Examination and Assessment Regulations 2023/24

Section 1: Progression and Award Regulations

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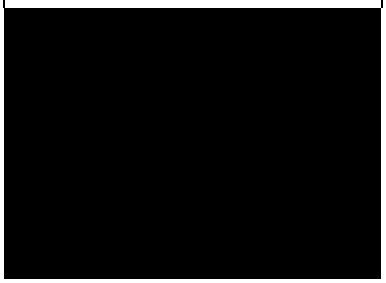
PERMANENT AND

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



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 .37 605.232

	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.

Principles governing the University examination and assessment regulations

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

- x 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.
- x 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.
- x 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

- x 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

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. 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** 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 c q 0.0eET Q q 0.000008875 0e q 0.000008875 0 595.56 842.04 re W* n BT /F1 11.04

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** .

96. 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

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 threshold is apply.

Assessment for an Award

146.

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:

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 TQq0.00000Tc[as)]TJETQq0.000008875 0 595.56 842.04 reW*nBT/F1 11.04 Tf1

- x 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
- x 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:

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

196.

AEGROTAT AWARDS

206. An Aegrotat degree is a degree that may be awarded where a student is unable to complete their studies in the

Progression

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 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 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 condition 842.04oa187.3o7(s)11(0

Appendix B: Non-credit bearing modules (see µ & R X U and P V R G X O H V ¶

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

Appendix C: Modules with an assessment requirement in addition to the standard UHTXLUHPHQW XVXDOO\ UHTXLUHG E\ D 365% VHH µ0RGXOH JUDG
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
Modules at level 7: a threshold mark of 45% to be achieved on all
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

Appendix D: Modules exempted from providing a resit opportunity, required by a PSRB (see regulations R Q µ 5 H R S L R U W X Q L W L H V ¶ 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.

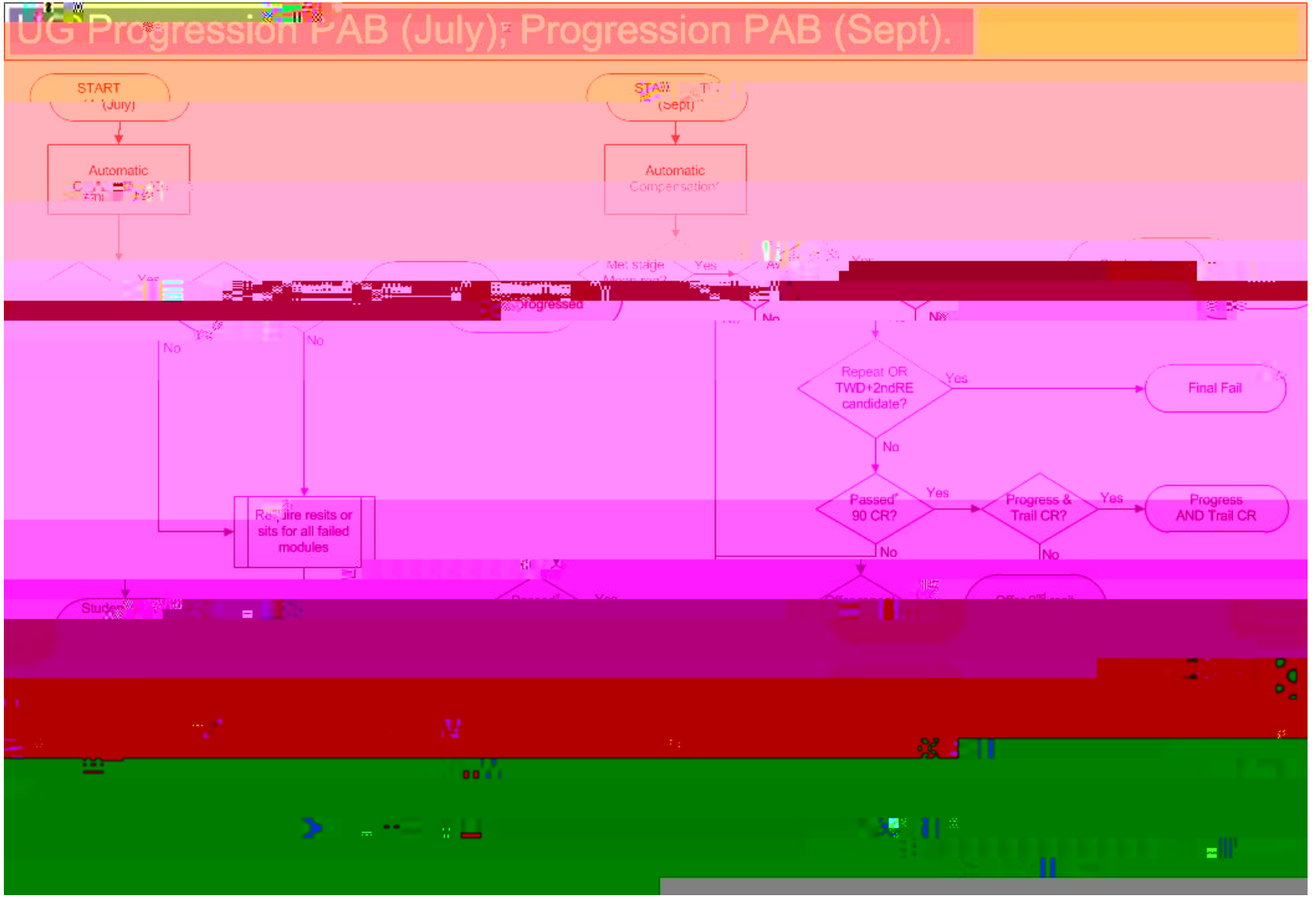
BEng Individual Project; H6052 Design Project; 864H1 MSc Individual Project; H1043 Individual Project: a resit may be offered but this may affect the professional accreditation status of the award.

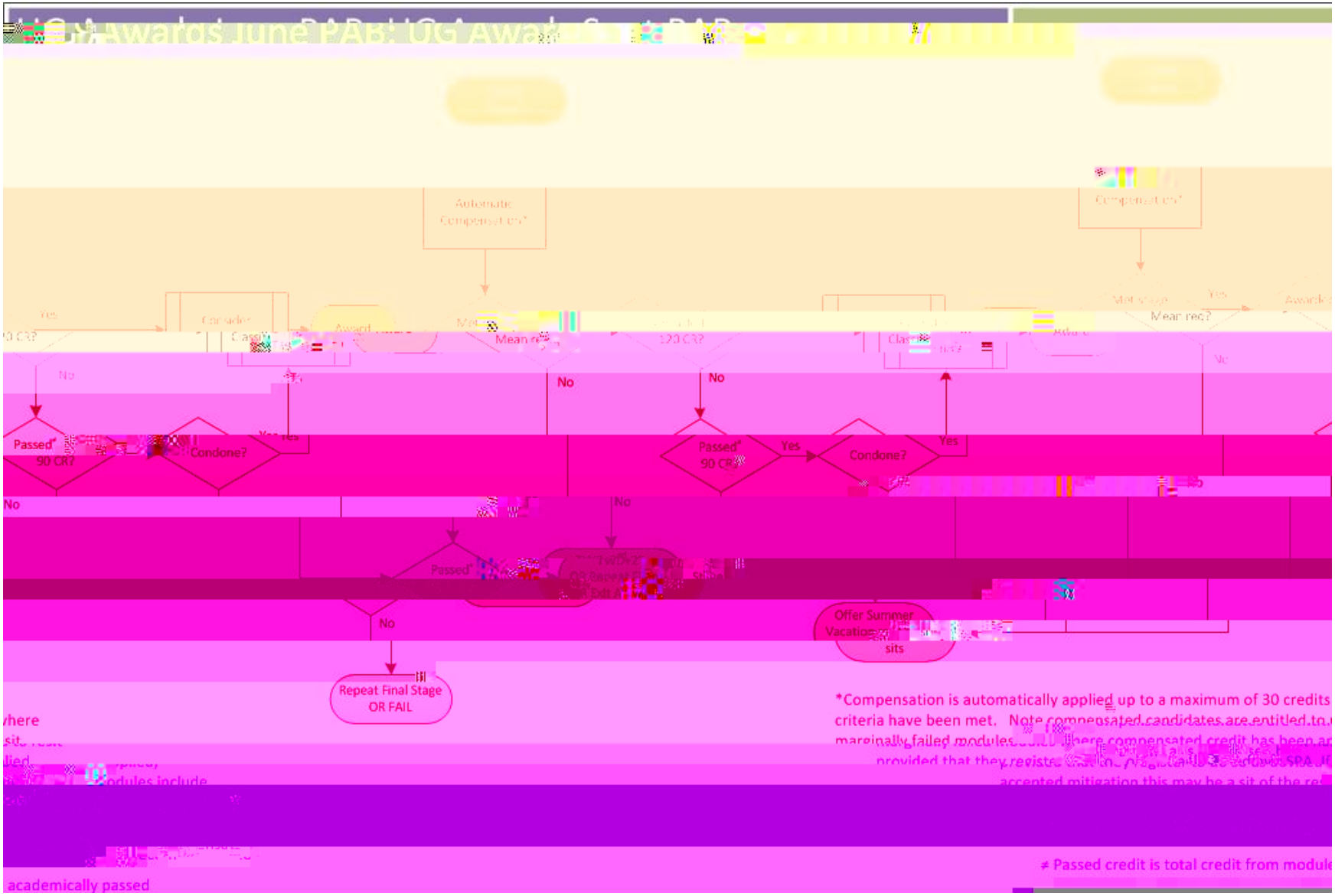
Engineering courses: Any repeat stage given by the PAB will not include a further attempt at a failed trailed module.

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

Appendix F: Progression and Award Flowcharts (see µ 3 U R J U H U V L R Q D and µ $ Z V ¶ U H J X O D W L R Q V ¶




Automatic Compensation*
Compensation*
Yes
No
Mean req?
Passed* 90 CR?
Condone?
Yes
No
Passed* 90 CR?
Yes
Condone?
Yes
No
No
Passed*
No
Offer Summer Vacation
sits
Repeat Final Stage OR FAIL
*Compensation is automatically applied up to a maximum of 30 credits
criteria have been met.
≠ Passed credit is total credit from module
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)**
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
credits 75 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 1st diss/pro resit in A3 2025

Appendix G: Higher Progression 7 K U H V K R O G V V H H µ 3 U R J U H V V L R Q U H J
and µ $ Z D U G ¶ J X O D W L R Q V ¶

(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 2** :

- 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

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

	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 **2** **2**)

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

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

(d) 4 stage Bachelor courses with a contributory integrated study abroad with an alternative course title (see **2** **2**)

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

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

Appendix H: Award and progression criteria for courses with alternative requirements (see µ3URJUHVVLRQDQGDZDUGUHJXODWLRQV¶

ESW:

PGCE

Students are required to take and pass 90 credits. The mean for the award will be

Intercalating

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 cases[1] 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

directly acknowledged. For cases where work has been re-used see Overlapping material 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

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 4[(-)] Alng outh6um ouespiecord(en)14(t6( )6(4(i)5(set)-4( )-4(g)1

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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 [illegible] overlapping material [illegible] set out in the regulations on [illegible] Marking, Moderation [illegible] 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. 0 L V F R Q G X F W L V F D W H J R U L V H G D V µ P L Q R U ¶ R U µ P D M R U ¶ E

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;

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.

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.

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 VWXGHQW¶V RZQ LQFOXGLQJ ZRUN ZKLFK KDV EHHQ FRU
    - 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.

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

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 V R W K D W W K H H Y L G H Q F H F D Q E H U H I H U U H G W R L
Panel meetings may proceed in the absence of the student, unless the Panel Chair G H F L G H V W K H V W X G H Q W ¶ V S U H V H Q F H L V N H \ W R U H D F K L Q

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 R I V W \ O H I R U P D W W L Q J X V H R I O D Q J X D J H J U D P P D U D V Z
performance in assessment. The School team may refer a case for consideration by W K H 3 D Q H O R U F R Q I L U P D µ Q i R F D V H ¶ : K H U H W K H F D V H
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) R Q W K H V W X G H Q W ¶ V N Q R Z O H G J H R I W K H D V V H V V P H Q W R U
at the Panel, however, questions can be asked about how the assessment was prepared and why material was included or not (d)8(w)5ce8(e)-4(nve)31(st)-4(u)5(ga)3(t)-4(i)5(ng)31

(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 G H V L J Q D W H G R I I L F H U V R I W K H 6 W X G H Q W V 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 W K H 3 D Q H O Z L O O V H H N L Q L W L D O O \ D Q G D V I D U D V S R V V L 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 S X U S R V H R I W K H T X H V W L R Q L Q J Z L O O E H W R H V W D E O L V K W 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

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

(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 N Q R Z O H G J H V X F K D V D F D G H P L F D G Y L V H H % R D U G exceptional circumstances affecting students should not be discussed regardless of whether a student has made an exceptional circumstances claim within the published deadline.

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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

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 18.01 Tm 0 g 0 G [( )] TJ ET Q 1.04 Tf W* 4 Tf 1 0 0 1 56.64 46t0 595

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 U H O L J L R X V V S R U W L Q J S O D F H P H Q W H Y H Q W O H D G H U F R Q I L U P observe/attend the event and the date/duration of the event. Any requests must be

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 thequal opportunity to demonstrate academic achievement. It is the objectiv the EC process to ensure that academic standards are not compromised bu to permit fair opportunity for students to reach standards, whilst they overcom temporary detriment/s.

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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 Registered taught undergraduate/postgraduate stud an EC claim. An EC claim can be pursued for a assessment/s that is credit bearing/weighted.

3.2.

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

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 e4 (apu-3 8.1.

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

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-certificati -1.205 Td (Tj -0 lf)-4 (icl s)]TJ -0..4 (i -Td (Tj -0 lf)-4 (ic>>BDC 0.004 T

Table A

Examples of circumstances likely to be accepted	Examples of circumstances likely to be excluded.
x Serious short-term illness / injury / ailment x Atypical flare-up of an ongoing illness/disability[2] x Infectious disease which could be harmful if passed on to others x Death or significant illness of a close family member or friend x Unexpected caring responsibilities for a family member/dependent x Significant personal crisis leading to acute stress x Witnessing or experiencing a traumatic incident/crime x Accommodation crisis such as your home becoming uninhabitable x Jury service (where deferral not permitted by the Court) x Unforeseen representation at a sport event (at least regional level) x Major national infrastructure issues, such as national grid blackout.	x Non-serious illness / injury / ailment, unless symptoms are severe (i.e. a cold/short lived virus) x Holidays, house moves or other events/affairs that were planned or could reasonably have been expected x Foreseeable, planned or minor transport disruption x Assessments scheduled close together x Misreading the exam timetable or lack of knowledge of university processes x Poor time-management, including not meeting online assessment requirements or planning.

	x Order of service
Witnessing or experiencing a traumatic	

- 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

disclosed via

author:

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.

Internal moderationis 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;

(iii) where the Moderator confirms that the marking and feedback on the sample is robust

(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( )11.3 (H y (o)-3.3 (n)-3.4 (s)-5 (ib)-3.3 H)-2 (a(o)--5.9e-9.6 (yna(o)--5.9

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 anstlys -2 (ped)228 0 Td ( )Tj t8s fa htegar5.9 (t)-6.6 (l) -2 (s)-2 (
12.

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 ex

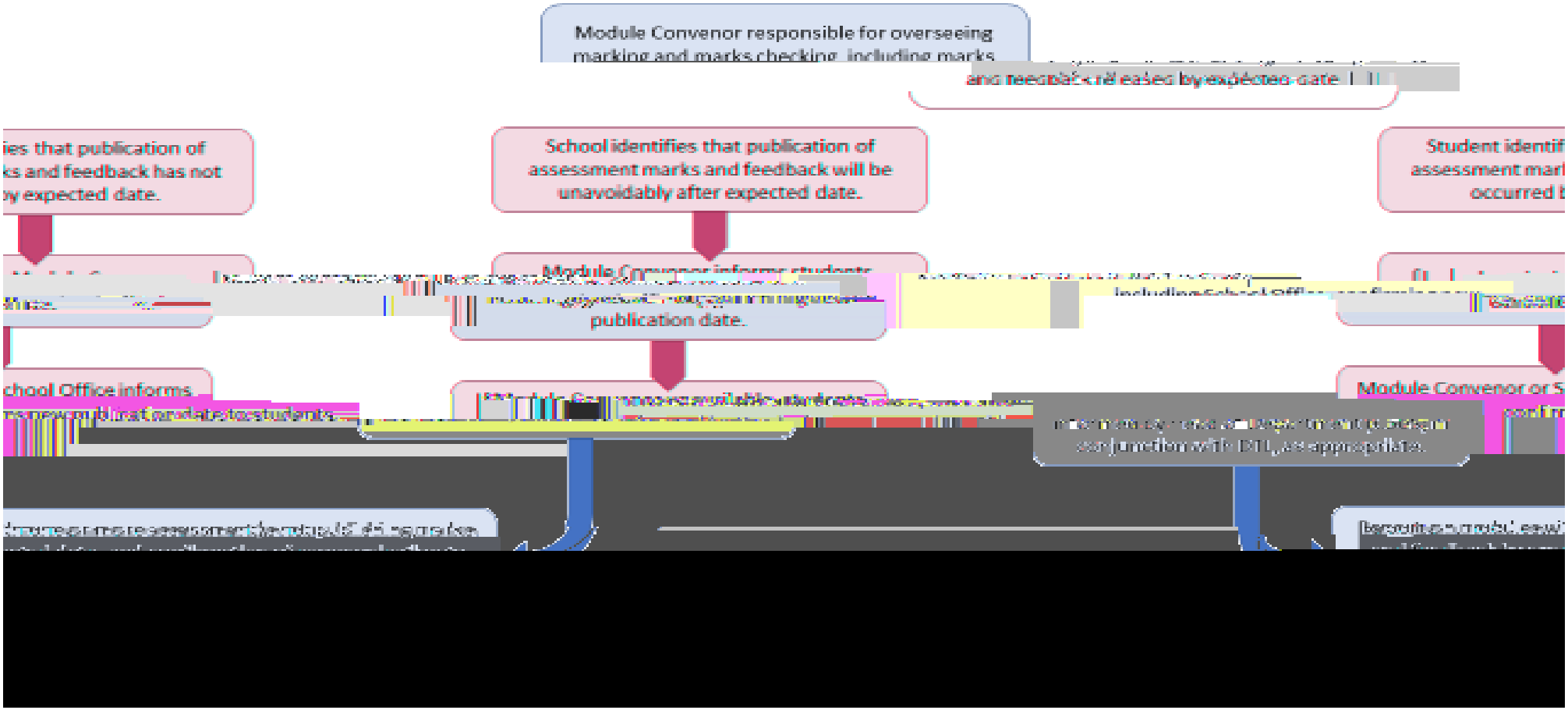
(v) simplified vocabulary

Appendix 1: University process for the moderation of marks UNIVERSITY PROCESS FOR THE MODERA

This pr ocess guide on the moderation of ma
assessments which are subm itttomihard cop
this Appendix

Appendix 2:

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 Dep

Print D eadline for on campus exam question papers

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

5. Deadlines of fprag8Td ( )Tj -0.045 Tc 0.002 Tw70.289 728d [(f)-1Fo (6)0m9 6s2n6]T -0.0 0 Tw 30.7j–/T

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

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

10.2.3.

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 O

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 form[4].

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 o (e-6.5 (an)-10.3 ( )10i)2. (ugg.3 .6 (he) Tc 0 Twbf w)2.6a-6.6 (al)2.6 ((i)2.6 (de)10.6 t[j EMC nad6d [(5

19.3.2. Whether

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

Introduction and Scope

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

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

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

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
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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 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 3$%DQGFDQEHIRXQGRQµ9LHZ0\6WXG 5HVXOWV¶

   - 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

STUDENTS WITH A DECLARED DISABILITY

Please note, as of October 2023, the information in this section of the regulations is in tfasocehe i.6 (ons)tn tto-da
finition. Impairments that may meet this definition include:

ch as dyslexia and dyspraxia;
luding autism and Asperger's syndrome;
ly those impacting hearing or vision;
pain impacting on mobility;
cluding cancer, HIV, diabetes and immune system disorders;
es including depression, bipolar disorder, psychosis and eating

vide reasonable adjustments (RAs) to learning and assessment for
s the definition in the Equality Act 2010 if it is likely to impact on
The purpose of a RA is to remove or minimise the barriers that a
rder to provide them with a fair and equal opportunity to succeed.
ons include the provision of an examination paper in an alternative
face, provision of a small group or individual room, additional

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

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.

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

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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.		

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

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

(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

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 (P AB)

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

- 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

(ii) ensuring, where appropriate, model answers to quantitative questions

Appendix 1: under graduate 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); 3 * ' L S & K L O G U H Q ¶ V : H (January version); Grad Cert Mental Health Wellbeing Practice (January Version); * U D G ' L S & K L O G U H Q ¶ V (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)95.32 841.92 re W* n BT /F2 11.04 Tf 1 0 0 1 188.18 392.69 Tm 04 Tf 1 th

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 proofreaders/ proofreading services, including online checkers and other tools.

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

4.7