# Interim Regulations

| Version number | Approved | Date |
|---|---|---|
| v.8 | Senate | June 2020 |
| v.9 | Senate | 22 February 2021 |
| v.10 | Senate | 28 May 2021 |
| v.11 | Senate | 15 June 2022 |
| v.12 | Senate (in principle) | 27 April 2023 |
| v.12 | Chair of Senate | 09 May 2023 |

**Interim Regulations – Introduction**

1. The Examination and Assessment Regulations set out the University's regulations and procedural requirements for the assessment of students. Very occasionally, the academic business of the University may be disrupted by circumstances beyond its control which prevent the University from providing academic and other services to students for a period of time. These Interim Regulations provide the framework through which the University will limit the impact of such circumstances on the assessment of students and the University's capacity to make decisions about progressionTd[(a)-3.3 (k)-55Ft (n)-0.7 (t)445 w 165aC217 Td[(U)-1

23. All approved changes must be clearly communicated to students at the earliest possible opportunity. Students must be told of approved changes:

    a. In advance of them taking effect
    b. The reasons for the changes
    c. The likely impact of the changes
    d. Options reasonably available to students in order for them to avoid the changes without being adversely affected

24. Students must be given clear information on how to raise a concern or complaint if they consider that the changes will adversely affect them.

**Other Major Changes to Courses**

25. Where other major changes to courses are required as a consequence of the disruption, (i.e. changes to the sequencing of modules, rescheduling placement learning), proposals from the School Education Committee should be submitted to the Pro Vice-Chancellor (Education and Students) for consideration and approval on behalf of the University Education Committee and reported to the next scheduled meeting of the University Education Committee.

**Quoracy of Assessment Boards**

26.

**Finalists**

40. The University will issue predicted classifications where a maximum amount of credit is missing as a result of disruption( as set out below for undergraduate and postgraduate awards) on the basis of the modules passed with grades.

**Predicted classifications**

41. The predicted classification would be subject to alteration following the receipt of actual grades (moderated, externally examined and ratified by an assessment board). This prediction would take the form of a letter which would also outline that if a module(s) were not passed or passed at a lower than predicted grade, a lower award of classification may result. A transcript would not be issued/finalised until the outcome of the module(s) and award had been finalised.

**Undergraduate**

42. Where up to 60 credits of marks are missing as a result of disruption a predicted classification will be based on the remaining credit contributing to the award. A letter will indicate that the classification is conditional on the remaining 60 credits achieving on average the same class.

**Postgraduate**

43. Masters – where up to 60 credits of marks are missing as a result of disruption a predicted classification will be based on 120 credits. A letter will indicate that the classification is conditional on the remaining 60 credits achieving on average the same class.

44. Postgraduate Diploma - where up to 60 credits of marks are missing as a result of disruption a predicted classification will be based on 90 credits. A letter will indicate that the classification is conditional on the remaining 30 credits achieving on average the same class.

**Assessment in Semester 2 is incomplete**

45. Following the decision to invoke these Interim Regulations, and the circumstances arise that it is not possible for Semester 2 assessments to be taken because of disruption, the University will apply the following arrangements where complete marks for Semester 1 are available.

46. Following the initial decision, standard University regulations regarding pass marks, the application of reassessment opportunities, repeat years will apply.

**Foundation Year (FHEQ level 3)nd712 (3 (t)7HTd( )Tj0 ()n)t)8 (y)4l k348 8( )TjEMC( )TjEMC P MCID 47 472 263**

**Stage 1 and 2 and stage 3 of an integrated Masters course (FHEQ levels 4, 5 and 6)**

48. Where a student has the following Semester 1 profile, an assessment board may apply the following decisions unless the requirements of a Professional, Statutory or Regulatory Body (PSRB) take precedence:

| Profile for Semester 1 | Decision |
|---|---|
| All modules passed | Progress to next stage |
| All modules passed in the 'compensatable' range (35-39%) | Progress to next stage |
| Mix of pass and fail grades | Student retakes failed modules in reassessment period |
| All modules failed | Student retakes failed modules in reassessment period |

49. Following the period of disruption, students will be offered the opportunity during semester 1 to retrieve the additional 60 credits to gain the missing credit.

**Finalists – Undergraduate (FHEQ level 6)**

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|---|---|
| and no trailed credit from a previous stage | |
| Mix of pass and fail grades | Student retakes failed modules in reassessment period |
| All modules failed | Student retakes failed modules in reassessment period |

53. Following the period of disruption, students will be offered the opportunity during semester 1 to retrieve the additional 60 credits to gain the Integrated Masters degree.

**Postgraduate Taught (FHEQ level 7)**

54. Where a student has the following Semester 1 profile, an assessment board may apply the following decisions unless the requirements of a Professional, Statutory or Regulatory Body (PSRB) take precedence:

| Profile for Semester 1 | Decision |
|---|---|
| All modules passed | Award PgCert where course structures permit |

- A retrospective semester 1 variation

**Semester variation (credit from semester abroad contributes to overall stage 2 mean average which contributes 40% to classification)**

71. In those instances where the award includes 60 credits at level 5 (which are academically coherent to the course title and mapped to any missed core modules), and where the host institution is not able to provide the opportunity for the student to be assessed and achieve the requisite credit, Schools may consider the following options:

- Provision of a reflective assessment to enable the student to complete the credits to retain the study abroad award
- Temporary withdrawal from study abroad variation, return to Sussex at the next available point to restart Semester 2.

**Postgraduate Taught Students**

72.

Interim Regulations: