 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.
- 133. 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

- 134. 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)

- 135. Where a student fails to achieve the assessment requirement on a study abroad year, they must pursue a resit opportunity at the host institution.
- 136. 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**').)
- 137. 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

- 138. Where a student fails to achieve the assessment requirement on a study abroad semester, they must pursue a resit opportunity at the host institution.
- 139. 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.

140. 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

141. 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

142. 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**.
143. The rules on trailed credit do not apply to the foundation year.
144. 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.
145. There is no automatic right to repeat the foundation year.

AWARD REGULATIONS

Assessment for an Award

146. 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.
147. 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.
148. Credit achieved at stage 1 does not count towards degree classification.

AWARD REGULATIONS - UNDERGRADUATE

Three Year Bachelors Degree

149. 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

150. 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

151. 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

152. The marks achieved on an integrated study abroad/placement year will contribute to classification.
153. 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%
154. **Appendix G(c)** sets out courses where an integrated year contributes to classification.

Calculation of the classification - voluntary study abroad or placement year

155. The marks achieved on a voluntary study abroad/placement year will not contribute to classification.
156. 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%

Four year Integrated Masters degrees

157. 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

158. 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

159. 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

160. The marks achieved on a voluntary study abroad/placement year will not contribute to classification.
161. 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

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

Overall framework for classification

163. 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

164. 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.
165. 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.
166. 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

167. 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 or 2021/22 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.
168. 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.
169. 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.
170. **Appendix G(d)** sets out courses with an alternative course title.
171. 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)

172. 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**).

173. 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

174. 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.
175. 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.
176. A Bachelors exit award in the course title will be awarded unless an alternative course title was approved at validation.
177. **Appendix H** sets out derogations for Integrated Masters and Bachelors degrees as exit awards.
178. An Integrated Masters or Bachelors degree will be classified using the standard algorithms, where the relevant criteria are met.

Intercalating medical students

179. 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

180. 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
181. There is no requirement to achieve a stage mean.
182. An Ordinary Degree is not classified. Alternative exit award titles are set out in Appendix G
183. 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

184. 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
185. Compensation and condoned credit may not be applied.

Certificate of Higher Education as an exit award

186. 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
187. Compensation and condoned credit may not be applied.

Non-accredited exit awards

188. 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

189. 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

190. 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

191. 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.
192. Compensation and condoned credit may not be applied.

Overall framework for classification

193. 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

194. 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.

195. 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

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

Postgraduate exit awards

197. 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.

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

199. 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.

200. 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.

201. Postgraduate exit awards are not classified. Alternative exit award titles are set out in Appendix G.

Non-accredited exit awards

202. 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

203. 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) is guided to look for evidence of improved performance on all assessments taken after the support was offered, where the student was enabled to work at their full learning potential.

204. For undergraduate students, the PAB has the discretion to base the final classification outcome on the marks achieved during the stage or stages of study after the support was offered. This discretion should only be applied where there is no disadvantage to the student. No marks can be set aside and a minimum of a full stage of marks must be considered.

205. For postgraduate students, the Progression and Award Board will be advised of cases where support was offered after the start of the course so that a sit may be considered for modules with impacted marks prior to when the support was offered. No marks can be set aside.

AEGROTAT AWARDS

206. 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.
207. 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).
208. 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.
209. 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.
210. An Aegrotat degree does not provide eligibility for registration with a Professional, Statutory or Regulatory Body (PSRB).

AN ABSURD OUTCOME FOR AN INDIVIDUAL STUDENT

211. 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.
212. The Pro Vice-Chancellor has the authority to accept or reject the recommendation of the PAB.
213. The final application of the accepted recommendation rests with the PAB.
214. 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

215. 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

216. 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 the '**Exceptional circumstances Policy**' and the '**Exceptional Circumstances Procedural Guide**'.

Waiving of late submission penalties

217. 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

218. The PAB may offer a sit for an uncapped mark in accordance with the weighting of the accepted exceptional circumstances.
219. 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.
220. No setting aside of missed, failed or impaired assessments, or components of assessment, is permitted.
221. 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.
222. The PAB may decide not to offer a sit if the mark achieved on the module is not significantly out of line.
223. 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.
224. 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.
225. Where a claim for exceptional circumstances is accepted against a sit in the resit assessment period, the UG 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).
226. Alternatively the UG 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.
227. 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

228. 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.
229. 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.

230. 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

231. 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.
232. The offer of a repeat undergraduate stage of study may be made at the Summer Progression and Award Board (PAB), to students who are not in stage 1, where a choice of a repeat stage or resits may be given to students with fewer than 90 credits. A repeat stage may also be offered by the Resit 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.
233. 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) at the Resit PAB, providing the course of study is available in the following academic session.
234. 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.
235. A repeat stage may not be given where the stage has already been repeated or second resits without attendance have already been granted.
236. 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.
237. 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.
238. 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.
239. The PAB may offer a repeat of a semester instead of a stage, provided that 60 credits have been secured in the other semester.
240. 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.
241. 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

242. 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.

243. A trailed resit is a further final opportunity to take the resit.
244. 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.
245. The regulations under '**Resit opportunities**' regarding resit modes, resit marks, capping and resit scheduling apply.
246. 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.
247. 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).
248. 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.
249. 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).
250. Where a student is on a course with a study abroad/placement year, the Resit PAB may offer up to 30 credits of trailed resits to be scheduled in the resit assessment period of the study abroad/placement year or the resit assessment period of the final stage. This is to enable the progression requirement for the final stage of study to be met before the study abroad/placement year starts.
251. 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.
252. 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.
253. Alternatively, where trailed resits are not given 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 take the second resits or to repeat the semester/stage during the following year.

Discretionary second resit without attendance in the next academic year

254. Undergraduate and Postgraduate Progression and Award Boards (PABs) have discretion to offer a second and final resit/s for a failed taught module/s up to a maximum of 60 credits, for a capped mark, provided at least 60 credits have been achieved on the remaining taught modules in the stage.
255. 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.

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

PROGRESSION OF PART-TIME STUDENTS

259. 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 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.
 - The PAB may offer the choice of a repeat semester/stage or resits to enable the repeat to be taken within the maximum period of registration
 - 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 2023/24 (see 'Courses and modules', 'Pathway titles' and 'Criteria for retrieving credit')

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

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, PG Dip 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.

MSc Intelligent and Adaptive Systems; MSc Robotics and Autonomous System (offered collaboratively with ZJSU):

886H1Z Socialism and 887H1Z Dialectics in Nature must be passed.

MAH: 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.

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 the Practice Learning placement and related module assessments in a given stage have not been passed at the first attempt, the Practice Assessment Panel will recommend whether a repeat of the placement module will be given (subject to placement availability), in order to meet the Professional, Statutory or Regulatory Body requirements. A repeat of the placement will require a repeat of all associated assessments on the Practice Learning module, including assessments where the pass threshold had been achieved at the first attempt. The marks achieved on the repeated module will not be capped at the pass threshold. Where the placement itself has been passed but one or more of the associated assessments have been failed, a resit will be given for a capped mark.

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.

Accredited Engineering courses including BEng and MEng Electrical/Electronic, Mechanical/Automotive and Robotics Engineering course variants

Compensation will be applied in accordance with standard University regulations where the standard criteria have been met including the achievement of a conflated module mark of 35%/45% or above and the threshold mark requirement, for Engineering and Design modules, as set out above. For BEng and MEng course variants and for BSc Product Design, up to a maximum of 30 credits may be compensated on the course. For postgraduate course variants, up to a maximum of 15 credits may be compensated on the course.

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

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.

Psychology:

PG Dip Psychological Therapies; PG Cert Low-Intensity Psychological Interventions for Children and Young People; PG Cert Mental Health Practice; PG Dip Education Mental Health Practice; PG Cert Supervision of Therapeutic Practice; GradDip Children's Wellbeing Practice, PGDip Children's Wellbeing Practice, GradDip Education Mental Health Practice, GradDip Mental Health Wellbeing Practice.

Pass mark to be achieved on all module assessment modes.

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

Psychology:

PG Dip Psychological Therapy; PG Dip Education Mental Health Practice; GDip Education Mental Health Practice; PG Cert Mental Health Wellbeing Practice; G Cert Mental Health Wellbeing Practice; PG Dip Children's Wellbeing Practice; GDip Children's Wellbeing Practice PG Cert Supervision of therapeutic practice

No opportunity to repeat year.

Undergraduate 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 Practice; PG Dip Education Mental Health Practice; PG Cert Supervision of Therapeutic Practice;

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

(b) PGT courses with a January start date

University of Sussex Business School courses (except for MBA); 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)).

University of Sussex Business School MBA:

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

(c) 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.

(d) 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, April or August, unless an application to defer to the following resit period is approved by the DoSE based on religious observance; competitive sporting event, placement/internship commitment; jury service or exceptional circumstances.
- These regulations apply to all ODL masters, diploma or certificate courses.

(e) Online Distance Learning stand-alone module/s

- A repeat of a module may be offered where the resit has been failed, subject to completion within the maximum period of registration for the module.
- The PAB has discretion to exceptionally offer a second resit, for example, where an Exceptional Circumstance claim has been upheld. Following an exceptional second resit, the module may be repeated, subject to completion within the maximum period of registration for the module.
- Late submission will be permitted up to 24 hours late.
- The PAB will offer a resit and/or repeat to students on temporary withdrawal, as appropriate, subject to completion within the maximum period of registration. The ODL Student Success Advisor will confirm the return from temporary withdrawal date, subject to completion within the maximum period of registration for the module.
- Resits will be scheduled in the next resit assessment period, April or August.

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; BSc Product Design
Additional criteria for compensation apply. These are set out in Appendix C.

LPS:

MA Law

Equity and Trusts (725M3B)
Public Law (724M3)
Constitutional Foundations of the European Union (M5031)
Contract Law (722M3B)
Tort Law (723M3)
Land Law (726M3)
Criminal Law (727M3)

Compensation may be applied at the candidate's request, where the criteria are met.

LLB Law (including study abroad and placement course variants)

M5402 Tort Law 1
M6402 Tort Law 2
M5002 Tort Law 1 Advanced
M6002 Tort Law 2 Advanced
M5403 Contract Law 1
M6403 Contract Law 2
M5003 Contract Law Advanced 1
M6003 Contract law Advanced 2
M3406 Public Law
M3006 Public Law Advanced
M5026 Land Law 1
M6026 Land Law 2
M5007 Criminal Law 1
M6007 Criminal Law 2

M5075 Criminal Law 1 Advanced
M6075 Criminal Law 2 Advanced
M5027 Equity and Trusts 1
M6027 Equity and Trusts 2
M5431 Constitutional Foundations of the European Union
M5031 Constitutional Foundations of the European Union Advanced

Compensation may be applied at the candidate's request, where the criteria are met.

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). Practical and project work cannot be compensated or condoned.

F1002 Chemistry Laboratory 1; F1005 Chemistry Laboratory; F1006 Core Laboratory Skills 1; F1008 Core Laboratory Skills 2; F1015 Instrumental Analysis; F1176 Chemistry Project

Psychology:

PG Dip Psychological Therapies; PG Dip Education Mental Health Practice; MSc Experimental Psychology; Grad Dip Children's Wellbeing Practice; PG Cert Mental Health Wellbeing Practice; PG Dip Children's Wellbeing Practice; PG Cert Supervision of Therapeutic Practice

All modules.

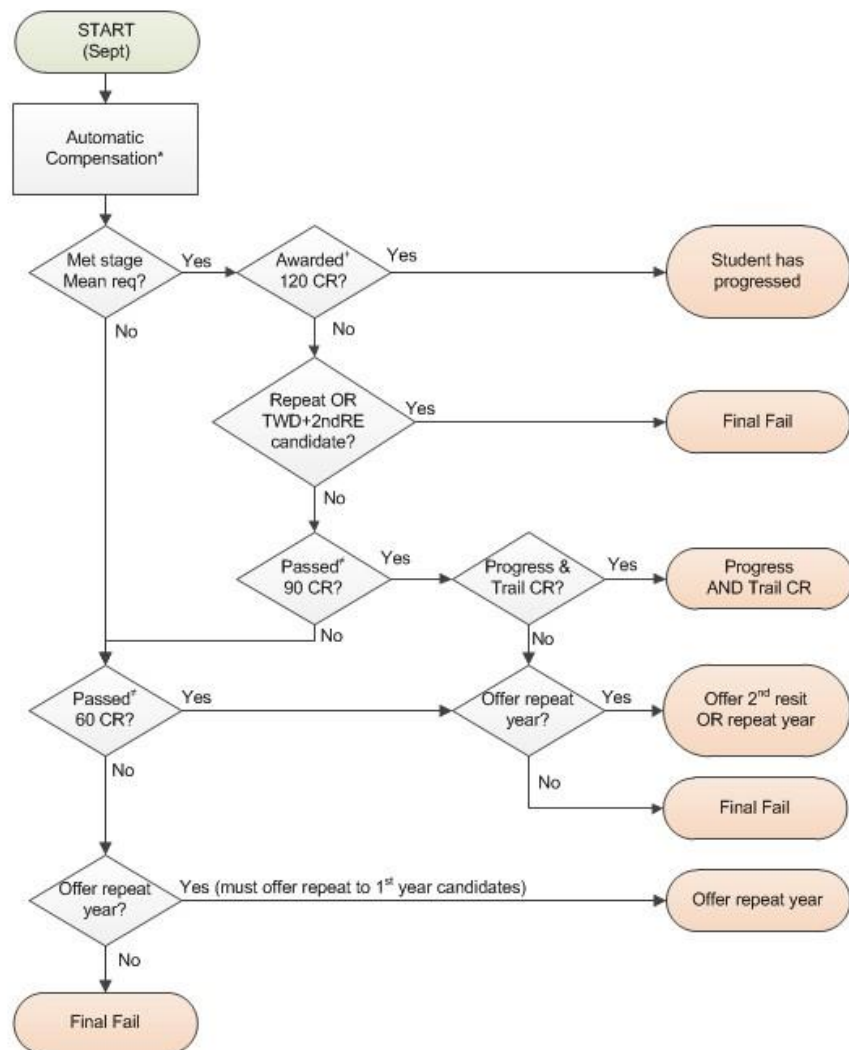
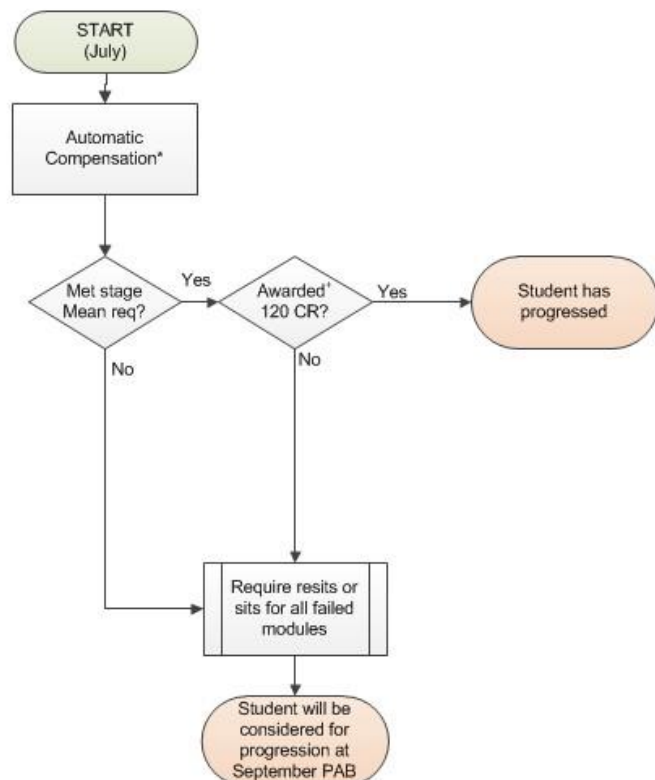
MPS:

Physics courses

899S4, 899S5 or BSc Final Year Project module F3232 .

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

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

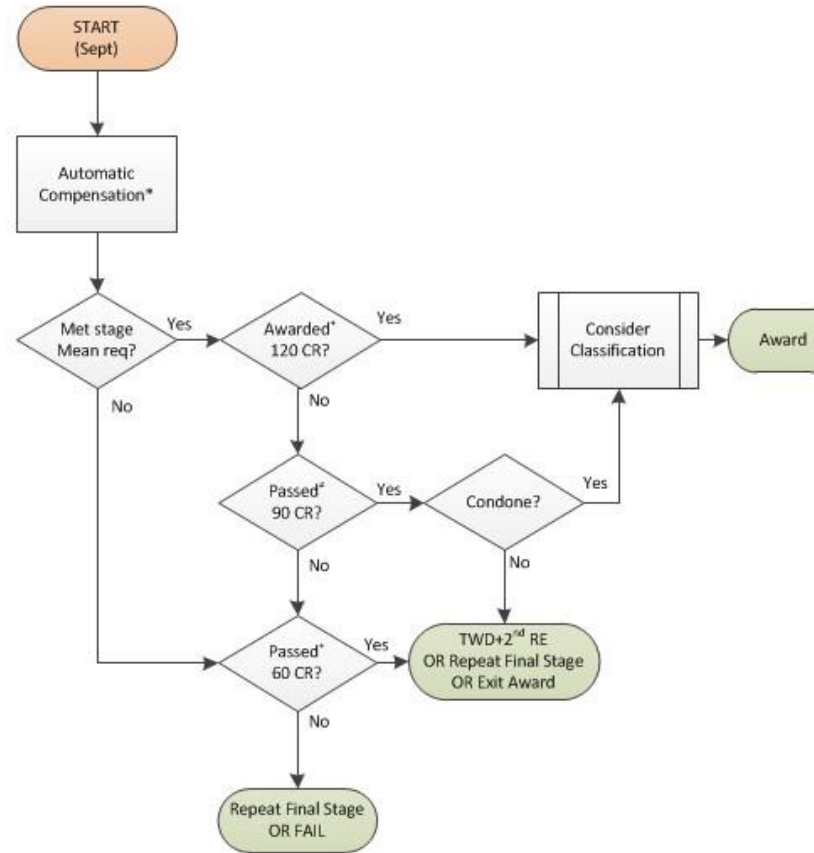
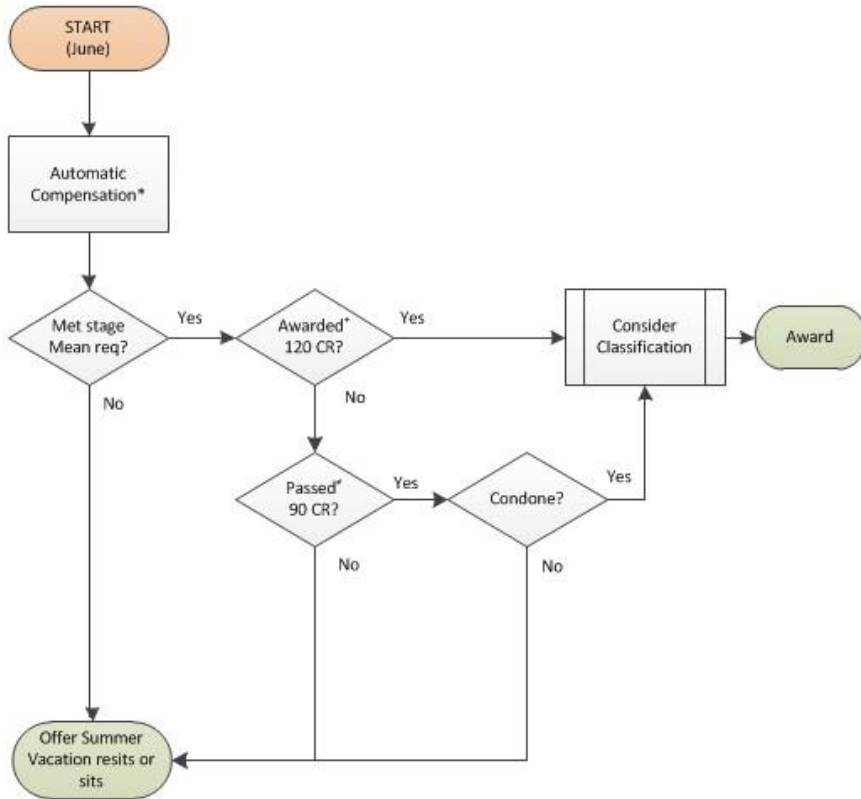


*Compensation is automatically applied up to a maximum of 30 credits where criteria have been met. Note compensated candidates are entitled to resit marginally failed modules where compensated credit has been applied, provided that they register to do so as advised by SPA. If such modules include accepted 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 2024)	Resit PAB (March 2025)	Main PAB (October 2025)
≥90 credits	A3 2024	Award; condone and award; resit DISS in A1; give PGDip/Cert exit; give 2nd resits in A3 2025	Award where first resit of dissertation set in A1 2025	Consider award for candidates given 2nd resits in A3 2025
≥90 credits	A1 2025	Identify candidates where credit can/cannot be condoned and give 2nd resits as appropriate in A3 2025	Award; condone and award; give PG Dip/Cert exit; give 1st diss/pro resit in A3 2025	Consider award for candidates given 2nd resits and 1 st diss/pro resit in A3 2025
75 credits	A3 2024	PG Cert exit (DISS credit cannot be used towardsexit award); 2nd resits in A3 2025 and 1 st diss/pro resit in A1 2025	n/a	Consider award for candidates given 2nd resits in A3 2025
75 credits	A1 2025	PG Cert exit (remove DISS submission from A1 2024); 2nd resits in A3 2025(dissertation deadline stands in A1 2025)	1 st diss/pro resit in A3 2025	Consider award for candidates given 2nd resits and 1 st diss/pro resit in in A3 2025
60 credits	A3 2024	PG Cert exit (DISS credit cannot be used towards exit award); 2nd resits in A3 2025 and 1 st diss/pro resit in A1 2025	n/a	Consider award for candidates given 2nd resits in A3 2025
60 credits	A1 2025	PG Cert exit (remove DISS submission from A1 2025); 2nd resits in A3 2025 (DISS deadline stands in A1 2025)	1 st diss/pro resit in A3 2025	Consider award for candidates given 2nd resits and 1 st diss/pro resit in in A3 2025
<60 credits	A3 2024	No award (DISS credit cannot be used towards exit award). Final fail; repeat semester 2 (repeat stage in 2024/25 offered by Summer PGT PAB 2023)	n/a	Consider award for candidates given a repeat of semester 2.
<60 credits	A1 2025	No award (remove DISS submission from A1 2025).Final fail; repeat semester 2 (repeat stage in 2024/25 offered by Summer PGT PAB 2024)	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, where 60 credits have been achieved.
- (iii) Candidate cannot submit dissertation in A1 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 apply for 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	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 Electrical and Electronic Engineering	C	(i)
MEng Computer Engineering	C	(i)
MComp Computer Science (standard and industrial placement)	C	(i)
MPS		
MPhys Astrophysics (standard and research placement)	Standard A Research Placement D	Standard (i) Research Placement n/a
MPhys Physics (standard and research placement)	Standard A Research Placement D	Standard (i) Research Placement n/a
MPhys Theoretical Physics (standard and research placement)	Standard A Research Placement D	Standard (i) Research Placement n/a
MPhys Physics with Astrophysics (standard and research placement)	Standard A Research Placement D	Standard (i) Research Placement n/a
MMath Mathematics (standard and research placement)	Standard A	(i)

	Research Placement D	Research Placement n/a
MMath Mathematics with Economics	A	(i)
MMath Mathematics with Finance	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). Candidates who fail PP2 will be given a sit of RPK.

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 a course and how this is considered in relation to the maximum periods of registration. The maximum periods of registration are as follows for awards which include CPD modules:

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

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

Masters – two years (three years for PT) and the award must be made within 8 years from when the first imported module was taken.

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

Where a candidate is awarded a BA Honours degree as a result of being given condoned credit or due to taking module X6626 instead of X6617, the exit award will be BA Education Studies – Primary and Early Years. Where a candidate does not meet the requirements for a BA Honours degree but meets the requirements for an Ordinary degree, the exit award will be BA Education Studies – Primary and Early Years (Ordinary).

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.

BA Social Work

Where a candidate is awarded a BA degree as a result of being given condoned credit, the exit award will be BA Social Care. Where a candidate does not meet the requirements for a BA Honours degree but meets the requirements for an Ordinary degree, the exit award will be BA Social Care (Ordinary). A Dip HE or Cert HE Social Care exit award may be given, where the criteria are met.

MA and PG Dip Social Work

Candidates must pass all taught modules in year 1 before continuing to year 2.

MA Social Work

Where a candidate is awarded an MA degree as a result of being given condoned credit or where 867L5 Social Work Practice 2 has been failed, the exit award will be MA Applied Social Care. A PG Dip or Cert Applied Social Care may be given, where the criteria are met.

PG Dip Social Work

Where a candidate is awarded a PG Dip as a result of being given condoned credit or where 867L5 Social Work Practice 2 has been failed, the exit award will be PG Dip Applied Social Care. A PG Cert Applied Social Care may be given, where the criteria are met.

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 PSRBs.

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.

Psychology:

MRES Psychological Methods; MSc Foundations of Clinical Psychology and Mental Health; MSc Cognitive Neuroscience; MSc Experimental Psychology; PG Dip Psychological Therapy; PG Dip Education Mental Health Practice

Where a candidate does not meet the requirements for the award but meets the requirements for a PG Cert, any exit award will be PG Cert Psychology Studies.

Graduate Diploma Children's Wellbeing Practice

A Graduate Diploma in Psychology will be awarded to students who achieve 120 credits across the course. Refer to Appendix E regarding compensation. The award is made on a distinction/merit/pass basis, where a grand mean of 70, 60 and 40 has been achieved, respectively.

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 Progression or Resit PAB has discretion to apply up to 30 condoned credits, subject to a maximum of 30 credits applied via condoned or compensated credit for the stage. The application of compensated/condoned credit will result in progression onto permitted associated courses within the discipline of the modules where the pass threshold has been achieved. A list confirming which associated courses are precluded as a result of the pass threshold not being achieved on an individual module will be made available to candidates. Progression onto an Integrated Masters degree is only permitted where the criteria in (a) above have been achieved.

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

Section Two (A) ACADEMIC MISCONDUCT

Policy

1. It is University policy that the values of academic integrity are promoted and that academic misconduct is prevented through educating students in appropriate academic conduct. Academic integrity represents a set of values which operate as the foundation of academic practice. These values include honesty, trust, fairness, respect and responsibility.
2. All instances of plagiarism, collusion, personation, fabrication of results, exam misconduct or a breach of research ethics are serious failures to respect the integrity and fairness of the assessment process.
3. As such, all cases¹ of academic misconduct in module assessment must be seriously considered and appropriate penalties applied, as determined by the Academic Misconduct Panel. A First Case of collusion/plagiarism will not be penalised, provided a previous occurrence of academic misconduct has not taken place. Instead, the student will be given feedback and referred to an Academic Practice Workshop, provided that the student is not at the end of their course.
4. Module assessment includes any work undertaken by a student for which marks contributing to a module are awarded, including those modules which are marked pass/fail.

Types of academic misconduct

Collusion

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

Plagiarism

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

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

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

Personation

7. **Personation in written submissions** is where someone or software (unless explicitly permitted in the assessment guidance from the module convenor) other than the student prepares the work, part of the work, or provides substantial assistance with work submitted for assessment. This includes but is not limited to: AI generated text or responses; purchasing essays from essay banks; commissioning someone else to write an assessment; writing an assessment for someone else (including where no benefit is gained by the student producing the assessment); using a proofreader where this is not allowed; using substantive changes proposed by a proofreader or third party (person or electronic service) that do not adhere to the University guidance on proofreading; work that has been written in a language other than the language required for assessment and translated (for language based assessments only); work including sections that have been translated without acknowledgement. **Personation in examinations held on campus** includes asking someone else to sit an examination. Students who attend an examination without their student ID-card or other acceptable form of photo-ID will not have their examination script marked until their identity has been confirmed.
8. Cases of personation will usually be considered to be major misconduct, with the exception of proofreading and translation transgressions where they are limited in their extent and may be considered to be minor misconduct.

Misconduct in examinations

9. Misconduct in examinations held on campus includes having, or attempting to gain access, during an examination, to any books, memoranda, notes (including notes on paper or transcribed on the student's skin), unauthorised calculators, phones, watches or other internet enabled devices or any other material, except such as may have been supplied by the invigilator or authorised by official university bodies. Having these items on the student's person in the exam room after the start of the exam is a breach of examination room protocols and as such misconduct, regardless of whether or not they are accessed or are relevant to the examination. Misconduct also includes aiding or attempting to aid another student or obtaining or attempting to obtain aid from another student, or any other communication within the examination room.
10. Misconduct in exams taken remotely includes using the following in the completion of the submitted exam answer paper, except where these have been authorised as part of the assessment task: text or ideas taken from the internet or other sources, unauthorised calculators, material provided by someone else including another student or an essay writing service. Misconduct in an exam taken remotely also includes sharing material with, or otherwise helping, another student prior to them submitting their answer paper.
11. Exam misconduct in exams held on campus or remotely also includes cases where the exam question paper or model answers have been obtained and/or shared in advance of the exam, except where such material has been provided as part of the assessment task.

12. The University takes misconduct in examination extremely seriously and any concerns raised will result in an investigation of potential major academic misconduct.

Fabrication

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

Breach of research ethics

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

General Principles

15. All work submitted for assessment should be the student's own work prepared in the language required by the assessment. For language based assessments, work, or sections of work, written for assessment cannot be written in a language other than that required for the assessment and then translated by a third party (person or electronic service). Such action could result in a case of personation. Where a translation service is required for an official document that is not available in English, or the language required for the assessment, the student must confirm the section/s of the assessment that has been translated and whether this has been translated by themselves or a third party.
16. Where a proofreading service is used the student must ensure that no substantive changes are made to the content of the assessment prior to submission. It is the student's responsibility to ensure that any changes made comply with University guidance regarding proofreading, and to retain a copy of edits made by the proofreader. Proofreading will not be permitted on some assessments, for example, where language use and/or the formal accuracy of the work are being assessed. Where there are concerns that proofreading has led to substantive changes, a case of personation may be taken forwards based on the authorship of the assessment. The University guidance on proofreading is provided at:
<http://www.sussex.ac.uk/adqe/standards/academicmisconduct/integrity>
17. It is academic misconduct for any student to be guilty of, or party to, collusion, plagiarism, personation, the fabrication of research results, or any other act which may mislead the markers about the development and authorship of work presented in assessments, including misleading markers about the source of information included

in an assessment. Students should retain research data that underpins dissertations or projects until after graduation.

18. Schools must agree and provide students with information on discipline specific referencing norms at the start of their studies. These norms must be notified to students at induction, through course/module handbooks, module teaching sessions and assessment briefings, as appropriate. Markers must ensure that discipline specific referencing norms have been adhered to.
19. All sources of information used in preparing the work being submitted must be fully acknowledged, in an approved format. This includes acknowledging all written and electronic sources. Where work is produced in an examination on campus it will be sufficient to acknowledge the source without providing a full reference.
20. Students must not take notes or other unauthorised materials/devices into an examination, unless the instructions explicitly state that this is allowed.
21. Unless explicitly allowed in the module documentation or specified in the assessment task, students must work alone on preparing their assessment and must not share their work with other students until both students have submitted and the late submission deadline has passed.
22. The development of academic skills is an important part of student learning. It is recognised that students new to UK higher education may be inexperienced, and may need time to develop good academic referencing skills. For this reason, first year undergraduate students and those new to UK higher education are strongly recommended to refer to the following University web pages:
<http://www.sussex.ac.uk/skillshub/index.php?id=251>
23. Schools should develop assessments that minimise the potential for academic misconduct.

Identifying Academic Misconduct

24. The University assessment procedures are designed to enable the identification of plagiarism, personation and collusion, and the University may make use of electronic means in reviewing student work. Where there is evidence indicating that there may be a case of collusion, plagiarism, personation, misconduct in an exam taken remotely, fabrication of results, or a breach of research ethics, the assessment is referred to the School Investigating Officer who will initiate an investigation.

Investigating Officer

25. An Investigating Officer is appointed for each School to investigate cases on modules owned by the School. The role of the Investigating Officer is to make a preliminary determination of major or minor based on the extent of the academic misconduct set out in the evidence file provided by the Module Convenor. The Investigating Officer should ensure that cases of overlapping material are not processed as plagiarism cases and that the regulations regarding '**Overlapping material**' set out in the regulations on '**Marking, Moderation and Feedback**' are applied instead.

Investigating Officers may also act as Panel members in cases where they have not determined the *prima facie* case. Where Investigating Officers believe misconduct has occurred in work done by students they have taught or by students that they are the Academic Advisor for, they will pass the case to the Investigating Officer of another School. A role descriptor for the Investigating Officer is provided at: <http://www.sussex.ac.uk/adqe/standards/academicmisconduct/integrity>

Levels of Misconduct

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

Determination of minor and major cases of misconduct

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

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

(ii) the extent of the misconduct is a key factor: a piece of work which has been downloaded verbatim from the internet will inevitably be regarded as a *prima facie* case of major misconduct, whereas the lack of proper citation in one or two small sections paraphrased from an article, or referencing that is incorrectly formatted, might be seen as a minor case of misconduct;

(iii) consideration of the extent of the pre-meditated intention involved in the misconduct is a key factor. For example, where the evidence suggests the student has been sophisticated in their use of unattributed material, such as deliberate minor editing of plagiarised text to give the impression that it is their own work, what appears initially to be a quantitatively minor breach might instead be deemed Major. Conversely, a large but single and un-edited example of non-attribution within an essay which is otherwise properly referenced might justify deeming an apparently major case as Minor.

Minor misconduct

28. Minor misconduct is where a small proportion of assessed work is plagiarised or subject to minor collusion (for example, where two students work together on producing a small section of an assessment).

29. Misconduct is more likely to be considered 'minor' when a student is inexperienced **and** the misconduct relates mainly to the poor use of referencing protocols.

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

Major misconduct

31. Major misconduct cases usually include instances where a significant proportion of assessed work is found to be plagiarised, where there is substantial collusion or fabrication of results or abuse of any examination protocols, or where there is evidence of repeated minor misconduct.
32. Cases of pre-meditated intention will usually be major cases. For example, personation where a student submits work described as their own but which has been produced on their behalf by another person, or software (unless explicitly permitted in the assessment guidance from the module convenor) including where someone has been commissioned to write an essay for them, or where the student undertakes to solicit or prepare an assessment on behalf of someone else.
33. Where the Investigating Officer is unable to make a preliminary determination on whether a case is major or minor misconduct based on the evidence, they should make this clear to the Panel.

No case

34. If the Investigating Officer believes that the evidence presented does not constitute a *prima facie* case, they will return the material to the Marker with a request for more information. If this is not forthcoming, the Investigating Officer will not proceed with the case. In a case of minor collusion/plagiarism the mark should be reviewed as it will have been marked taking the suspected collusions/plagiarism into consideration.

Procedures for determining allegations of misconduct

35. Where a concern has been raised regarding misconduct in the preparation and/or presentation of an assessment, the Marker, under the oversight of the Module Convenor, should take appropriate steps to identify all instances of misconduct in the assessment exercise and highlight these for easy reference. Where a registered doctoral student is involved in the marking process, the Module Convenor should undertake this work to avoid a situation where a student would be reviewed by another student.
36. In all cases the Module Convenor will be responsible for ensuring that the Investigating Officer receives appropriate assistance in undertaking the preliminary determination in relation to reviewing the submitted assessment. This will enable the Module Convenor to reflect on the cases raised and review the assessment task for the following cohort to secure academic standards.
37. If the suspected assessment has been submitted in hard copy and returned during the module, the Module Convenor should retain one of the copies submitted and give the other copy to the student with coversheet etc. and inform the student and the Academic Advisor that the assessment is being investigated for possible misconduct.
38. Where the allegation is collusion or plagiarism, the Marker should mark up the sections where there is concern, cross referencing to the text where collusion is suspected or to the source text where plagiarism is suspected. For a minor case of collusion, the Marker should mark the assessment and only attribute marks for work that is not the same as another student's work. For a minor case of plagiarism, the Marker should only assign marks for work that is believed to be the student's own. For major misconduct (collusion/plagiarism), the Marker should not assign a mark. The Marker should fully mark up the sections where there is concern to support the

Investigating Officer and Academic Misconduct Panel in their review of the material presented. No mark will be recorded on the system. Where a case of collusion involves a student in a higher level of study, both students must normally be invited to the Panel (or First Case meeting) to help establish how the collusion occurred. However, no penalty may be applied to a student in the higher stage of study.

39. **Where the allegation is another form of misconduct**, the assessment should be given a mark which reflects the Marker's opinion of the work, as far as possible with the suspicion of misconduct discounted so that the mark awarded reflects the quality of the work as it stands.
40. The marked-up original should be sent to the Investigating Officer by the Module Convenor, together with the Module Handbook and the source material in cases of alleged plagiarism. The Turnitin Similarity Report should also be provided as part of the evidence base where the assessment is submitted electronically and the Turnitin service is used by the University. However, academic judgement and interpretation of the Similarity Report should be used to determine a case, rather than any numeric threshold of text matches.
41. The Investigating Officer may consult with the Module Convenor, Markers, relevant examination board officers, invigilators (where allegations relate to on campus exams), and will determine whether or not a *prima facie* case for suspecting a student of misconduct has been presented.
42. If a *prima facie* case has been presented, the Investigating Officer shall make a preliminary determination of either minor or major misconduct.
43. For a case of collusion/plagiarism, the Investigating Officer will check to establish via the Misconduct Panel Secretary if there have been any previous cases, including a First Case of collusion or plagiarism.
44. Once the Investigating Officer has made a preliminary determination of minor or major, the student should be notified by the School that their work is under investigation for potential academic misconduct. This decision should be provided to the student within 10 days of the cohort marks/feedback publication date.
45. Where the evidence file alone is not sufficient for the Investigating Officer to categorise the misconduct precisely (such as where a case might be plagiarism or personation; or plagiarism or collusion) the Investigating Officer must make this clear to the Academic Misconduct Panel for a fuller investigation into the facts.

Procedure for a First Case of collusion or plagiarism

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

used, provided the student does not have any previous instances of misconduct.

47. Where collusion or plagiarism is identified in work submitted for assessment, and the Investigating Officer confirms that no previous case of academic misconduct has been logged on the student's record, the student will be given feedback by the Module Convenor and referred to the online Academic Practice Workshop (APW). Referral to the APW will apply whether the case is determined to be minor or major. For a First Case (minor or major), the following applies:
 - For plagiarism: a mark will be given based only on the sections believed to be the student's own, including work which has been correctly referenced
 - For collusion: a mark will be given based only on work that is not the same as another students.
 - No further penalty is applied.
 - The First Case procedure may be used where multiple cases of plagiarism/collusion occurred at the same time, for example, in the same assessment period. This is the only circumstance within which cases may be considered as concurrent.
48. The evidence file will be forwarded to the School Investigating Officer who will determine whether the case is minor or major. First Cases will not normally be considered by the Panel.
49. The Module Convenor (or nominee) will be responsible for arranging to see the student to explain why the work is problematic, and will refer the student to the online Academic Practice Workshop. The student should be seen within 10 working days of the marks being published. For a First Case of collusion/plagiarism (minor/major) the Module Convenor will tell the student the proportion of the work judged to be subject to collusion/plagiarism, and explain that marks are not given for the sections of work that are the same as another students (for collusion) or sections of work not judged to be the students own (for plagiarism).
50. The student may decide to challenge the allegation, providing the Progression and Award Board (PAB) has not already considered the student. Challenging the allegation of collusion or plagiarism involves electing to go to an Academic Misconduct Panel, where a penalty may be applied. For a case of collusion, this will result in all the students involved being referred to the Panel. However, not all the students involved will necessarily receive a penalty from the Panel. (Where the PAB has already considered the student, an appeal may be made against the PAB decision, where the criteria are met.)
51. The collusion or plagiarism incident will not be recorded against the student's assessment record as a misconduct case. Enrolment on and satisfactory completion of the online Academic Practice Workshop will be recorded by the University. This record will be checked in all cases where a further concern of collusion /plagiarism is raised. Any further case of misconduct will be recorded on the student's assessment record as a misconduct case, regardless of whether or not the student enrolled on and completed the online Academic Practice Workshop.
52. After seeing the student, the Module Convenor will return the evidence file to the Student Administration Office for retention.
53. Where a further concern of misconduct occurs (major or minor), the case will be considered by the Academic Misconduct Panel. In relation to a further concern of collusion, this will result in all the students involved being referred to the Panel, even

where it is a First Case for one or more of the students. The First Case of collusion/plagiarism procedure cannot be used where a previous case of another type of misconduct has occurred. In these circumstances, the case will be considered by the Panel and the student may be referred to an Academic Practice Workshop.

Procedure for consideration of misconduct in examination

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

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

55. The Investigating Officer shall send the details to the Misconduct Panel Secretary who will inform the Chair of the Progression and Award Board that an investigation is under way. No mark will have been entered on the student's marks array for any assessment under consideration as a major collusion/plagiarism case.
56. The Misconduct Panel Secretary will organise a Panel which will comprise a Chair and two members from the membership of the Academic Misconduct Panel, including one member drawn from the designated officers of the Students' Union. The Module Convenor will normally act as Presenter at the meeting. In cases where the Module Convenor cannot be the Presenter they will be asked to identify an appropriate substitute Presenter, who may be the original Marker or the Investigating Officer, or another appropriately briefed member of the School.
57. The student shall be informed in writing by the Misconduct Panel Secretary of the date and purpose of the Panel which will be at least 5 days (including weekends) from the date of the letter. The student will be provided with notice of the allegation made against them stated in broad terms and shall be directed to the relevant sections of the Examination and Assessment Regulations. The student has a right to be accompanied at the Panel meeting by a member of University of Sussex faculty or the University of Sussex Students' Union Advice and Representation team.

58. Students are entitled (but not required) to attend a Panel meeting and are encouraged to submit a written statement. The student must notify the Misconduct Panel Secretary at least 48 hours in advance of the Panel meeting whether they will attend and who, if anyone, will accompany them. The evidence file will be made available on request for the student and their representative to review prior to the Panel meeting so that the evidence can be referred to in the student's statement. Panel meetings may proceed in the absence of the student, unless the Panel Chair decides the student's presence is key to reaching a conclusion.
59. An annual workshop will take place for Chairs of Academic Misconduct Panels to review any issues that arose at the Panel in the academic year.
60. Panel members are required to familiarise themselves with the evidence before the Panel meeting. The Panel discussion must be based on evidence provided and not rely solely on the presentation of the case on the day of the Panel meeting.

Procedure for cases of personation to be considered

61. A suspected case of personation may be investigated by a School team, based on a paper based review of the students other written assessments (submissions and exams) to date in the stage of study. The School team should normally include the Head of School, the Course Convenor and must include the Investigating Officer. The School team would review the assessments and consider issues such as consistency of style, formatting, use of language/grammar as well as the student's academic performance in assessment. The School team may refer a case for consideration by the Panel or confirm a 'no case'. Where the case is referred to the Panel, the student will be invited to attend the Panel to discuss the findings of the School team and to provide information on how the assessment was completed. An oral exam (viva voce) on the student's knowledge of the assessment or the discipline will not be conducted at the Panel, however, questions can be asked about how the assessment was prepared and why material was included or not included. The Investigating Officer can meet with the student before the Panel to discuss the concerns raised in broad terms.

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

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

Academic Misconduct Panel terms of reference and composition

63. Terms of reference
 - (i) To consider all cases of undergraduate and taught postgraduate academic misconduct in accordance with the regulations, with the exception of First Cases, unless a First Case is referred to the Panel.
 - (ii) To delegate cases of academic misconduct in an exam to a designated Chair, in accordance with the regulations, where the candidate has not previously been considered by the Academic Misconduct Panel.

- (iii) To use academic judgement to apply appropriate penalties, in accordance with the regulations, to ensure that the academic standards of the award are maintained.
- (iv) To report annually to the University Education Committee.
- (v) The Panel will meet as required.

Composition and Quoracy

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

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

Conduct of the Panel meeting

The Panel meeting will be conducted as follows:

- 65. The Chair will explain to the student the meeting procedure. It will be made clear that the Panel will seek, initially and as far as possible, to exclude the issue of 'intent' from the stage of determining whether misconduct had occurred or not, and will reach a decision on that point on the basis of the facts presented. Exceptional Circumstances may not be taken into consideration.
- 66. The Chair will state the concerns raised, including the relevant definitions of academic misconduct, and will then ask the student whether they accept or reject that misconduct had occurred.

Admission of misconduct

- 67. If the student accepts that misconduct occurred, the meeting will be concerned with assessing the gravity of the actions and considering the circumstances. The Presenter will be invited to assess the extent of the misconduct. The student will be invited to respond with the help of their representative.

Denial of misconduct

- 68. If the student denies that misconduct occurred, the meeting will first be concerned with establishing whether misconduct took place. The Presenter will set out the concerns raised. The student may then respond to the concerns with the help of their representative. Members of the Panel may intervene from time to time to raise a question.
- 69. Where the Chair of a Panel considers it to be beneficial in resolving a case (either in advance of a meeting or during a meeting), the Chair may invite an academic from the relevant department (but not the person responsible for marking the work). The purpose of the questioning will be to establish the student's knowledge of the work in question, knowledge of the methods used to produce the work, and knowledge of the sources (cited or otherwise) informing the work. The questioning will not assess the

student's broader knowledge of the relevant area of the discipline. In the case of this requirement emerging during a Panel meeting, or in cases where new evidence is presented that requires fuller consideration outside the Panel, the meeting will be adjourned and a new date established.

70. Once the Chair deems that all the relevant evidence has been heard, they will invite the student, the student's representative and the Presenter to withdraw, while the Panel members reach a conclusion. The Chair will then ask the student, the student's representative and the Presenter to return for the Panel's conclusion on whether academic misconduct has been found to have occurred. The Chair may give permission for the Presenter to leave after presenting the case, provided they are not required.

Not guilty

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

Guilty

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

Notification of decision

73. The student will normally be told the outcome and the penalty, at the end of the meeting. The Panel Chair has the right to defer the decision for consultation regarding the regulations for a short period but the student will be informed informally as soon as possible once a decision has been reached. The Secretary to the Panel will formally inform the student, in writing, within ten working days from the date of the meeting of the outcome and the penalty (if any) and will give the student a copy of the report sent to the Progression and Award Board.
74. The decision of the Panel will then be sent to the Progression and Award Board and will not be open for revision.

Second case of academic misconduct presented to the Panel

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

Penalties to be applied

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

76. The Panel has discretion to apply one of the following penalties, where the candidate has not previously been considered by the Panel (referral to an Academic Practice Workshop for a developmental First Case of collusion/plagiarism does not constitute being considered by a Panel):

- (i) No penalty may exceptionally be agreed. This penalty is not available for a breach of exam procedures.
- (ii) Reduce the mark for the assessment by 10% percentage points (not 10% of the mark). This penalty should normally be applied for Minor cases where the Panel confirm that the extent of the academic misconduct is relatively limited.
- (iii) Confirm the mark of 0 for the assessment component. This penalty should normally be applied for Major cases where the Panel confirm that the extent of the academic misconduct is not limited. This penalty may also be applied by a Panel for a candidate with a case of Minor misconduct, where they have been considered by the Panel previously.
- (iv) The penalties listed below may also be applied, provided all Panel members agree.

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

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

Notes

- 78. In cases where the Panel agree that misconduct has not occurred, the outcome will be 'no case to answer'.
- 79. A record of the academic misconduct decision and penalty will be held on the student record.
- 80. Exceptional Circumstances may not be taken into consideration.
- 81. Loss of credit and consequent failure to progress or to qualify for an award may result in the student being given a resit by the PAB. In the case of undergraduate finalists on some courses where no resit opportunity exists, the reduction of a mark to 0 with no possibility of condoned credit being granted will result in the student being precluded from receiving a classified honours degree.

82. Loss of credit cannot be readdressed by granting condoned credit where a fail is the result of applying the misconduct penalty. However, a resit opportunity may be given by the PAB where the module has been failed.
83. The Panel may refer any cases to the Student Discipline Committee for consideration in addition to conducting the academic misconduct procedure.

Progression and Award Boards (PABs)

84. PABs will not proceed to confirm progress or determine classification whilst an allegation of academic misconduct is outstanding in relation to a student. However, candidates must be considered to enable any resits/sits to be offered on other modules with the candidate reconsidered by a virtual PAB, if necessary, once the outcome of the misconduct process is known.

Appeals

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

ANONYMITY, CONFIDENTIALITY AND PERSONAL INTEREST

Anonymity

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

Exemption from anonymity

2. In cases, where adhering to the policy of anonymity causes significant issues of concern, for example, where the conferral of the award embeds a professional qualification that requires a fuller discussion of individual performance, an exemption from the policy may be sought. A request, with rationale, should be submitted to the University Education Committee via the School Education Committee. Exemptions are included in **Appendix 1**.

Confidentiality

3. The following are general principles on confidentiality:
 - (i) with the exception of seen examinations, the content of examination papers must not be revealed in advance to students;
 - (ii) the names of internal markers of assessed work are, formally, confidential until feedback is provided;
 - (iii) access to students' marks before and after examination board meetings should be restricted to members of staff who require access in their work capacity;
 - (iv) academic and professional services members of staff are not permitted to inform students of their recommended classification/award outcome or module results before these are published (this does not preclude providing feedback to students, based on the marking criteria for the assessed work, indicating areas of strength and weakness and does not preclude a discussion with a student who has failed to achieve an award prior to publication of results);
 - (v) the discussions of Module Assessment Boards (MABs) and Progression and Award Boards (PABs) are strictly confidential (this does not preclude publishing decisions or providing students with a rationale following a MAB decision);

Protocol relating to personal interest and/or knowledge

4. The following should be observed in relation to personal interest and/or knowledge of a student:
 - (i) If there is any personal interest, involvement or relationship between a marker and a student, the marker should not mark the student's work and should declare the interest to the Director of Teaching and Learning

- (ii) Members of examination boards must likewise declare any such personal connection with a student being assessed either in advance to the Chair of the examination board or at the meeting before the student is considered. The marker must leave the meeting while the student in question is being considered;
- (iii) Advocacy is not permitted on behalf of students about whom a marker has special knowledge (such as academic advisee). Board members' knowledge of exceptional circumstances affecting students should not be discussed regardless of whether a student has made an exceptional circumstances claim within the published deadline.

Appendix 1: Courses permitted to use named candidate arrays

MAH: English:

Q3123 Critical Approaches 2 portfolios only

ESW:

Social Work and ITE courses

CONDUCT OF EXAMINATIONS AND CHANGES TO EXAMINATION AND ASSESSMENT ARRANGEMENTS

Conduct of Examinations

Examinations timetables

1. The timetables for examinations are made available in a timely manner and are published via School or Departmental Examination notice boards. Students can also access personalised individual timetables via their Sussex Direct Study Timetable. Timetables are also published on the University website at the following URL: <https://student.sussex.ac.uk/assessment/exams/timetable>
2. Changes to the published timetable will only be made if a previously overlooked clash between exams is identified or in special cases as set out in Regulation 17, where this is requested early in the academic year. Examinations are currently scheduled in three daily sessions – mornings, afternoons, and evenings and also, if necessary, on Saturdays and Bank Holidays. Although efforts are made to avoid scheduling students with more than one exam on a given day, regrettably this cannot always be avoided.

Invigilation and availability of examiners

3. The Student Administration Office will arrange for appropriate invigilation throughout the published examination periods for on campus exams. However, it is the responsibility of the Module Convenor (or nominee) who set the paper to be available throughout the duration of the paper in the event of a query for on campus and remote exams. Unless instructed otherwise, the Chief Invigilator will direct any queries on a particular paper to the responsible examiner. In the event of a query, the Chief Invigilator will contact: **Student Administration Office Reception ext: 7093 (except for evening and weekend sessions when direct contact numbers will be provided)**
4. In the event of it not being possible to contact the responsible examiner the Chief Invigilator will seek the advice of the Chair of the Board of Study. In the absence of the Chair of the Board of Study, the Assessment and Examinations Manager (Student Administration Office) will proceed on their best judgement.
5. If an error is discovered it is the responsibility of the Chief Invigilator (with the Student Administration Office) to ensure that all examination centres (where the examination is being sat in more than one location) are informed of the error.

Late arrival and early departure

6. Students who arrive late, but within 30 minutes of an examination commencing, will be allowed to join the examination, but no extra time will be allowed. No student will be admitted to the examination room more than 30 minutes after the start of an examination. Arrival more than 30 minutes late will be deemed as absence from the examination, for which a zero mark is recorded.
7. Students may not leave the examination room during the first 60 minutes or the last 10 minutes of an examination.

Attendance lists

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

Examination aids

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

Calculators

10. Students are allowed to use any of the following non-programmable CASIO calculators in campus examinations: fx50 fx82, fx83, fx85, fx115, fx350, fx365 fx570 and fx-991 (all with any suffix). Students are not allowed to take instruction notes or booklets relating to their calculator into an examination room or to transfer their calculator to another student.
11. If a student has forgotten to bring a calculator or their calculator breaks down or where they have brought an unauthorised calculator, the invigilators will provide one if available.

Recording of music performances

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

Open and Seen Examinations

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

Changes to examination and assessment arrangements

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

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

Deferral of a scheduled examination (not a resit)

17. Students wishing to observe religious festivals and holy days, or who have a scheduled competitive sporting event, a work placement or internship commitment which may clash with a scheduled examination may make a formal request to the School Director of Student Experience (DoSE) accompanied by a letter from the religious/sporting/placement event leader confirming the student's intention to observe/attend the event and the date/duration of the event. Any requests must be made as early as possible in the academic year. The DoSE will consider the request and the evidence and inform the Student Administration Office (SAO) of any requests approved in order that the SAO can attempt to schedule the examination at a suitable time for all candidates (there will be no opportunity to take the same examination paper at a separate time). Where this is not possible the SAO will inform the DoSE so that the student may be given the option of a deferred sit during the resit assessment period, for an uncapped mark. Having already approved the evidence, the DoSE will confirm to the student and to the SAO that the student has been excused from the examination. The SAO will notify the Progression and Award Board (PAB) that a sit to be taken in the resit assessment period has been agreed. The regulations under '**Resit Opportunities**' regarding resit modes and resit scheduling apply.
18. The DoSE may exceptionally consider an application for a student to defer one examination within the duration of their degree course, in order to attend a significant event, for example, a wedding of a close relative. An application may only be made for an exam scheduled in A1 or A2 and will result in a sit of the resit mode being given in the resit assessment period for the module. The application must be made within one week of the examination schedule being published. Such applications will not be taken into consideration in the production of the examination timetable. The regulations under '**Resit Opportunities**' regarding resit modes and resit scheduling apply.

Rescheduling of a resit

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

- for trailed resits, the application is not approved before the confirmed examination timetable has been published, in order that the DoSE may take the student's assessment load into consideration alongside the student's performance to date
- for second resits, a maximum of 60 credits are rescheduled

An application to reschedule second or trailed resits may be refused on logistical grounds, including where the assessment set for the next cohort is not appropriate or where a special paper is already being set in the resit assessment period for the preceding cohort, as a result of a change in curriculum. An application may also be refused based on the student's assessment load or previous attendance. A rationale must be provided where an application is refused. Decisions are not subject to appeal.

Deferral of a PGT Dissertation/Project

21. The School Director of Student Experience (DoSE) may consider an application from a PGT student who wishes to defer their dissertation/project from the resit assessment period to the Semester 1 assessment period of the following academic year. Applications must be considered after the Summer PGT PAB has met and may be refused where the applicant does not indicate that they are likely to complete or where the School has logistic or resource related concerns.

Variation to a submission deadline

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

Study after deregistration

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

Progression and classification after temporary withdrawal/repeat

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

University errors with printing and technical services

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

Exceptional Circumstances Policy

1. Overview and Purpose

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

2. Definition

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

3. Eligibility

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

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

4. EC Scenarios

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

will be provided when such circumstances take place.

5. Evidence

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

6. Timeframes

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

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

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

7. Types of EC Claims

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

a) Late Submission

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

b) Non-submission/absence

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

c) Impaired

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

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

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

8. EC Process

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

a) Stage 1: Assessment Stage

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

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

b) Stage 2: Outcome Stage

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

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

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

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

c) Stage 3: Appeal Stage

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

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

9. Disclosure and Support

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

10. Oversight and Reporting

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

Review / Contacts / References	
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Related internal policies, procedures, guidance:	https://www.sussex.ac.uk/adqe/standards/examsandassessment https://student.sussex.ac.uk/assessment/exceptional-circumstances
Policy owner:	<i>Student Experience / CCF</i>
Lead contact / author:	<i>Head of Complaints, Conduct and Funding</i>

Exceptional Circumstances

Procedural Guide

Content

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

1. Who is this guidance for?

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

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

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

2. Supporting you through your studies

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

3. What is an Exceptional Circumstance (EC)?

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

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

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

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

4. What situations could EC help with?

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

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

You cannot submit a claim for:

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

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

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

5. Circumstances likely/unlikely to be accepted

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

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

Table A

Examples of circumstances likely to be accepted	Examples of circumstances likely to be excluded.
<ul style="list-style-type: none"> • Serious short-term illness / injury / ailment • Atypical flare-up of an ongoing illness/disability² • Infectious disease which could be harmful if passed on to others • Death or significant illness of a close family member or friend • Unexpected caring responsibilities for a family member/dependent • Significant personal crisis leading to acute stress • Witnessing or experiencing a traumatic incident/crime • Accommodation crisis such as your home becoming uninhabitable • Jury service (where deferral not permitted by the Court) • Unforeseen representation at a sport event (at least regional level) • Major national infrastructure issues, such as national grid blackout. 	<ul style="list-style-type: none"> • Non-serious illness / injury / ailment, unless symptoms are severe (i.e. a cold/short lived virus) • Holidays, house moves or other events/affairs that were planned or could reasonably have been expected • Foreseeable, planned or minor transport disruption • Assessments scheduled close together • Misreading the exam timetable or lack of knowledge of university processes • Poor time-management, including not meeting online assessment requirements or planning. • Personal computer or other IT issues/failures. Students should have taken adequate precautionary measures, planned and/or checked compatibility. • General pressures, stress and/or anxiety from academic work • Employment commitments • Minor life events, unless circumstance had a disproportionate impact. • Religious observance • Circumstances that are reasonably foreseeable or prevented, such as intoxication, convictions/illegal activity • Visa issues • Employment / financial issues. • Ongoing health conditions in receipt of reasonable adjustments with no atypical flare-up,

² See section 6 below also.

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

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

6. ECs and longstanding/chronic health conditions

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

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

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

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

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

³ See section 6 for further details.

⁴ See section 8.

⁵ See section 8.

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

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

7. Evidence likely/unlikely to be accepted

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

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

Table B

Examples of evidence likely acceptable to use	Examples of evidence likely to be excluded.
<ul style="list-style-type: none"> • Self-certification form • Medical certificate or letter • Letter from a registered counsellor • Letter from a professional best placed to corroborate matters being considered (e.g. Student Advisor or Disability Advisor) • Hospital admission report / appointment letter • Police/crime statement • Court / Tribunal letter 	<ul style="list-style-type: none"> • Photographs • Documentation without a date or dates corresponding with the assessment/circumstances impacted • No medical evidence to support medical declaration

8. When is self-certification accepted?

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

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

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

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

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

9. Example scenarios and evidence

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

Table C

Example circumstances likely to be accepted	Examples of evidence likely to be accepted.
Serious short-term illness / injury / ailment	<ul style="list-style-type: none"> • Self-certification • Medical certificate • Hospital discharge letter • Letter from the Exams and Assessment Team confirming illness during an assessment.
Atypical flare-up of an ongoing illness/disability ⁶	<ul style="list-style-type: none"> • Self-certification • Professional letter from the Disability Team • Medical letter
Death or significant illness of a close family member or friend	<ul style="list-style-type: none"> • Self-certification • Death certificate

⁶ See [6] below also.

	<ul style="list-style-type: none"> • Order of service
Witnessing or experiencing a traumatic incident/crime	<ul style="list-style-type: none"> • Self-certification • Police/crime statement • Court / Tribunal letter • News article (respectable source)
Jury Service (where deferral not permitted by the Court)	<ul style="list-style-type: none"> • A letter from the Court or Tribunal including the dates of the legal proceedings, and confirming that you could not be excused.
Unforeseen representation at a sport event (at least regional level)	<ul style="list-style-type: none"> • A letter of confirmation from the relevant organising body

10. Time Limits for an EC Claim

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

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

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

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

11. How to submit an EC Claim

You submit an EC claim directly to the University by:

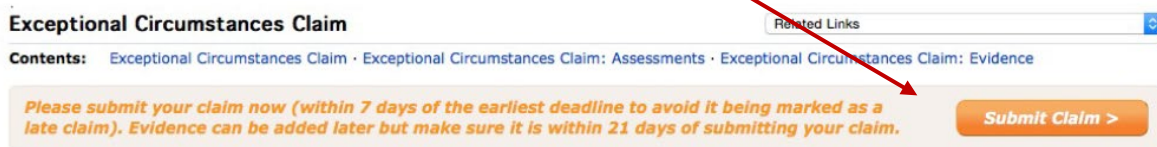
- Logging into [SussexDirect](#). You will need to log-in using your Sussex university username and password.
- Select 'Study' and click 'Exceptional Circumstances' from the drop-down menu.
- Select 'new claim' to begin drafting your EC claim.

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

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

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

Image 1



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

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

12. What happens with my EC claim when submitted?

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

Stage 1

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

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

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

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

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

Stage 2

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

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

Stage 3

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

13. Possible EC claim outcomes

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

Table D

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

	require this within the timeframe specified and before the deadline (whichever is sooner).
Your EC Claim is accepted	Your EC claim is accepted and either: a) If applied for late, your late-penalty will be removed AND/OR b) You claim will be forwarded to your examination board for further consideration.
Your EC Claim progresses to an examination board for further consideration.	<ul style="list-style-type: none"> • No further remedy as the board have applied academic judgement that your marks are not out of line, when considering your performance overall. • You are provided a further opportunity to take your assessment at a future point, without a cap on marks (called a sit). • You are offered the option to repeat the module/year

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

14. Responding to EC Claims

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

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

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

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

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

author:	
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MARKING, MODERATION AND FEEDBACK POLICY AND PROCEDURES

Policy

1. The marking and moderation of all module assessment must be conducted in accordance with the general principles of marking and moderation set out below in order that the University may demonstrate that the academic standards have been upheld and that the approved marking criteria have been applied consistently on the assessment for the cohort.
2. Moderation is undertaken by reviewing a sample of assessments following the completion of the marking and marks checking process. Moderation determines if the marking process has been conducted appropriately, in a fair and reliable manner, consistently in accordance with the approved marking criteria and the assessment task. No marks or feedback may be changed as part of the moderation process.
3. Internal moderation is conducted by an internal member of academic staff who is not involved with the marking process. Their role is to review a sample of assessments following the completion of the marking process. They determine if the marking and feedback are appropriate based on the assessment outcomes in the sample and the statistical data provided, not on the marks checking process that has led to the assessment outcomes.
4. External moderation is conducted by the External Examiner who will have access to the same sample of assessments that has been reviewed as part of the internal moderation process. They will also have access to the Internal Moderator's decision and any comment made. Like the Internal Moderator, they determine if the marking and feedback are appropriate based on the assessment outcomes in the sample and the statistical data provided, not on the marks checking process that has led to the assessment outcomes. This ensures that evidence is provided to the External Examiner that marking, feedback and moderation have been completed. Specific duties of the External Examiner are set out in the '**Handbook on the policy and procedures for the external examining of taught courses**'.

General principles of marking and moderation

5. The following general principles apply to all module assessments which contribute to progression and award.
6. The School **marking strategy** should ensure a robust marking process is in place that is proportionate to the level of the assessment and to the volume of credit and must take account of the experience of the Marker:
 - (i) the Module Convenor is responsible for overseeing the marking and marks checking on their module/s. They must ensure that assessments are marked in line with the marking criteria and assessment task and that appropriate feedback is given. They determine when marking is complete and moderation may begin;
 - (ii) marks and feedback may be changed or agreed between markers as part of the marking process but not as part of the moderation process, as moderation is a separate process to assess the robustness of the marking and feedback;
 - (iii) in order to support the notion of transparency, the marking and feedback of all contributory module assessments must clearly indicate the rationale for the proposed mark. The feedback will be made available routinely, along with the proposed mark, as part of the moderation process;
 - (iv) Markers should mark using a numerical scale of 0-100 and *not* use decimal places in marking *single* assessments;

- (v) Markers must *not* accept written contributory module assessments direct from students;
 - (vi) marking should be conducted anonymously in line with the regulations set out in '**Anonymity, confidentiality and personal interest**;
 - (vii) a marker should not mark any assessed work where they have any personal interest, involvement or relationship with a student. The Marker should inform their Director of Teaching and Learning as soon as any such situation arises so that appropriate arrangements can be made;
 - (viii) It is part of a marker's responsibilities to be alert when marking for signs of academic misconduct (such as collusion or plagiarism) and, if necessary, to instigate the procedures set out in the regulations on '**Academic Misconduct**'.
 - (ix) Students must be asked to submit two copies of all assessments handed in to the School Office, so that a copy of all assessments can be retained by the University and a sample generated for moderation purposes.
7. The **moderation process** ensures that proposed marks and feedback are internally moderated, based on a sample of assessments and statistical data, following the completion of the marking process. The Chair of the Board of Study is responsible for appointing a Moderator to each module who has not been involved in the marking process. A guide for assessments submitted in hard copy is provided at **Appendix 1**. A flowchart setting out the University moderation process is provided at **Appendix 2**. The size and range of the sample are set out below:
- (i) the sample for internal moderation must include assessments from all marking bands and must include between 7 and 25 assessments (10% of assessments on a large cohort of 70 students or above, up to a maximum of 25 assessments, or a minimum of 7 assessments (whichever is the higher)) and all fails. The sample must not include assessments where internal Marker/s cannot decide on the mark, as a mark must be allocated for all assessments as part of the marking process prior to moderation. This means that marks must not be agreed between an internal Marker and the Moderator. For assessments submitted electronically, the sample will be automatically generated. For all other assessments the Chair of the Board of Study (or nominee) will select the sample. Any examination answer paper considered to be illegible should also be included in the sample. This sample must be reviewed by an internal moderator to ensure that the marking and feedback are appropriate, and that the marking is conducted consistently in accordance with the approved marking criteria and the assessment task;
 - (ii) all module assessments (including resits) which contribute to progression and/or award must be moderated with the exception of the following assessments which may be excluded from the moderation process:
 - assessment components weighted at 30% or below of the module assessment. Where all assessment components are weighted at 30% or below, up to 30% of the module assessment may be excluded from moderation. Exceptionally, for modules that only include e-submission assessments, a single assessment component will be automatically selected for moderation, in order to support e-submission;
 - assessment modes which include a substantial individual or practical element (postgraduate and undergraduate dissertations/final stage projects, presentations (individual/group), teaching practice modes). (The Chair of the Board of Study must agree with the External Examiner an appropriate process for the moderation of assessments with an individual element stated below);
 - stage 0/1 assessments at Levels 3 and 4.

- (iii) where the Moderator confirms that the marking and feedback on the sample is robust and appropriate, the marks and feedback can be published as provisional to the cohort. This ensures that normally only moderated marks are published and that marks for the cohort on any given assessment are published at the same time.
- (iv) where the Moderator does not confirm that the sample marks and feedback are robust, a different sample must be reviewed by a second moderator. The School may undertake a remark to address the issues raised by the Moderator in advance of a second sample being reviewed by the second moderator. Where the second moderator does not approve the sample, the marks for the cohort are discounted and the marking process must be restarted with a different marker not involved in the first marking process. Exceptionally, a remark may be limited to a specific area of concern, for example, the first class band or a particular examination question provided this is applied to the cohort. In all cases the students should be advised of a second date when marks are expected to be published or that the unmoderated marks have been published. (All marks published are provisional and subject to ratification by the exam board).
- (v) Where the sample is rejected due to an administrative error (such as a mistake in the adding up of marks from different sections of an exam paper), the entire cohort must be checked by the Module Convenor to confirm that no other administrative errors have been made.
- (vi) Schools may request exemption from the University Moderation Process for particular assessments. Any proposals must be supported by the DTL and the SEC and referred to UEC along with a rationale indicating how the assessments would be quality assured.
- (vii) The same sample and statistical data must be made available to the External Examiner for external moderation. This ensures that the sample reviewed by the External Examiner will demonstrate evidence of marking, feedback and moderation;
- (viii) the External Examiner may request a second sample for scrutiny or may refer the assessment back for a partial/full remark for the cohort.
- (ix) No assessment submitted late (within 24 hours or 7 days) needs to be moderated provided that it is marked by the same Marker.

Policy on provision of marks and feedback on module assessments

8. The following applies to all assessments on all modules contributing to progression and/or an award:
 - (i) a mark must be given unless the assessment is pass/fail. The mark should be communicated to the student via Sussex Direct, in accordance with approved University policy, along with the following proviso under which marks are published:
 - that all marks are provisional and subject to external moderation until assured by the relevant Module Assessment Board (MAB);
 - MAB and Progression and Award Board PAB decisions are not open to appeal until after publication of results by the relevant PAB.
 - (ii) written feedback should be given on all contributory module assessments including examination papers, presentations and oral examinations. Feedback may be provided via Sussex Direct or via a feedback sheet and/or annotated script, including examination scripts, as agreed by the School;
 - (iii) Markers are asked to ensure that feedback is specifically related, at least in part, to marking criteria (either the approved School generic subject specific marking criteria or the marking criteria for that assessment mode), and that the comments are appropriate as 'feed forward' for future assessments.

- (iv) the University's policy is that marks and feedback for module assessments that contribute to progression and/or an award will normally be published to students as follows:
- for assessments that occur within a teaching period: normally within 3 weeks (excluding University closure days, so 15 working days) from the published assessment date. Where this would lead to marks and feedback being published within an assessment period, these should be published at the start of the week following the assessment period.
 - for assessments that occur within the A1 assessment period: by the start of week 3 of Semester 2.
 - for assessments that occur within the A2 assessment period or resit assessment period: after the relevant Progression and Award Board has met.

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

- (v) Where the publication of marks and feedback will be after the expected date of publication (set out in 8(iv)), students in the module cohort should be informed before the expected date of publication, and no later than 24 hours after it. It is the responsibility of the Module Convenor to communicate this to students, providing an explanation for the delay and a date by which marks and feedback will be published, and including the School Office. Where the Module Convenor is unavailable, this responsibility will fall to the Head of Department (Chair of the Board of Study) in conjunction with the Director of Teaching and Learning, where appropriate.
- (vi) Where a student identifies that publication of marks and feedback has not occurred by the expected publication date, and they have not received a communication on this, they will be advised to contact both the Module Convenor and the School Office. Students in the module cohort should then receive an explanation for the delay and a date by which marks and feedback will be published as soon as possible.
- (vii) A report should be provided to School Education Committees by School Offices recording modules that include an assessment for which an expected publication date for marks and feedback has not been met and, for these modules, whether students received a communication to this effect.
- (viii) The overall proportion of assessments in each School for which marks and feedback have been published by the expected publication date will be reported by each School to University Education Committee and published to students (biannually: for S1/A1 and S2/A2/A3). 8(v) to (viii) are set out in a flowchart at **Appendix 3**.

Collection of examination scripts from Student Administration Office (SAO)

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

10. In cases involving more than two markers in the marking process, the Module Convenor is responsible for collecting and distributing the scripts, together with a copy of the batch marks sheet, to appropriate markers.

The marking of particular cases

Incomplete work

11. Where an assessment has been unanswered (such as where there is a requirement for a specific number of questions but some are wholly unanswered) or has been answered but is illegible, a zero on the marks sheet should be entered for each question not attempted and for each question that is illegible. The mark for the whole paper is arrived at by including these zero marks in the calculation. The legibility of an assessment is not based on the academic judgement of a single member of staff and is open to appeal. Any assessment considered to be illegible should be included in the moderation sample. In cases where a mark of zero is applied the School must arrange for the students other assessments to be checked to determine if there were any concerns regarding legibility. This will enable Schools to refer students to Disability Advice where appropriate. Where the student has dyslexia or a disability impacting on their handwriting, the Disability Advice can arrange for a PC or in cases of late diagnosis for the assessment to be typed at the expense of the University.
12. Where an assessment has been partly answered - the answer being unfinished - Markers must mark the incomplete answer as it stands and should not try to estimate what mark might have been merited had it been answered in full. In arriving at the mark for the paper as a whole, the mark for an incomplete answer should be treated in exactly the same way as a mark for a completed answer.
13. Where an assessment is assessed by several assessment components and one or more assessment components have not been submitted, the assessment will be treated as incomplete work. A mark must be given for the assessment component(s) which have been completed.

Failure to observe limits of length

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

Overlapping material

15. Unless specifically allowed in module or course documentation, the use of the same material in more than one assessment exercise will be subject to penalties. If markers detect substantial overlap or repetition in the subject matter of a student's assessments within a single module or across other modules they must adjust the mark of the latter

assessment so that the student does not receive credit for using the same material twice. Such cases are not processed as academic misconduct.

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

Marking late submissions

17. Work submitted late must be recorded as such but should be marked as normal by the same Marker. Penalties for late submission are set out in **Assessment Regulations in 'Progression and Award Regulations'**. Late submissions do not need to be moderated or considered separately to the cohort by the MAB.

Assessments by candidates with a literacy notification

Process for adding literacy notifications to assessments for marking

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

Protocols for marking assessments with literacy notifications

19. When marking assessments with literacy notifications, the Marker is asked to try to separate marking of transcription errors and marking of content. However, while sympathetic treatment of assessed work submitted by students with a specific learning difference, or other disability, implies the disregarding of errors of spelling and grammar, the communication itself must be effective. If academic standards are to be safeguarded, sympathetic treatment cannot extend to written expression so poor that coherence and intelligibility are at issue. In effect, the Marker ought not to penalise errors that a good copy editor could put right.
20. The written work of students with specific learning differences, or other disabilities, may be characterised by one, or in some cases, several, of the following:
 - (i) omitted words or punctuation;
 - (ii) excessive or misplaced punctuation;
 - (iii) repeated information or phrases – this would not be detected by a spellchecker or by a student with specific learning differences proofreading their own draft;
 - (iv) unsophisticated language structures – in order to avoid grammatical errors, students with specific learning differences may adopt simplified language structures, which do not necessarily denote unsophisticated thinking;

- (v) simplified vocabulary – in order to avoid spelling errors, students with specific learning differences may adopt a simplified vocabulary when writing;
- (vi) difficulties with sequencing or word-finding may produce a stilted style of writing

21. Although assessed work, other than examination scripts for exams held on campus, is likely to be word-processed and spell-checked, markers should be aware of the limitations of a spellchecker. Some of the problems likely to remain in the work of students with specific learning differences, or other disabilities, after spell-checking include:

- (i) homophone substitutions (such as there/their, effect/affect,);
- (ii) phonetic equivalents (such as frenetic for phonetic, homerfone for homophone);
- (iii) incorrect word substitution (distance for disturbance);
- (iv) American spelling (such as colorful, fueling).

Assessment produced by students using a scribe

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

Appendix 1: University process for the moderation of marks

UNIVERSITY PROCESS FOR THE MODERATION OF MARKS

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

Step 1: Marking process

- (i) The Marker records the mark on the individual cover sheet and the batch marks sheet.
- (ii) The Marker records the feedback, either directly on Sussex Direct or on the individual cover sheet. Schools may allocate a member of staff to enter the feedback on Sussex Direct from the individual cover sheet. Marks and feedback are recorded based on the candidate number in line with the principle of anonymous marking.
- (iii) The Marker completes a batch marks sheet for the batch recording a mark for every assessment in the batch, and attaches this to the front of the batch (this stays with the batch). A number of internal markers may be involved in the marking for a large cohort, each with a batch marks sheet for the batch of assessments that they are marking.

Step 2: Selecting the sample for moderation

- (i) The sample should be selected by the Chair of the Board of Study (or nominee).
- (ii) The Chair of the Board of Study (or nominee) identifies the sample on the batch marks sheet.
- (iii) The Marker passes the sample of assessments and batch marks sheet to the Moderator to conduct the moderation process.
- (iv) The School Administrator sets the timeframe for the sample to be returned to the Marker by the Moderator (this is necessary in order to meet the deadline for the return of marks and feedback to students and to meet any end of year deadlines in relation to examination boards).

Step 3: Conducting and recording the moderation process

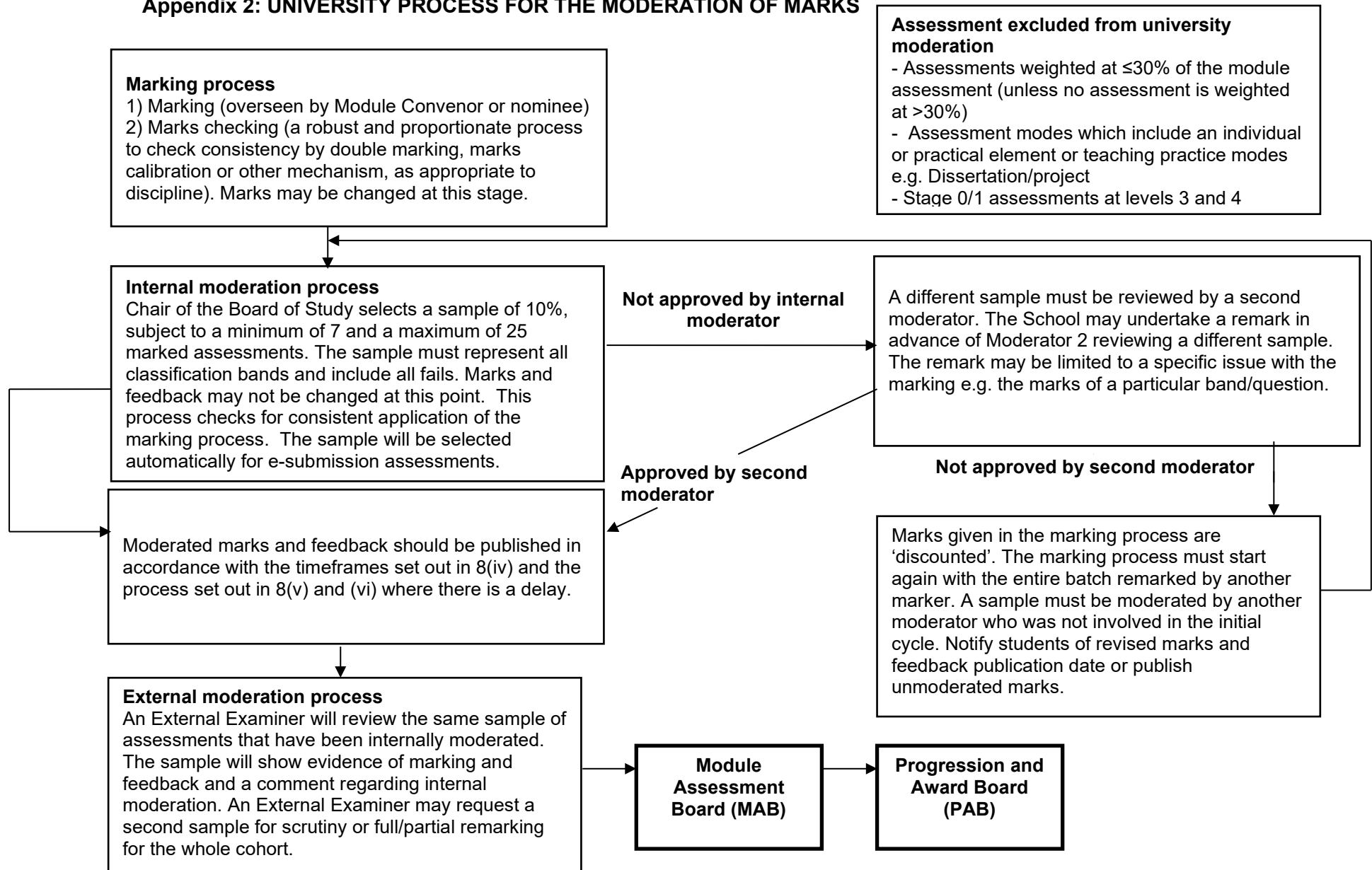
- (i) The Moderator will need to review the feedback via Sussex Direct or the individual cover sheet attached to each assessment in the sample, as appropriate.
- (ii) The Moderator records his/her comments on the batch marks sheet for the sample of assessments to confirm whether in his/her academic judgment the marking and feedback is robust and appropriate.
- (iii) Where the Moderator confirms the sample, the assessments for the cohort and the batch marks sheet are taken to the School Office to complete and/or check the marks entry for all assessments in the cohort.
- (iv) The marks and feedback can then be published.

- (v) Where the Moderator does not confirm the sample, a different sample must to be moderated by a second Moderator. The first Moderator record the outcome on the batch marks sheet.
- (vi) Where the second Moderator confirms the sample, the marks and feedback are published as above.
- (vii) Where the second Moderator does not confirm the sample, the marking process must be restarted.

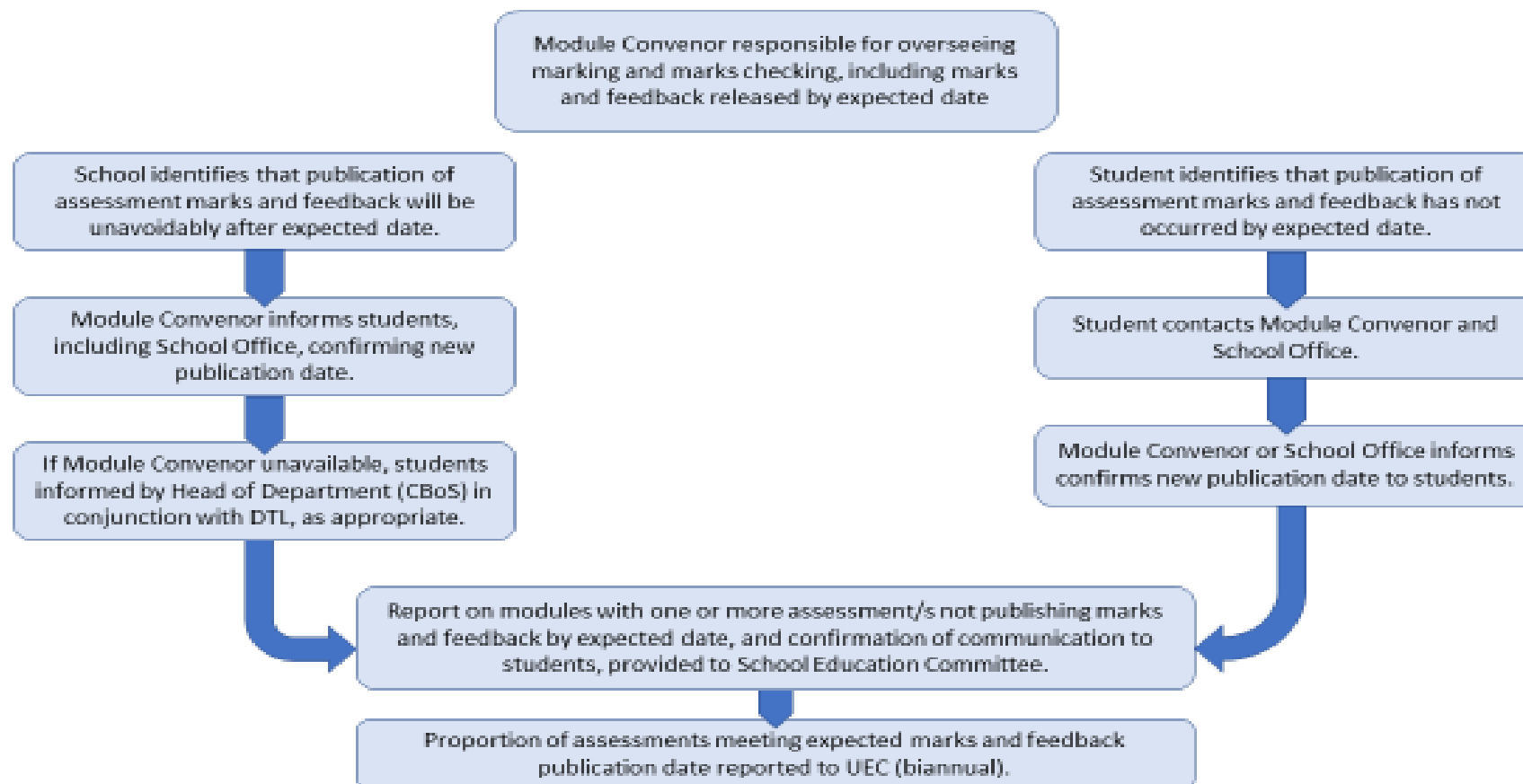
Step 4: Publication of moderated marks and feedback to students

- (i) The Chair of the Board of Study (or nominee) ensures that the moderated marks and feedback have been input correctly to the central recording system and that this process is completed within the appropriate deadlines.
- (ii) Marks and feedback are published by Schools with an annotated copy of the assessment being made available to the student.

Appendix 2: UNIVERSITY PROCESS FOR THE MODERATION OF MARKS



Appendix 3: process where there is a delay in publishing marks and feedback



QUESTION PAPERS AND TITLES OF WRITTEN ASSESSMENTS REQUIRING AGREEMENT

Question papers

The preparation of examination question papers

1. All question papers relating to assessment which contribute to progression or award must be set by the Module Convenor and at least one other marker, under the oversight of the Chair of the Board of Study. In drawing up the examination paper, the Module Convenor setting the paper should normally consult with all members of the module teaching team. Once the Module Convenor signs off the academic content of the draft question paper, the Chair of the Board of Study will check it prior to passing it to the Deputy Chair of the PAB for formal approval of the External Examiner and confirmation that the standards required by the Student Administration Office (SAO) have been met. Question papers relating to stage 1 assessment do not normally require External Examiner approval, unless there is a Professional Statutory and Regulatory Body (PSRB) requirement.
2. The questions set must take account of the module learning outcomes and the content that will be delivered. Students should not be invited to choose the subjects they wish to write about in an unguided way, but a choice from prescribed topics is permissible. Question-papers should not be used repeatedly year after year without reformulation, to avoid repetition of questions from year to year.
3. The Deputy Chair of the PAB is required to submit the resit question papers at the same time as the first attempt papers for both the Semester 1 and Semester 2 examinations, where the resit mode for the module is an examination. Unused resit papers may be retained for use at future resit examinations.

Production and formatting of examination question-papers

4. The Student Administration Office does not produce question papers on behalf of the School. The Deputy Chair of the PAB is provided with the house-style for the layout of question papers and should ensure that any examiners who are setting papers are provided with the appropriate style template. .
5. In particular, question-papers must be headed correctly in the following convention:
BA [or LLB, or BSc, or BEng, or MChem, or MMath, or MPhys, or MEng]
EXAMINATIONS 2020/21
6. The module code, as set out in the course specification must appear on each page (first page top right, subsequent pages top left). It is also important to ensure that an adequate margin is left to avoid any printing difficulties.
7. Question papers for on campus exams must be returned to the Student Administration Office in the prescribed format after scrutiny and approval by External Examiners, where this is required. Email attachment of exam papers is NOT permitted.
8. The Student Administration Office will arrange for finalised question-papers to be reproduced by the University Print Unit for on campus exams. Papers will be printed in A4-size unless otherwise specified. Printing instructions (such as backed/unbacked) must be flagged at time of submission.

Print Deadline for on campus exam question papers

9. The Student Administration Office oversees and arranges a schedule for the production of question papers. The deadline by which the master copy of a question paper must be submitted to the Student Administration Office will be published early in Semester 1 by the Student Administration Office. In order for papers to be reproduced in accordance with the schedule and costs agreed with the Print Unit, original copies of the question papers must be submitted by the deadlines specified. Failure to present papers by these deadlines means that the Print Unit will have to complete the job at short notice and a 15% surcharge will be imposed in such cases.

Procedures if errors on exam question papers are discovered

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

Titles of written assessments requiring agreement

11. Where the title of a written submission must be agreed between the student and the Module Convenor such as for a dissertation, project or an essay, the following procedures apply:
 - Before the end of the module, the student must collect a title form from the School Office and consult either the Module Convenor or another specifically designated member of academic faculty.
 - The Module Convenor should discuss the title with the student and sign the form in approval, after:
 - ensuring that the subject is relevant to the module;
 - reminding the student that the onus is on them to avoid overlap in the subject matter of written submissions that contribute to progression or award.
12. Students must submit the assessment together with the approved title form. The marker should check whether a title form is attached to the assessment where these are required. Assessments without title forms will not be marked. The marker must accept and mark approved titles as dealing with an appropriate topic.

Section Two, G: Academic Appeals

Contents

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

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

Academic Appeals

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

PART A - General Information about Academic Appeals

1. Introduction and Scope

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

2. General Information about Academic Appeals

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

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

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

3. Advice on the Appeals Process for Students

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

PART B – Academic Appeals Process – General Information

4. Steps of the Academic Appeals Process

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

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

Informal Resolution

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

Formal Appeal

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

Appeal Outcome Review

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

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

5. Deadlines for Submitting Academic Appeals

5.1. Students should submit by the following deadlines:

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

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

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

This list is not exhaustive.

6. Timeframes for Processing Academic Appeals

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

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

7. Informal Resolution

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

PART C – Formal Stages of the Academic Appeals Process

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

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

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

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

9. Formal Appeal

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

10. Grounds for Making a Formal Appeal

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

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

This list is not exhaustive.

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

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

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

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

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

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

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

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

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

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

- 11.1.1. it is submitted using the correct appeal form;
- 11.1.2. includes all necessary documentary evidence substantiating the grounds of the appeal;
- 11.1.3. within the applicable deadline (see section 5);
- 11.1.4. includes a clear explanation of how it meets one or more of the grounds for appeal as per the relevant appendix;
- 11.1.5. includes an explanation of the outcome that is being requested;
- 11.1.6. (for Formal Appeals only) the inclusion of the Informal Resolution outcome if sought.

12. Processing of Formal Appeals by the Appeals Office

³See [Student Complaints website](#)

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

13. Investigation of the Formal Appeal

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

14. Formal Appeal Outcomes

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

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

15. Reasons for Rejecting the Formal Appeal

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

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

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

16.1. The purpose of the Appeal Outcome Review stage is to review the decision taken at the Formal Appeal stage. The matter of the Formal Appeal itself will not normally be considered afresh.

16.2. The Appeal Outcome Review will be undertaken by the University's Academic Appeals Panel.

16.3. Where a student is not satisfied with the Formal Appeal Outcome they may submit a request for a review of this decision within **10 University working days** of being notified of it.

16.4. Requests should be submitted to the Appeals Office using the standard form⁴.

16.5. Students should be aware that entering the Appeal Outcome Review stage of the formal appeals process might impact upon their ability to proceed to the next stage of their course, graduate with their cohort or participate in the re-sit period. This is because of the additional time that the Appeal Outcome Review will add to the overall timescale for completion of the formal appeals process.

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

17. Grounds for Requesting an Appeal Outcome Review

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

18. Submission of an Appeal Outcome Review – Technical Conditions

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

19. The Academic Appeals Panel

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

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

PART D – Outcomes of Appeals Reviews

20. Issuing of Outcomes

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

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

1. Introduction and Scope

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

2. Informal Resolution

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

2.1. How to Seek Informal Resolution

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

2.2. Informal Resolution Deadlines.

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

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

2.3 Informal resolution examples and limitations

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

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

Note that this list is not exhaustive.

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

3. Grounds for Academic Appeal at the Formal Appeal stage

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

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

and/or

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

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

and/or

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

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

1. Introduction and Scope

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

2. Informal Resolution

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

2.1. How to Seek Informal Resolution

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

2.2. Informal Resolution Deadlines

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

2.3. Informal Resolution Examples

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

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

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

3. Grounds for Academic Appeal at the Formal Appeal Stage

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

and/or

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

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

and/or

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

4. Continuation of Studies During the appeals process

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

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

1. Introduction and Scope

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

2. Informal Resolution

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

2.1 How to Seek Informal Resolution

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

2.2 Informal Resolution Deadlines

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

2.4 Informal Resolution Examples

2.4.1 Informal Resolution will normally be limited to:

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

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

3. Grounds for Academic Appeal at the Formal Appeal Stage

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

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

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

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

and/or

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

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

1. Introduction and Scope

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

2. Informal Resolution

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

2.1 How to Seek Informal Resolution

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

2.2 Informal Resolution Deadlines

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

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

2.3 Informal Resolution Examples

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

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

Note that this list is not exhaustive.

3. Grounds for Appeal

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

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

and/or

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

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

and/or

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

4. Not Grounds for Appeal

A postgraduate researcher may not appeal:

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

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

1. Introduction and Scope

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

2. Informal Resolution

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

2.1 How to Seek Informal Resolution

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

2.2 Informal Resolution Deadlines

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

2.3 Informal Resolution Examples

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

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

Note that this list is not exhaustive.

3. Grounds for Appeals at the Formal Stage

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

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

and/or

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

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

and/or

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

4. Not Grounds for Appeal

A postgraduate researcher may not appeal:

4.1 Against the academic judgement of the examiners; or

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

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

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

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

RESULTS

Publication of results

1. The following principles apply to the publication of results:
 - Award Pass Lists are provisional until ratified by the Chair of the University Education Committee on behalf of Senate. All students awarded a degree or progressed by the Progression and Award Board (PAB) are included on the Pass/Progress List regardless of any previous disclosure agreement with the University. The pass list and exit award list must be sent to the Student Administration Office (SAO) as soon as possible following the PAB prior to publication of results. Published pass lists should include the candidate number and classification achieved. The candidate name should not normally be included in the published pass list to ensure anonymity.
 - Module and stage results are made available to students via Sussex Direct in a timely manner after the PAB and can be found on 'View My Study Pages/Module Results'.
 - Markers must not inform students of their result, or class of degree awarded, before the official Pass/Progress List is published, except where Schools pre-warn students who have not progressed or been given an award immediately prior to the publication.
 - The formal diploma supplement/transcript for finalists will be issued as soon as possible.
 - The official minutes of the PAB meeting should be finalised as soon as possible and passed to the Student Administration Office. Candidate names should not be included in the minutes. This process should be completed no later than fourteen days after the meeting of the board.

Dealing with students following exam boards

2. In respect of students who have *failed* to achieve an award or progress into the next stage Schools are asked to:
 - contact failed award students immediately prior to the publication of the award pass list, where this is possible, to inform them that they will not appear on the award pass list, so that students may receive the information in private.
 - contact students who have not progressed into the next stage, to inform them of this and of any retrieval opportunities that have been offered.
 - arrange for key officers (Deputy Chairs of Exam Boards and/or Chairs of Boards of Study or nominees) to be available for consultation on academic issues by students once results have been published on Sussex Direct. This is particularly important for those students who may have failed to progress to the next stage or achieve an award.

STUDENTS WITH A DECLARED DISABILITY

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

1. The University is committed to ensuring that disabled students are fully supported in their learning and assessment, in line with current legislation. A student is considered as disabled if they have a physical or mental impairment which has '*a long term and substantial adverse effect on their ability to carry out normal day-to-day activities*'. Teaching and assessment activities at the University fall within this definition. Impairments that may meet this definition include:
 - Specific learning difference such as dyslexia and dyspraxia;
 - Autistic spectrum disorders including autism and Asperger's syndrome;
 - Sensory impairments, especially those impacting hearing or vision;
 - Mobility difficulties and chronic pain impacting on mobility;
 - Long term health conditions, including cancer, HIV, diabetes and immune system disorders;
 - Chronic mental health difficulties including depression, bipolar disorder, psychosis and eating disorders.
2. The University will seek to provide reasonable adjustments (RAs) to learning and assessment for students whose disability meets the definition in the Equality Act 2010 if it is likely to impact on their learning and assessment. The purpose of a RA is to remove or minimise the barriers that a disabled student may face in order to provide them with a fair and equal opportunity to succeed. Examples of RAs for examinations include the provision of an examination paper in an alternative form, such as an enlarged typeface, provision of a small group or individual room, additional examination time (to be used for writing or resting subject to a maximum duration of 4 hours including the additional time) and the use of assistive software on a computer.
3. The University will take an anticipatory approach to the provision of RAs when individual students disclose an impairment, and also takes a broader anticipatory approach by designing its teaching and assessment in such a way that it is accessible to all our students. However, where an assessment mode is used to measure a 'competence standard', the ability and legal duty to provide some types of RA to assessment may be limited. Schools of Study will identify such modes of assessments in their course and module handbooks. The Equality Act 2010, Section 98 4(3) provides the following definition: '*A competence standard is an academic, medical or other standard applied for the purpose of determining whether or not a person has a particular level of competence or ability.*'

Role of Disability Advice (DA)

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

7. The University will record the RAs that have been agreed to support the student in learning and assessment. Normally RAs will be agreed for the duration of a student's course of study but in some cases DA will suggest that the RAs should be for a fixed period of time, or that the RAs should be reviewed after a stated period of time.

Process for applying/approving Reasonable Adjustments to assessment

8. The process for applying and approving RAs to assessment put forwards by DA is set out below. The table at Annex A provides a summary of the application and approval route for RAs to assessment.
9. Academic judgement will be used to decide whether some types of RA to assessment are possible, to maintain academic standards in delivery and assessment of module learning outcomes. RAs that involve a change in assessment mode, rather than an adjustment to the mode itself, and those that involve a variation to the examination rubric or assessment arrangement, will need to be considered on a module by module basis.
10. An agreed RA to assessment should result in a fair and equal opportunity for a disabled student to succeed without conferring an advantage over other students, in order to comply with the principles of assessment.
11. The agreed RAs will be made available to the student and to members of University staff, as necessary. The student is responsible for raising concerns if the agreed RAs to learning and assessment are not being delivered.

The Student

12. Students assessed by DA as being eligible for a literacy notification will be supplied with a flag indicating this, so that consideration can be taken in the marking process. It is the student's responsibility to attach the flag to their submitted work, including online exams. Where flags are left off a submission, for whatever reason, the Marker will not be able to give particular consideration to errors symptomatic of specific learning differences or other disabilities. For exams held on campus, refer section 13 (j).

The Student Administration Office

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

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

School Director of Student Experience

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

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

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

- (e) Variation to the exam rubric: a variation to the examination question paper may be considered where the provision of additional time would otherwise result in the overall duration of the examination exceeding 4 hours. For example, a variation to the rubric such that a student had to answer fewer questions than the cohort. It is University policy that no examination should exceed 4 hours, as a result of additional time, unless a Professional and/or Statutory Body prohibits any adjustment to the examination rubric. A variation to an examination question paper may also be considered in cases where a student's circumstances require a variation, for example, to enable a colour blind student to answer all the questions where colour graphs are used. Any variation to the rubric must enable the module learning outcomes and any accreditation requirements to be met. In cases where a variation is not possible, the DoSE must provide the Chair of the University Reasonable Adjustment Panel with an evidence based rationale. The Chair may accept or reject the rationale for not providing a variation to the exam rubric and will confirm the outcome to the DoSE. An outcome should normally be agreed within 10 working days from when the DoSE is first contacted. The External Examiner should normally sign off a variation to the examination rubric and review the exam answer paper as part of the sample for external moderation. A mock past paper must be provided where the variation is not in keeping with the published exam rubric or guidance. This is to ensure that equivalent guidance is provided to support the variation to the assessment task.
- (f) Alternative exam paper: an alternative exam paper, distinct to the cohort exam paper, to enable the exam to be scheduled at a different time to the cohort, e.g. morning/afternoon or to create a better spread of exams. DA will advise SA of cases where chaperoning arrangements can be provided instead to enable the student to take the cohort exam earlier/later on the same day as the cohort. An alternative paper will not normally be possible for resit/sit examinations in the resit assessment period.

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

University Reasonable Adjustments Panel

16. University Reasonable Adjustments Panel terms of reference:

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

Composition:

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

Notification of approved RAs to assessment

17. The University will inform students of RAs to assessment that have been agreed. Extended deadlines and alternative modes of assessment will be shown on Sussex Direct but details of other RAs to assessment will not be shown on Sussex Direct, but will be confirmed to the student by email.

Changes in Circumstances and Exceptional Circumstances Claims

18. Reasonable Adjustments can be revised as appropriate should circumstances change (for example, a significant change in a student's condition or a change in teaching or assessment).
19. When there is a sudden and unforeseen exacerbation of the known condition, or where the condition is first diagnosed or declared shortly before a particular assessment it may not be possible to provide RAs to assessment that would otherwise be appropriate. An Exceptional Circumstances claim may be submitted for all such cases.
20. A student may also claim for exceptional circumstances that are unrelated to their long term condition via the on-line claims process.
21. The evidence must relate to the original cohort deadline or the extended deadline, not to any late submission deadline.
22. The DPVC for the Student Experience may be asked, by the Chair of the University Education Committee, to exceptionally hold a review meeting with a student, if it appears that the Exceptional Circumstances Claims process is being used in a situation where RAs to assessment would be more appropriate, or where a revision of the agreed RAs to assessment may be appropriate. However, a RA to assessment will only be considered for a student whose disability meets the definition in the Equality Act 2010. The School Director of Student Experience would normally be included in any such meeting.
23. Although transfer from full-time to part-time study is not a RA, a student may apply to extend the period of study of a single stage over two academic sessions, where this is supported by the DA, providing the curriculum structure permits this and the School DoSE believes that the student is likely to achieve a successful degree outcome. All extensions to a period of study must be approved by the Director for the Student Experience to ensure that the degree can be achieved within the maximum period of registration permitted by the University regulations for taught courses.

International Summer School (ISS)

24. The Director of the International Summer School (ISS) will consider applications from International Summer School students for RAs to assessment, provided the student is known to the Student Support Unit and an application is submitted 3 weeks before the start of the Summer School. (The agreed RAs to assessment will stand for a student already registered on a course at the University, where they decide to take an ISS module.) The Director of ISS can consider

applications for extended deadlines, presentations, group work, alternative modes of assessment, variations to exam papers and alternative exam papers, in accordance with the principles set out in the procedures above.

Students registered with the University of Brighton

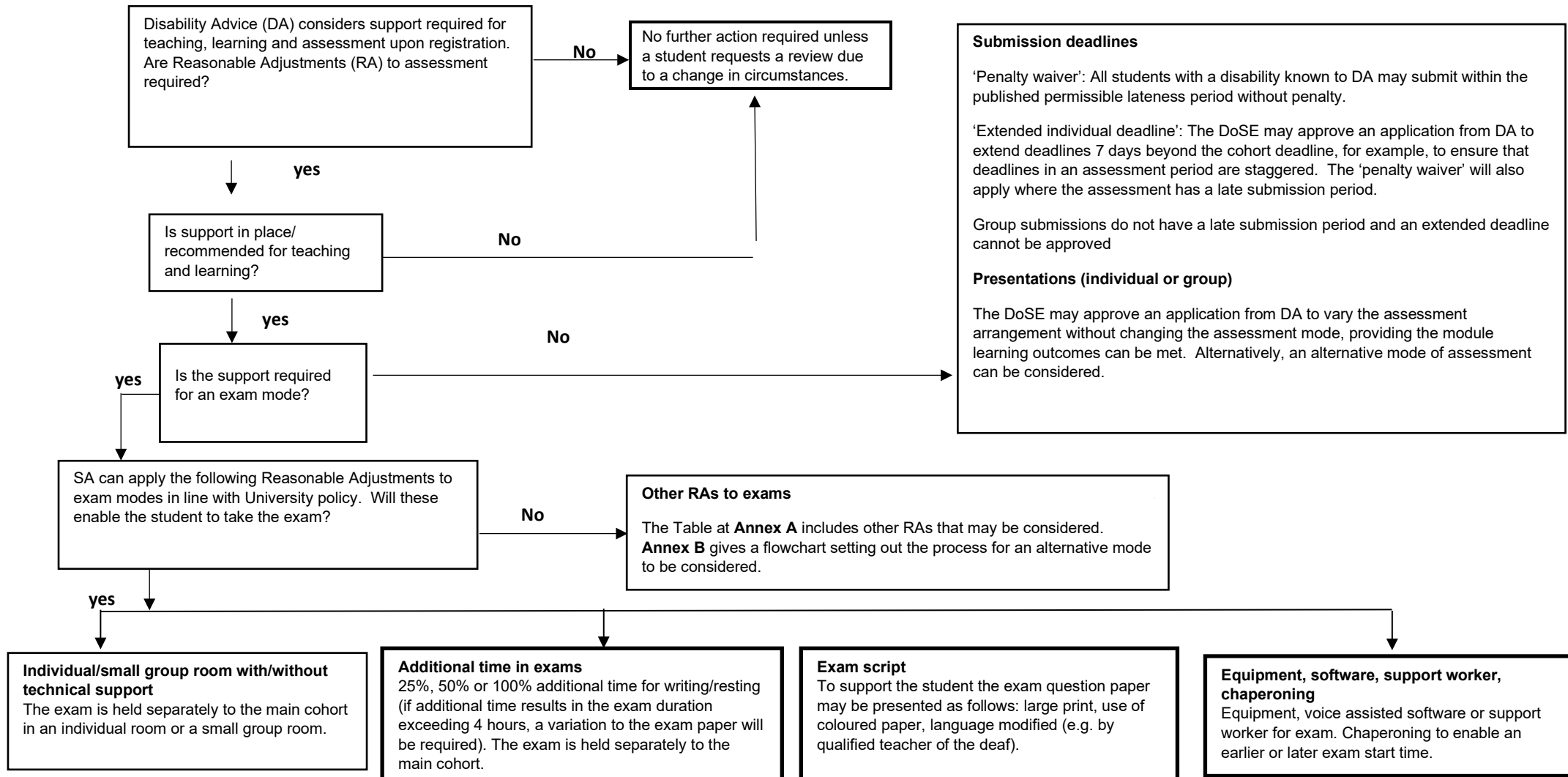
25. The University of Brighton regulations and procedures apply to students registered on a course owned by BSMS. However, the University of Sussex regulations apply where a module owned by the University of Sussex is taken, in accordance with the course structure. Where this occurs, the University of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

Appeals

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

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

For students with a declared disability, Disability Advice (DA) will provide support based on an 'anticipatory approach' which commences with a review of the evidence in order for Reasonable Adjustment (RA) to learning and assessments to be considered. RA applications should be made at the earliest opportunity at the start of the course and usually by week 3 of the first semester, where possible.



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

Reasonable Adjustments applied by SA

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

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

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

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

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

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

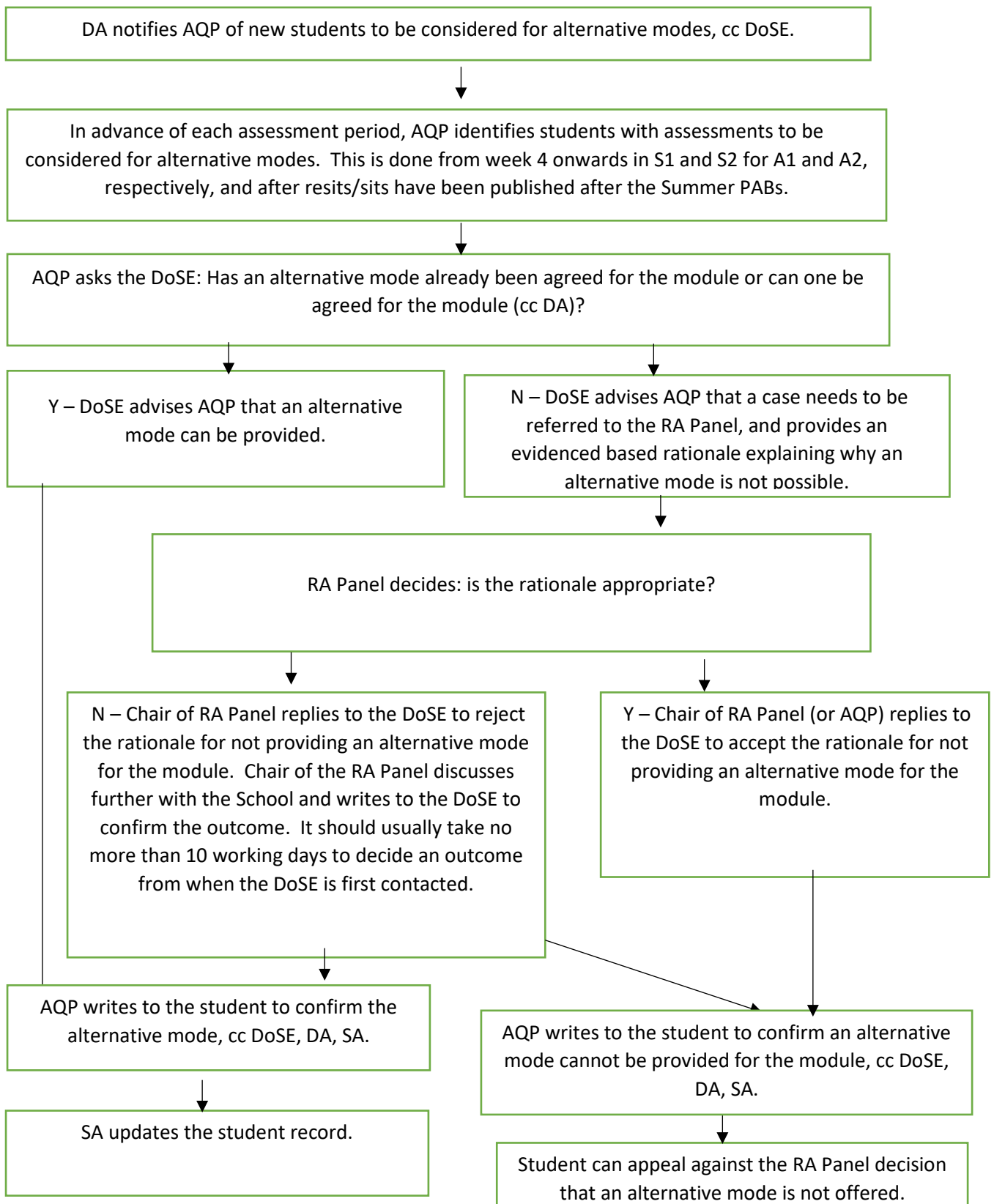
⁴ A variation to the arrangements for a group written submission may be approved by the DoSE for an individual student, provided the mode is not changed and the variation enables the module learning outcomes to be met. An extended deadline may not be approved for a group written submission.

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

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

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

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



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

TERMS OF REFERENCE, COMPOSITION AND QUORACY OF BOARDS OF STUDY AND EXAM BOARDS AND DUTIES OF OFFICERS

Boards of Study and examination boards

1. Each School will have one or more Boards of Study which will be convened at discipline level. The Board of Study is responsible for the management and administration of the modules and courses within its remit. Boards of Study may make recommendations to the School Education Committee (SEC) but it is for SEC to make the final decision to progress the actions recommended.
2. Examination Boards deal with examination and assessment matters via two types of examination board: Module Assessment Boards (MABs) where marks assurance is undertaken and School Progression and Award Boards (PABs) where outcomes for students are determined.

Board of Study (BoS)

3. BoS Terms of Reference:
 - (i) To consider and convey views and recommendations to the School Education Committee (SEC) concerning any academic matter relating to Courses and/or Modules within its remit and any other matter requiring consideration as may be referred from time-to-time.
 - (ii) To keep under review delivery of courses within the remit of the Board in order to ensure course objectives are achieved and to assure the effective operation of the course, including receipt of the annual course report.
 - (iii) To keep under review course admission criteria, placement and study abroad arrangements and ensure the accuracy of information, advice and guidance to applicants and students in published information for courses within the remit of the Board, including the approval of course handbooks.
 - (iv) To ensure the administration of the examination and assessment arrangements is conducted in accordance with the agreed course requirements, following University procedures, and to recommend improvements to the School Education Committee (SEC) and/or the Course Co-Convenor as necessary.
 - (v) To advise SEC on External Examiner nominations for approval by the PVC (Education and Students), and to ensure External Examiners are appropriately briefed on course examination and assessment requirements and related matters.
 - (vi) To consider issues arising from students and staff in relation to course delivery and management and to recommend action as appropriate or to refer matters for consideration and approval to the appropriate authority as required.
 - (vii) To keep under review the resources required for the effective delivery of the course(s) under its remit and to ensure SEC and the School management team are apprised of requirements as appropriate, including library and resources on Canvas.

- (viii) To make recommendations to SEC on in-year assessment changes arising from unforeseen issues to ensure the effective delivery and assessment of the course(s) under its remit and to provide regular reports as required to relevant School committees. The Chair of the Board of Study will be responsible for ensuring that the majority of students sign to agree to any in-year assessment change.
- (ix) The Chair of the Board of Study will be the main point of contact with the Chair and Deputy Chair of the PAB. The Chair of the Board of Study will be responsible for ensuring the proper and timely setting of all assessments including collation and submission of exam questions for scrutiny to the Deputy Chair of the PAB. The Deputy Chair of the PAB will seek the approval of the External Examiner and confirm that the standards required by the Student Administration Office (SAO) have been met. The Deputy Chair of the PAB is responsible for sending examination papers to the SAO.

BoS Composition:

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

Conduct of Business:

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

Module Assessment Boards (MAB)

4. *MAB Terms of Reference: Marks assurance:*

- (i) To confirm and maintain standards of assessments for all modules for which the MAB is responsible in conjunction with the Board of Study and the External Examiner(s).
- (ii) To confirm marks for each module for which the MAB is responsible. Assuring the marks allows credit to be accrued where the pass threshold has been met for students who are not registered for an award with the University and allows a resit to be offered to these students, where appropriate. The mark achieved at resit may be uncapped for such students, in proportion with the accepted exceptional circumstances.
- (iii) To recommend action to be taken in the case of question papers where there are errors or assessments about which there are evidenced major concerns. The Chair of the MAB will consult the relevant External Examiner before making recommendations to the Pro Vice-Chancellor (Education and Students) for approval to remedy the situation. The Chair will also report the matter to the Board of Study responsible for the module management to ensure the issue is not repeated for future cohorts.
- (iv) To recommend action to be taken in cases where academic judgement concludes that an assessment has been unexpectedly easy or difficult, or where students within a cohort may be markedly advantaged or disadvantaged by their

particular choice of modules. The scaling of marks, in line with University guidance, may be considered in such situations. The Chair of the MAB will consult the relevant External Examiner before making recommendations to the Pro Vice-Chancellor (Education and Students) for approval to remedy the situation. The Chair will also report the matter to the Board of Study responsible for the module.

- (v) To exceptionally recommend proposed outcomes for approval by the Pro Vice-Chancellor (Education and Students) in all cases where external moderation has not been conducted on a module, to ensure that progression and award decisions are not unduly delayed. All such cases must be reported to University Education Committee and Senate.
- (vi) To transmit marks for modules to the Student Administration Office (SAO) who will ensure they are available to the appropriate PABs.

MAB Composition:

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

MAB Quoracy and attendance:

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

School Progression and Award Boards (PAB)

5. School PAB Terms of Reference: Progression and Award:

Schools will have an Undergraduate and a Postgraduate PAB

- (i) To determine, in accordance with the rules and procedures determined by University Education Committee, whether students for certificates, diplomas or degrees have satisfied the rules for progression from one stage of the course to the next.
- (ii) To recommend to the University Education Committee the award of certificates, diplomas or degrees to those students who have satisfied the assessment requirements for these awards. Where an External Examiner has exceptionally not been consulted regarding award decisions, the Pro Vice-Chancellor (Education and Students) will review and approve the awards recommended, to ensure that classification is not unduly delayed. All such cases must be reported to University Education Committee and Senate.
- (iii) To make academic judgements in relation to accepted Exceptional Circumstances Claims and to grant further resits as sits or a repeat stage, in accordance with the regulations, to allow students a fair chance to demonstrate academic ability.
- (iv) To consider academic performance and award academic credit, in accordance with the regulations set out in the University's Examinations and

Assessment Regulations handbook, and to apply the discretionary assessment regulations.

- (v) To confirm the award of academic credit via condoned credit in the final stages of an award.
- (vi) To determine the resit or repeat requirements, in accordance with the regulations and procedures set out in the University's Academic Framework and Examinations and Assessment Regulations, in the event of failure of a stage or the award.
- (vii) To report to the School and University Education Committee annually at the beginning of Semester 1, on the conduct and outcomes of previous year's assessments.
- (viii) To award prizes in accordance with School prize criteria.

School PAB Composition:

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

School PAB Quoracy and attendance:

Where a final award is to be made, the PAB must meet in full. The quorum is the Chair, Deputy Chair and at least one third of the appointed members of the Board. At least one External Examiner should be present at each PAB where an award is made. Attendance at a PAB where a final award is not to be made may be reduced to a minimum of the Chair and Deputy Chair and at least one member representative of the internal markers. Where a PAB is held in two consecutive sittings, both meetings must be attended by the Chair, the Deputy Chair, at least one External Examiner and at least one representative member.

External Examiner involvement and attendance at the PAB

6. It is recommended that External Examiners are communicated with in good time to:
 - (i) let them know that they are a full member of the MAB and the PAB, and are all expected to attend the main meetings of the PAB, to participate in the work of the board and the final award of students (including exercising discretionary powers);
 - (ii) let them know when the meetings will take place and remind them of the main purpose;
 - (iii) clarify that at least one External Examiner, who has also attended the main PAB, is required to attend the PAB following a resit opportunity, where an award is made;
 - (iv) clarify that External Examiners are invited but not required to attend the PAB meetings which solely consider progression, or the MAB where marks assurance takes place;

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

Timing of undergraduate and postgraduate MABs and PABs

- 7. The dates of undergraduate and postgraduate Module Assurance Boards (MABs) and Progression and Award Boards (PABs) will be published by the Academic Development and Quality Enhancement Office.
- 8. MABs will meet as required following every designated assessment period to assure marks. PABs will normally meet as follows:
 - (i) **Undergraduate PAB:**
 - Finalist PAB: June
 - Progression PAB: June/July
 - Resit PAB: August/September
 - (ii) **Postgraduate PAB:**
 - In-year PAB: Summer
 - Main Award PAB: Autumn
 - Resit PAB: Spring

Note: Some Undergraduate PABs include the consideration of postgraduate courses where the scheduling allows students to be included in summer graduation. In addition, some courses have a different PAB timing or remit. **Appendix 1** provides a list of courses that have a different PAB timing or remit, approved by the PVC for Education & Students.

(iii) PABs reconvening to consider a candidate

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

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

Chair of the examination board

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

- convening the meetings of the MABs and PABs
- agreement between the Chair (or deputy) of the examination board and the Chairs of Boards of Study the allocation of modules to MABs, ensuring that all elective modules owned by the School are assigned to a MAB
- convening the School PAB at School level and including all courses owned by the School.
- ensuring that the examination board functions in accordance with its *Terms of reference*
- ensuring the effective conduct of business
- ensuring that a PAB annual report is drafted for consideration by the SEC in Semester 1

Deputy Chair of the examination board

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

The Deputy Chair of the PAB is responsible for:

11. Being the main point of contact with the External Examiner/s including:

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

12. Seeking the approval of the External Examiners and signing off examination papers to ensure that they meet the standard required by the Student Administration Office and ensuring appropriate contacts are available during an examination:

- (i) Seeking approval from the School Education Committee where an examination paper or other heavily weighted assessment task has not been signed off by the External Examiner.
- (ii) proof-reading (see also **‘Question papers and titles’**) prior to finalising and final checking of any printed papers;

- (iii) Ensuring that the rubric refers to any handout that should apply to the examination paper;
 - (iv) ensuring that copies of rubrics are sent to the School Administrator or nominee and the Student Administration Office (for on campus exams) and that any significant changes in format or rubric of question-papers are flagged to the Student Administration Office (for on campus exams);
 - (v) ensuring that the final proof-read versions of question papers are sent to the Student Administration Office (for on campus exams) in the prescribed format by the appropriate deadline and that any model answers are removed;
 - (vi) ensuring that the person responsible for the exam is available for consultation, at the time of the exam(s), including evenings and weekends, and for providing the appropriate Officer in the Student Administration Office with a contact telephone number (for on campus exams);
 - (vii) investigating complaints on question papers and/or via the conduct of examinations report, supported by the Chair of the Board of Study.
13. ensuring that the following information is published to students and examiners in a timely manner:
- (i) rubrics for all examination papers including resit papers where these differ
 - (ii) changes to the format of examination question papers including resit papers;
 - (iii) updated and approved versions of relevant marking criteria against which marking should be undertaken.
14. ensuring the preparation of marks arrays, including relevant calculated mean marks, for students on courses falling within the remit of the PAB are presented appropriately, in respect of:
- (i) stage-to-stage progression;
 - (ii) consideration for final award, and where relevant, classification.

Chair of the Board of Study

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

15. managing (in consultation with the Course and Module Convenors, School Administrator or nominee) the production of question papers for examinations by the deadlines specified by the Deputy Chair of the examination board to ensure the Student Administration Office deadlines published at the beginning of the year can be met;
16. The Chair of the Board of Study will be the main point of contact with the Chair and Deputy Chair of the PAB. The Chair of the Board of Study will be responsible for ensuring the proper and timely setting of all assessments including collation and submission of exam questions for scrutiny to the Deputy Chair of the PAB:
- (i) ensuring that the Module Convenor drafts relevant question paper(s) for unseen examinations and that all papers are produced obtaining the necessary approval from relevant internal marker/s. The Chair of the Board of Study should receive the final version of an examination paper from the Module Convenor for academic sign off prior to the Deputy Chair of the PAB seeking the approval of the External Examiner;

- (ii) ensuring, where appropriate, model answers to quantitative questions and indicative answers to other questions are provided to the Deputy Chair of the PAB for forwarding to the External Examiners;
 - (iii) ensuring consistent style and correct question numbering;
 - (iv) arranging for members of the Board of Study to vet draft question-papers.
 - (v) Convene a School Assessment Approval Panel to sign off assessments before referral to the Deputy Chair of the PAB.
17. ensuring the appointment of internal markers for each module falling within the remit of the Board of Study including:
- (i) securing the appointment of an experienced marker to mentor an inexperienced marker;
 - (ii) briefing all markers;
 - (iii) providing all markers with the relevant marking scales and marking criteria.
18. the Chair of the Board of Study (or nominee) oversees the allocation of markers in agreement with the Module Convenor (or nominee responsible for marking the assessments) and appoints an independent Moderator (responsible for the quality assurance). For assessments exempt from moderation the Chair of the Board of Study should agree with the External Examiner an appropriate process for the moderation of such assessments that is proportionate to the value of credit;
19. ensuring that the Module Convenor, is responsible for ensuring that the marking of assessments is undertaken as agreed and in accordance with the University marking policy and procedures (see '**Marking, Moderation and Feedback Regulations**') within published timetables, ensuring oversight of relevant aspects of data-entry to the central marks database, including:
- (i) providing a list of markers for all modules with unseen examinations by the deadline published by the Student Administration Office (for on campus exams);
 - (ii) managing the timely collection and distribution of students' assessments for marking by markers (for assessments not submitted electronically);
 - (iii) ensuring that internal marking is completed and moderated, and ensure that marks are returned to the School Office (for marks that need to be entered), by the specified deadlines;
 - (iv) oversight of the process of local inputting of marks that contribute to progression or award to the central marks database by the deadline specified, and responsibility for ensuring that mechanisms are in place to check and confirm the accurate input of marks.

Module Convenors

20. Module Convenors are responsible for:

- (i) marking, or for overseeing the marking process, for all assessments that contribute to progression or award, as agreed by the Chair of the Board of Study within the policy and procedures set out in the '**Marking, Moderation and Feedback Regulations**';
- (ii) drafting unseen examination papers on the module/s that they convene within the procedure set out in the '**Question Papers and Titles Regulations**'. Approval of

the examination paper with input from the External Examiner is the responsibility of the Deputy Chair of the PAB.

External Examiners

21. The detailed duties of External Examiners are set out in the *Handbook on the policy and procedures for the external examining of taught courses* which can be accessed from the following URL: <http://www.sussex.ac.uk/adqe/standards/externalexaminers>
22. External Examiners are required to confirm the appropriateness of the application of the marking and internal moderation processes, based on the assessment outcomes, and where appropriate confirm that any Professional and/or Statutory Body (PSB) requirements related to assessment have been met. They should not act as additional Markers on a par with internal examiners in any circumstances. See **'Marking, Moderation and Feedback Regulations'** for more information regarding moderation.

23. Powers of External Examiners

In their independent capacity External Examiners have the power to:

- (i) review proposed assessment tasks and make recommendations for improving the structure or content of the proposed module assessment including examination paper or other heavily weighted assessment;
- (ii) request and obtain reasonable access to assessed parts of any course, including evidence about a student's performance on a placement;
- (iii) for hard copy assessments, agree with the Deputy Chair of the PAB and the Chair of the Board of Study requirements for a suitable sample of assessments for external moderation drawn from the internal moderation process in line with the **'Marking, Moderation and Feedback Regulations'**;
- (iv) review and critique the outcome of the internal moderation process, based on the assessment outcomes in the sample;
- (v) not endorse the outcome of the internal moderation process;
- (vi) request that the decisions of the PAB are consistent with the requirements of any PSB.

24. Limits of External Examiners' powers

- (i) Where an External Examiner is unwilling to endorse the outcome of an individual student at the PAB, the final decision rests with the Chair of the PAB and not the External Examiner. Where such action is taken, the Chair must report the fact to the Pro Vice-Chancellor (Education and Students) immediately. External Examiners retain the right to make a separate confidential report to the Vice-Chancellor on such occasions.
- (ii) It is not University policy normally to involve External Examiners in participating in decisions relating to misconduct, except indirectly as a member of an examination board.

Appendix 1: undergraduate and postgraduate PABs with a different timing or remit

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

Business School

UG Finalist PAB: MBA Masters in Business Administration

PG Resit PAB: MBA Masters in Business Administration (January start)

ESW

UG Finalist PAB: PG Dip Social Work (Step Up to Social Work)

UG Progression PAB: BA Social Work (final stage); MA Social Work (Year 2); PG Dip Social Work (Year 2)

EngInfo

PG Resit PAB: to consider resits/sits for Semester 1 modules on MSc Intelligent and Adaptive Systems; MSc Robotics and Autonomous System

LPS

UG Finalist PAB: Dip GRAD in Law

Psychology

PG Resit PAB: PG Cert Low-Intensity Psychological Interventions for Children and Young People; PG Dip Psychological Therapy; PG Cert Mental Health Wellbeing Practice (January version); PG Dip Children's Wellbeing Practice (January version); Grad Cert Mental Health Wellbeing Practice (January Version); Grad Dip Children's Wellbeing Practice (January version) (final cohort awarded at PAB July 2024)

PGT Finalist PAB: Grad Dip Education Mental Health Practice; Grad Cert Mental Health Wellbeing Practice January version;

In-Year PAB (Summer): Grad Dip Children's Wellbeing Practice (final cohort awarded at PAB July 2024)

PGT courses with a January 2021 start date (see Appendix D(i)(a) for resit timing details):

University of Sussex Business School courses (except for MBA); MA Digital Media Practice: Activism and Social Change:
October PAB (interim); March PAB (Main).

Media, Arts and Humanities courses, with the exception of MA Digital Media Practice: Activism and Social Change:
July PAB (interim); March PAB (Main).

Proofreading Policy

1. OVERVIEW AND PURPOSE

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

2. SCOPE

- 2.1 This Policy applies to contributory (summative) assessment for which marks contributing to a module are awarded, including those modules which are marked pass/fail.
- 2.2 For the purpose of this Policy, 'proof-reader' or 'proofreading service' may be human, software, a digital tool, or artificial intelligence. It may be a commercial (paid) service, or free of charge and includes any other proofreading that violates the general principles of academic integrity.

3. RESPONSIBILITIES

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

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

4. **POLICY**

4.1 Proofreading should be limited to minor language correction. This can include errors in grammar, vocabulary, expression, minor translation (i.e. single words), presentation and word order. Proofreading must not change the meaning of the work.

4.2 A proof-reader should not make any changes directly to the work, but should suggest changes by writing on a hard copy or using track changes/ comments etc. The proposals made by a proof-reader should be retained by the student in case a concern regarding misconduct is raised.

4.3 No substantial changes to the content should be made, the extent of which would constitute the content being produced by the proofreader without correct citation.

Therefore, a proof-reader may not:

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

A proof-reader may:

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

4.4 The University will only recognise tools recommended by Library Services on the [Skills Hub webpages](#) or as recommended by Disability Advice as part of a Learning Support Plan. It remains the student's responsibility to ensure the accuracy of outputs where these tools are used.

4.5 A proof-reader may not be used for assessments where the use of language and the formal accuracy of the work form part of the mark. The assessment task will state if a proofreader is not allowed to be used.

4.6 The use of a proof-reader, proofreading service or translation tool to generate an assignment (or part of an assignment) and submit this as if it were a student's work will be regarded as academic misconduct and treated as 'personation'.

- 4.7 Students should not ask another student on the same taught module taking the same assessment to proofread their work. This will be regarded as academic misconduct and treated as ‘collusion’.

Review / Contacts / References	
Policy title:	Proofreading Policy
Date approved:	2015
Approving body:	University Education Committee
Last review date:	May 2024
Revision history:	Version 2
Next review date:	2026/27
Related internal policies, procedures, guidance:	Progression and Award Regulations Academic Misconduct Policy Procedure for the Investigation of Allegations of Misconduct in Research Skills Hub
Policy owner:	Academic Registry, Division of Student Experience
Lead contact / author:	Academic Regulations Manager