

University of Chichester

Academic Regulations

2017/18

SECTION 1

ACADEMIC REGULATIONS

**(TAUGHT UNDERGRADUATE
AND TAUGHT POSTGRADUATE)**



The Academic Regulations of the University of Chichester are revised annually and exceptionally more frequently if necessary. This version supersedes all previous versions of the Academic Regulations and takes effect from 1 September 2017.

The summary of revisions to the 2017/18 Academic Regulations versus the 2016/17 Academic Regulations are below:

Clarification on progression from a Foundation degree to an Honours degree:

3.2 To progress from FHEQ Levels 5 to 6 the student, having achieved 120 Level 4 credits, must be awarded 120 credits at FHEQ Level 5. To achieve this, the student must attend and complete the required number of modules at FHEQ Level 5 and achieve an overall grade in all FHEQ Level 5 modules of 40pc. Modules which are graded at less than 40pc will be considered fail modules and must be redeemed at 40pc before progression may take place. Equally, to progress from a Foundation degree to an Honours degree, the student will be expected to have completed the Foundation degree successfully.

This Regulation was introduced for 2016/17 to enable 12 months' notice to be given regarding this amendment which is now in force:

4A.2 Regulations on the maximum period of registration for the Master's awards are included, and limit such to six years, for students commencing their programme of study in 2017/18.

5D.5 includes the award-specific requirements for the Master of Business Administration. This was agreed for inclusion by the Academic Board on 18 October 2017.

Clarification of the requirements for the award of an Ordinary degree:

6C.10 Where a candidate is not eligible for an award because they have not undertaken one third of their study at the University but nonetheless has a credit profile of 300 or over, the Board of Examiners may exercise discretion and award the Ordinary Degree, providing at least three quarters of the performance at the University is good.

Clarification on how the MFA classification is calculated:

6E.11 To be awarded a Master's Degree with Distinction a student must (where the award in its entirety, ie 180 credits (or 240 credits for an MFA), has been taught and assessed at the University of Chichester):

Clarification of how awards for Master's degrees will be calculated, where a student has been granted Recognition of Prior Learning:

6E.12 Where a student has been admitted with RPL, the classification of the award will be calculated on the basis of credit achieved at the University of Chichester (although there may be exceptions laid down in programme-specific regulations). At least half the credits gained at Chichester (including the dissertation) need to be in the 'A' category for a Distinction to be awarded, and at least half the credits gained at Chichester need to be in the 'B' category for a Merit to be

awarded.

Guidance on the translation of marks is now included:

7C.5 Guidance: Translation of Marks from Non-UK HEIs (for programmes that include study abroad opportunities)

The definition of malpractice has been refined:

8E.2 Academic malpractice can result from when a person, or people, trick, defraud or deceive others or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by the University.

Amendment regarding OIAHE timescales, from three months to 12 months.

10.21 The University is part of the Scheme provided by the Office of the Independent Adjudicator (www.oiahe.org.uk). The OIA will provide a final level of opportunity for students whose complaints or appeals may not have been resolved to their satisfaction, through the University's regulatory procedures. Once all internal avenues have been exhausted, such students would be issued with a Completion of Procedures Letter by the University. They may then seek advice on the range and remit of services provided by the OIA and should make their application to the OIA within 12 months of the date of issue of the Completion of Procedures Letter.

ACADEMIC REGULATIONS

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PART 1 INTRODUCTION

1.1 These regulations apply to the University's undergraduate and taught postgraduate provision. Any departure from these regulations, for any University of Chichester programme, must have been formally approved and must be made available to students via the Student Programme Handbook.

1.2 These regulations have been drawn up in accordance with the QAA UK Quality Code - Chapter B6: Assessment of students and accreditation of prior learning.

1A Scope of the Regulations

1A.1 The Academic Regulations apply to all taught provision of the University of Chichester and to all students undertaking that provision unless specifically exempted by the Academic Board or disallowed under accreditation agreements with Professional, Statutory and Regulatory Bodies.

1A.2 The Academic Regulations for each year shall be approved annually by the Academic Board.

1A.3 The Regulations in force at any time shall be those for that academic year unless specified otherwise. When a student registers at the start of an academic year for a year of study or part way through an academic year, the student shall sign up for the Regulations for that academic year.

1A.4 When a student resumes study after a period of intermission the student shall normally undertake to abide by the Regulations and the programme and module specifications in force at the time of resumption.

1A.5 The Regulations are intended to be used as a primary source of information. Alongside the Regulations, the University operates a wide range of institutional policies and procedures. Key aspects of these policies and procedures are incorporated within the Regulations and reference is made here to the full policy or procedures, which can be found on the University's website.

1B Suspension of the Regulations

1B.1 In exceptional circumstances, a programme or subject may seek, at the time of approval or review, to operate outside of one or more of the Regulations. Application to do so must follow appropriate consultation with other programmes and subjects as required, and must be made explicit at the time of approval or review and must be explicitly approved.

1B.2 In exceptional circumstances, and following appropriate consultation, a programme or subject may seek to obtain formal approval to suspend one or more of the Regulations. Where this approval is secured, students must be explicitly notified before implementation.

PART 2 REGISTRATION AND ATTENDANCE

2.1 All students are reminded of their responsibility to notify the University, via the Deputy Vice-Chancellor or designate, if they have been convicted of a relevant criminal offence, either in the UK

or in any other country, since completing their application form and / or becoming a student of the University of Chichester. Any student or trainee, who through their course or other University of Chichester related activity e.g. volunteering, comes into contact with children or vulnerable adults and who has been required to obtain a criminal record check (disclosure) from the Disclosure and Barring Service (DBS), must declare any new conviction (including cautions / reprimands) to the Deputy Vice-Chancellor or designate. The University of Chichester reserves the right to terminate the registration of any student whose criminal record proves to be unsatisfactory.

2.2 No student shall be admitted to a full-time or part-time programme unless he or she has registered for the programme as the University requires and agreed that they will pay the required fee within the timescale specified by the University.

2.3 Students on programmes lasting more than one year shall re-register at the beginning of each academic year. A student will not be permitted to re-register for the second or subsequent year of his or her programme unless he or she is in good academic standing and has satisfactorily fulfilled the requirements pertaining to the previous year as prescribed by the Regulations, including assessment and examination requirements. Students in debt to the University will not be considered as being in good standing.

2.4 At registration all students are required to sign a declaration, agreeing to abide by the regulations of the University. The rules of the University of Chichester are deemed to include both these regulations and also the rules relating to the operation of programmes and that of individual services (ie on the use of IT facilities). Students who infringe this agreement shall be subject to the Disciplinary Procedures.

Proof of identity

2.5 All new students are required to provide original proof of identity when they first register on their modules/programme of study at the University of Chichester. Normally, proof will be a Passport/EU National Identity Card, UK Photo Driving Licence or Birth Certificate. For international students with a Tier 4 General Student visa they will be required to present their original Passport with Entry Clearance Visa and/or Biometric Card (where applicable).

Changes to Personal Details

2.6 Students shall notify the University promptly (via the student portal or Academic Registry) of any changes to personal details, including address or other contact details that occur after registration. If a student wishes to change their name they will have to provide original, official documentation to support the request e.g. change of name deed, marriage certificate.

Part 2A Registration

2.7 A student remains registered unless:

- a) they have advised the University of their withdrawal by completing the approved withdrawal form and submitting it to Academic Registry; or
- b) the University has terminated their registration.

2.8 A registered student of the University shall ensure that their online record, held by the University, always has their most up to date residential addresses and contact numbers, both permanent and local/term-time.

Part 2B Student Attendance and Workload

2B.1 While the University recognises that many students combine study with paid or voluntary work, it is the responsibility of students to organise their time in a way which allows them to participate fully in required teaching and learning activities and complete assignments and examinations at the appropriate time. International students must also abide by any condition of their visa requirements which may include a restriction on part-time work.

Attendance

2B.2 Students admitted to full-time or part time programmes shall keep to the semester dates in full as published in their student programme handbook and shall attend any additional periods of study required.

2B.3 Attendance at all timetabled sessions, including lectures, tutorials, seminars, practical classes, school or work experience or other activities prescribed by the student programme handbook is compulsory for all students. Students shall present themselves for all assessment and examination requirements in order to satisfy their student programme handbook.

2B.4 It is the responsibility of the student to register for sufficient modules to ensure both a full programme of study and progression between levels within the programme of study.

Absence from timetabled sessions

2B.5 Students who are absent e.g. through sickness shall report their absence in accordance with the Student Attendance and Absence Policy. Significant absences may result in the student being required to intermit from their studies (see Part 4 below).

Leave of absence

2B.6 Students will not normally be granted leave of absence. Students must be available at re-assessment periods if required. Exemptions from this regulation will be rare and unusual for example, a student representing their country in an international sporting event. Students seeking such exemption should seek written permission from the Head of Department, who will make the decision within the policy established by the Academic Board.

Part 2C Full-time and Part-time Study

Part-time Study

2C.1 A part-time registered student is defined as a student taking the equivalent of 6 (15 credit) modules or less in an academic year, unless they are temporarily part-time on a full-time programme to make up a credit shortfall or due to mitigating circumstances. In this scenario a Board of Examiners might permit a student to undertake up to 7 (15 credit) modules or equivalent. All other regulations applying to full-time students apply to part-time students registered on the same programme.

2C.2 Students will be permitted to take individual modules as a part-time student without registering for a specific programme. There is no limit to the number of such 'stand alone' modules that can be taken. However, no award will be made unless registration for the award has taken place and the student has taken the specified diet of modules for the award.

2C.3 An auditing student is defined as one who is registered for a module or modules but not subject to the assessment requirements. No credit will be awarded where the student has registered as auditing the module, although a certificate of attendance may be provided.

Part 2D Visas

2D.1 Overseas students who require a General Student Visa (or an extension to their General Student visa) under Tier 4 of the Points Based System for Immigration in order to study at the University will be bound by the terms and any restrictions of that visa and this may impact on any options provided through application of the Academic Regulations in relation to their academic studies.

PART 3 PROGRESSION

Undergraduate students

3.1 To progress from Levels 4 to 5 (Framework for Higher Education Qualifications) the student must be awarded 120 Level 4 credits. To achieve this, the student must attend and complete the required number of modules and achieve an overall average mark of 40pc when the grades for the eight modules taken at this level are aggregated. No more than 45 credits (usually three modules) will be allowed to go forward at less than 40pc. Modules which are graded at less than 35pc will be considered to be failed modules, irrespective of the average grade for all modules taken, and must be redeemed at 40pc before progression may take place. A 'provisional pass' is allowed for in up to 3 (15 credit) failed modules, providing the fail mark is 35pc or above, pending confirmation that the average across all L4 modules is at least 40pc. So, if the average of the L4 profile is lower than 40% then the students will have to undertake re-assessment in the three failed modules but if the average is 40% or above they will not and will be able to progress with confirmed passes in the failed modules.

3.2 To progress from FHEQ Levels 5 to 6 the student, having achieved 120 Level 4 credits, must be awarded 120 credits at FHEQ Level 5. To achieve this, the student must attend and complete the required number of modules at FHEQ Level 5 and achieve an overall grade in all FHEQ Level 5 modules of 40pc. Modules which are graded at less than 40pc will be considered fail modules and must be redeemed at 40pc before progression may take place. Equally, to progress from a Foundation degree to an Honours degree, the student will be expected to have completed the Foundation degree successfully.

3.3 To qualify for the award of the Honours degree the student, having achieved the intended learning outcomes and 120 Level 4 credits and 120 Level 5 credits, must be awarded 120 Level 6 credits. To achieve this the student must attend and complete the required number of modules at FHEQ Level 6. Modules that are graded at less than 40pc will be deemed to be fail modules and, at

the discretion of the Board of Examiners, must be re-assessed. Students with an incomplete profile at the final Board of Examiners in their final year of study will be allowed up to two years to gain a full profile within the regulations. This provision will also be applied to part-time students. A part-time student's final year is taken as that in which the student's credit count would amount to that needed for the Award if all module assessments had been successful.

3.4 Students will normally accumulate 120 credits for one year of full-time study or its equivalent.

3.5 With the exception of a Foundation Degree, the Counselling Diploma and a Higher National Certificate and Diploma, intermediate awards will not be made where a student continues to a higher award.

3.6 In the case of a four-year degree programme (for example, BA(QTS)) the degree with Honours is awarded at 480 credits.

3.7 In the case of all programmes, the Degree with Honours will only be awarded where the final aggregation of grades from FHEQ Levels 5 and 6 is 40pc or above.

3.8 Progression to the next level signals that the student has participated fully in the modules that make up the programme of study at the lower level, has achieved the required standard of work, and enters the next level with the capability to meet the increased challenge of work that will be involved. Students will be allowed to take modules from any two Levels during the same year of study. Normally, all modules required at FHEQ Level 4 must be completed before undertaking FHEQ Level 5.

Viva Voce Examination

3.9 Viva voce examination for undergraduate or postgraduate will not be used to resolve borderline cases. External Examiners have a right to examine any student in viva voce as part of the process of moderating grades within modules or the broad process of testing the quality of students within classifications. It may, however, also be used, exceptionally and at the discretion of the Board of Examiners, where severe mitigating circumstances have prevented a student from completing an assessment.

PART 4 INTERMISSION AND INTERNAL TRANSFERS

Part 4A Intermission

Unless a student is registered on a taught programme of study for at least one module per semester/term, they will need to apply for intermission unless they are a postgraduate taught student at the 'writing up' stage.

Intermission from Study (Undergraduate)

4A.1 Students (full-time and part-time) may apply to intermit from their programme of study on more than one occasion provided the overall period of intermission on the programme does not exceed two years in total. Unless a student on a programme is registered for at least one module per

semester, they will need to apply for intermission. By intermitting, undergraduate students in effect 'stop the clock' of their period of registration. A student may only intermit from a complete block of study (i.e. a semester or year – or a term, where the programme is organised on a trimester basis) and recommence at the same point upon their return. If a student intermits during a term or semester, they must recommence at the start of that block of study. Students wishing to intermit must seek advice from their Head of Academic Department or Programme Coordinator and complete the appropriate form. Only exceptionally will retrospective* intermission (*where tuition fees are waived), accompanied by supporting evidence, be approved by the Deputy Vice-Chancellor or designate.

Intermission from Study (Postgraduate)

4A.2 Intermission is permitted for a maximum of two years in total – providing the overall six year period of registration is not exceeded.

4B Transfer to Alternative Programmes

4B.1 A student may in certain circumstances be allowed to transfer from the programme for which he or she first registered to another programme. A student contemplating a transfer to another programme should discuss the issue with the Programme Co-ordinator of the extant programme and new programme before submitting a formal application. When a student fails an examination or assessment, the Deputy Vice-Chancellor or designate will consider the appropriateness of a transfer to another route; and the student will be advised accordingly.

4B.2 A Board of Examiners is empowered to require a student with a weak profile (credit deficits of 30 credits or more at both Level 4 and/or Level 5) to transfer to the part-time route in order to complete Levels 4 and 5 and demonstrate ability to proceed, before permission would be granted for them to progress to Level 6.

PART 5 CREDITS AND PROGRAMME STRUCTURE

Part 5A Credit and Study Requirements for Programmes

Undergraduate

5A.1 The 15 credit module is the basic unit of credit. Module leaders are responsible for ensuring that a form of assessment is utilised that is appropriate to the learning outcomes of the module, of the level at which it occurs and of the programme of study within which it is located.

5A.2 It is the responsibility of the Programme Co-ordinator (and Head of Academic Department, where appropriate) to ensure that programme rules ensure that students experience a range of types of assessment. This should include at least two written examinations in each year (or equivalent) of a student's programme of study.

5A.3 Programme Co-ordinators will be responsible for publishing a clear schedule of dates and times for the submission of individual assignments, and dates for the return of assessed work. At the discretion of the Programme Co-ordinator, students may be permitted an extension. A formal record of the extension and the reason it was agreed must be kept. Extensions will not be granted for the

submission of assignments beyond the date of the next Board of Examiners for the programme. Extensions may not be granted for re-assessment unless this is deemed to be a first attempt by reason of valid mitigating circumstances. Again, such extensions will not go beyond the date of the next Examination Board.

5A.4 Module leaders are responsible for clarifying the nature of the assessment to students at the commencement of the module and establishing clear assessment criteria for students.

Postgraduate; Extensions to the dissertation submission

5A.5 Extensions to deadlines set by a programme will be considered exceptionally by the Head of Academic Department on a case by case basis but extensions will not normally be permitted beyond 2 weeks.

Postgraduate; Writing up

5A.6 Students on the dissertation stage who have not completed at the final Board of Examiners will be allowed up to two years 'writing up' period to complete, provided the maximum time to complete the full Masters' is not exceeded. An annual writing-up fee is payable.

Part 5B Minimum Credit for an award to be made (Undergraduate)

5B.1 At least one third of study must have been taken at the University (ie of a 360 credit programme, 120 credits must have been studied directly with the University of Chichester).

Part 5C Programme Structure

Undergraduate

5C.1 Degree programmes will be divided into the three levels. Normally, each level is the equivalent of a year's full time study. On four year degree programmes the final two years will comprise FHEQ Level 6. Students will normally take eight modules at each level (or equivalent). Integrated Master's programmes are regarded as undergraduate, other than for specific regulations. A free choice module is a module which sits outside the programme that the student is registered on. If programme-specific regulations allow, students may take one free choice module per level of study to replace an optional module provided this can be accommodated within their timetable and is approved by their programme coordinator and relevant module leader.

Postgraduate

5C.2 The taught postgraduate framework expects that structure for the awards of a postgraduate certificate (60 credits, equivalent to 600 notional learning hours); a postgraduate diploma (120 credits, equivalent to 1200 notional learning hours) and a Masters qualification (180 credits, equivalent to 1800 notional learning hours).

The framework provides for these three distinct postgraduate awards, each of value in its own right at Level 7 of the Framework for Higher Education Qualifications.

5C.3 THE POSTGRADUATE CERTIFICATE will be awarded upon successful completion of programmes deemed to be worth 60 credit points at Level 7, signifying that students have taken programmes entailing 600 hours notional study in areas of study deemed coherent. These

programmes will have been completely distinct from undergraduate level and will have operated with different expectations relating to student learning. These programmes will operate at Level 7 and the award of a certificate will meet criteria as set out in QAA guidance, including the Framework for Higher Education Qualifications.

5C.4 THE POSTGRADUATE DIPLOMA will be awarded upon successful completion of programmes deemed to be worth 60 credit points at Level 7, bringing the total required for the award to 120, signalling in turn a programme of study entailing 1200 hours. As above, these programmes will operate at Level 7 and the award of a diploma will meet criteria as set out in QAA guidance, including the Framework for Higher Education Qualifications.

5C.5 A MASTERS DEGREE will be awarded upon successful completion of a 'dissertation' of between 12-18,000 words or its equivalent worth a further 60 credit points, bringing the total for the award to 180 signifying 1800 hours for an award at this level. To achieve this award, candidates will have had to demonstrate considerable skills in carrying out and presenting the fruits of independent research. The award will operate at Level 7 and will cohere with QAA guidance, including that contained within the Masters Characteristics.

5C.6 A Master of Fine Art degree will be awarded upon successful completion of 240 credits. To achieve this award, candidates will have had to demonstrate considerable skills in carrying out and presenting the fruits of independent research.

Part 5D Programme-specific regulations

5D.1 Specific regulations for the Integrated Masters award:

- That the award would usually comprise 15 credit modules (or combinations thereof) at Levels 4, 5 and 6 to allow synergy with extant provision and 20 credit modules at Level 7;
- That the award comprise 480 credits, 120 credits at each level;
- That Level 6 (usually Year 3) will include a 60 credit independent project to allow for students to complete their study with a Bachelors award if they choose not to continue to the Level 7 study;
- There would be no requirement for assessment at L7 to include any formal examinations;
- Only two attempts at assessment would be permitted at Level 7, as currently outlined in the academic regulations for postgraduate awards;
- That a project, usually comprising 60 credits at Level 7 be undertaken (and this may include an internship, for example) and students would need to successfully pass research methods modules to progress to Level 7, and would also need to average 50% across all preceding modules to successfully progress to Level 7;
- Students would need to complete all 120 credits at Level 7 to be considered for the award; students who do not complete 120 credits at Level 7 will be offered a Bachelors award, with Honours, where appropriate;
- The maximum period of study allowable for the part-time route would be within ten years of initial registration on a programme which would normally take four years on a full time basis. Students who gain advanced standing to join a programme will have a shorter time limit, reduced in accordance with credit exemptions claimed, calculated and communicated

by the Academic Registry. This device is to ensure that currency of awards is always taken into account and works in the interests of students.

- The award would be classified as Distinction, Merit or Pass, with the calculation 20% Level 5, 30% Level 6 and 50% Level 7.

5D.2 The MRes is a Level 7 research award, but as a named programme would operate within the University's regulations for taught postgraduate qualifications. The MRes comprises 180 credits, of which 90-120 credits would comprise a supervised research project (of between 20,000-25,000 words), to be assessed by an examiner through a 30 minute viva. The remaining 60-90 credits would comprise modules of 20 (or 30 credits). There would be no exit points. The pass mark would be 50%. The programme would operate one-year full-time or two-years part-time. Classification would be Pass (50-59), Merit (60-69), Distinction (70+).

5D.3 The MMus is a four-year integrated Master's award. The award would operate as agreed for integrated Master's provision other than for an MMus-specific designation for students not needing to successfully pass research methods modules to progress to Level 7.

5D.4 The BMus is located at Level 6 of the Framework for Higher Education Qualifications, comprising 480 credits of study over four years of study; 120 credits at Level 4, 120 credits at Level 5, 240 credits at Level 6 (undertaken during years 3 and 4 of the programme). The award is calculated on the basis of year 3/4 credit so all credit awarded at Level 6, usually on a 40/60 basis (so, 40pc allocated on the Year 3 average, 60pc on the Year 4 average). The exit qualification is a BMus (Ord) at the end of Year 3. There is a second (usually overseas) model that is 360 credits, calculated as is the norm for all three year degrees.

5D.5 The MBA is located at Level 7 of the Framework for Higher Education Qualifications. Award-specific requirements include a minimum three years of appropriate and relevant postgraduate experience upon entry; admission with credit limited to 20% of the course of study, and any prior learning must have been acquired no later than five years before enrolment; 180 credits at L7 of FHEQ; a pass mark of 50% to apply; and credits for independent project (minimum 40, but 60 credits for an independent project which includes a research/consultancy skills type component).

PART 6 AWARDS AND PERIODS OF REGISTRATION

6A Maximum Period of Registration

6A.1 The maximum period of registration for a full time undergraduate student would be two years longer than the length of the programme on which they are registered (ie five years for a student registered on a three-year programme of study). A part-time student would take the award within eight years of initial registration on a programme which would take three years on a full-time basis; or within ten years of initial registration on a programme which would take four years on a full time basis.

6A.2 The maximum period of registration for the Master's award is six years, irrespective of mode of study.

Student Status

6A.2 A student at the University is someone who is either registered on a programme and modules and studying on a part time or full time basis, or intermitting, or writing up. It is the student's responsibility to ensure that they are registered in one of these modes. Failure to do so can lead to a Board of Examiners terminating a student's registration.

6A.3 The status of 'full-time' student could be accorded to students who were also full time employees and taking a related Foundation Degree, provided the equivalent of eight modules was being studied in a year. The eight could include credit given for 'study in the workplace' provided that the work is formally assessed.

6A.4 Admission will not be granted for re-entry to the same programme if the student left the programme due to academic failure or if their previous programme registration was terminated on disciplinary grounds.

Student Debts: Registration and Awards

6A.5 Students are expected to be in good standing by the prompt payment of all monies due in connection with their programme, residence or otherwise arising from their status as University students. In particular, tuition fees shall, unless the University agrees to the contrary in any particular case, be payable immediately on a demand being raised by the University. Charges for residential accommodation are payable on the dates stated in the Residential Agreement.

6A.6 A student who is in debt to the University will not be permitted to re-register at the beginning of an academic year. A student who has a debt from attendance on a previous programme at the University shall not be admitted to a postgraduate or second programme of any kind until the debt is cleared, or a payment plan agreed.

6A.7 If a candidate for the award of a degree, diploma or certificate is in significant debt to the University for tuition fees, they will not be permitted to attend the Graduation Ceremony and their award certificate will be withheld until the debt has been cleared, or a payment plan agreed.

Registration on more than one programme

6A.8 No student may be registered simultaneously on a full-time programme and any other taught higher education programme of studies, whether solely within the University or involving any other institution, without the explicit written permission of the Head of the Academic Department responsible for the full time programme. The discovery of any such dual registration could result in the suspension or termination of the student's programme of study at the University.

Suspension or termination of programme

6A.9 Under the provisions of Clause 16.6.8 of the Articles of Association a student may be suspended or his or her programme terminated if he or she fails to maintain satisfactory progress or fails to observe the regulations relating to the University or to his or her programme.

6A.10 The Vice-Chancellor may suspend a student or terminate his or her programme if he or she

fails to comply with these regulations or those that govern the programme. Breaches of these regulations include:

- (i) Failure to attend lectures and similar tutorial activities or examinations and assessments
- (ii) Failure to comply with the procedures for the conduct of assessment.

6A.11 A student who fails to satisfy the Board of Examiners will not be permitted to re-register for any subsequent year of his or her programme. In certain circumstances the student may appeal against a decision of the Board of Examiners. The circumstances and the procedure are described in Part 10 of these regulations.

6A.12 A Board of Examiners is empowered to terminate the registration of any student who has not been awarded credit during the previous two years and where the student has failed to respond to the University's repeated attempts to make contact.

Advanced standing (Undergraduate and Postgraduate)

6A.13 Students who gain advanced standing to join a programme will have a shorter time limit, reduced in accordance with credit exemptions claimed. This device is to ensure that currency of awards is always taken into account and works in the interests of students. 'Double counting' is the use of the same allocation of credit in order to meet the requirements of more than one academic award at the same level. 'Double counting' is not permitted: it may exceptionally be permitted where the programmes leading to the awards are closely linked.

Part 6B Student Conduct

6B.1 Students should conduct themselves in a manner appropriate to an institution of learning, demonstrating respect for others and for University property at all times. All students registered with University of Chichester are deemed as falling under the provision of the Student Disciplinary Procedures to be found at the annexe to the regulations.

Loss of or Damage to University Property

6B.2 Students are required to pay for damage to or the loss of University property for which they are held responsible.

6B.3 The student will be advised in writing at his or her last known address of any charge to be raised. Prompt payment is required. Any dispute concerning such a charge will be referred forthwith to the Financial Controller for determination. If liability is disputed, the matter may be referred to a Disciplinary Panel; or the University may seek to recover the cost of damage through legal action.

Health and Safety

6B.4 Students are required to observe instructions issued by the University for the maintenance of health and safety. Failure to comply with these instructions could result in serious injury not only to those who breach the instructions but to others as well. The breach of safety instructions may lead to disciplinary proceedings; to criminal proceedings under the Health & Safety at Work Act; or civil actions in the courts for damages.

6B.5 The observance of fire precautions and other safety measures in student residences is of particular importance. A deliberate breach of these regulations will be treated as a case of misconduct.

Part 6C Awards

Conferment of University of Chichester Awards

6C.1 Awards of the University of Chichester may only be conferred by the Chair of Governors and the Vice-Chancellor.

6C.2 The University of Chichester offers the following certification for students who wish to follow programmes of study provided by the University, which may be existing modules, but which do not necessarily involve assessment. These certificates will not be credit rated, and are issued by the Department.

Certificate of Attendance

Certificate of Competence

6C.3 The University offers the following awards to students who have completed programmes of study, and are issued by Academic Registry:

Undergraduate

Foundation Certificate

Foundation Diploma

Undergraduate Level: FHEQ Levels 4 and 5 Certificate (Named)

Certificate of Higher Education (Cert HE) (qualified by subject area(s))

Certificate of Professional Studies

Higher National Certificate (HNC)

Diploma (Named)

Diploma of Higher Education (DipHE) (qualified by subject area(s))

Diploma of Professional Studies

Higher National Diploma (HND)

Advanced Diploma (Named)

Foundation Degree

Undergraduate FHEQ Level 6 Bachelor's Degree with Honours (Classified)

Bachelor's Degree

The awards of Bachelor of Arts (BA), Bachelor of Music (BMus), Bachelor of Engineering (BEng), Bachelor of Science (BSc) and Bachelor of Education (BEd.) and Bachelor of Arts Professional Studies, are available as Degrees and Degrees with Honours.

Master of Music (MMus) (Integrated Masters)

Master of Science (MSci) (Integrated Masters)

Master of Engineering (MEng) (Integrated Masters)

Postgraduate

Certificate in Advanced Educational Studies

Certificate in Management (CM)
Graduate Certificate
Graduate Diploma
Graduate Certificate in Professional Development
Graduate Diploma in Professional Development
Diploma in Management Studies (DMS)
Diploma in Management Studies with Distinction
Professional Graduate Certificate in Education
Postgraduate Level
Postgraduate Certificate
Postgraduate Certificate in Education
Postgraduate Diploma
Master of Arts (MA)
Master of Arts (Education)
Master of Business Administration (MBA)
Master of Science (MSc)
Master of Fine Art (MFA)
Master of Research (MRes)
Master of Business Administration (MBA)
DProf/MProf Professional Doctorate/Professional Master's

6C.4 The University is able to offer the following awards to students who successfully complete an approved programme of research. The designated University for research degrees, on the recommendation of the University of Chichester's Academic Board, will confer such awards.

Postgraduate Awards (Research)

Master of Philosophy (MPhil)
Doctor of Philosophy (PhD)

6C.5 The University of Chichester is able to confer Honorary Fellowships and Honorary degrees.

The Conferment of Awards

6C.6 The University of Chichester will ensure that all stages leading to the conferment of academic awards are subject to rigorous and well-defined procedures and Regulations.

6C.7 Awards procedures will be based on proper security of records. Each student's personal details and academic record will be carefully maintained to ensure they are accurate.

6C.8 The University of Chichester will only confer an award when the candidate has been confirmed as a registered student on a programme leading to the award, who participated in the programme to which it relates as a student of the University (or of an affiliated or accredited institution) and that the candidate is in good standing with the University as defined in the debt policy.

6C.9 Students who are eligible for the Award of Foundation degree (so, for example, recipients of

a Foundation Certificate or Foundation Diploma would not be eligible) or above will be invited to the next Awards Ceremony after the date of qualification. Graduands will be invited to the next Graduation Ceremony following the achievement of their qualification; attendance cannot be deferred unless exceptional circumstances, such as international sports representation, have been accepted not less than three months prior to the event by the Vice-Chancellor, whose decision is final. It is expected that students on the final year of an undergraduate Honours programme (other than on professional programmes) will attend the next scheduled Graduation Ceremony provided they have attained the minimum threshold of 300 credits of which 60 credits are at Level 6, pending the outcome of any deferred or referred assessments.

6C.10 Where a candidate is not eligible for an award because they have not undertaken one third of their study at the University but nonetheless has a profile of 300 credits or over, the Board of Examiners may exercise discretion and award the Ordinary Degree, providing at least three quarters of the performance at the University is good.

6C.11 The award has been made by the Board of Examiners acting under delegated authority from Academic Board with a pass list signed by external examiners.

6C.12 The University may publish award results but not classifications or grades (unless a first, in the case of a Bachelors, or distinction in the case of a Masters award). However, students will be given the opportunity to request that their name is not published when they are invited to the Awards Ceremony.

Conditions of Award

6C.13 The University of Chichester will make an award in accordance with the requirements published in the regulations of the programme to which it relates. Interim awards will not be made where such awards are listed as part of a longer programme of study. (Such an award will be made if a student has passed the requirements for such an award and fails a subsequent, later award stage or if a student chooses to withdraw voluntarily at this stage.)

6C.14 All major awards must be conferred at a properly constituted awards ceremony.

6C.15 Graduands will be invited to only one graduation ceremony, and that will be in the year in which they achieve their qualification.

6C.16 Where a student is awarded a University of Chichester Certificate or Diploma and subsequently qualifies for a degree award in the same programme, the award of the degree will be on the condition that the lesser award(s) are surrendered. However, in the case of certain professional courses where a named undergraduate Certificate or Diploma has been agreed through approval, this award will be made and may be retained by the student on achievement of the higher award. In such cases, the student will be permitted to attend only one undergraduate award ceremony.

Certificate of Award

6C.17 The certificate of each award conferred by the University of Chichester to all students shall

record:

- (i) the name of the University ;
- (ii) the full name of the student;
- (iii) the name of the academic award;
- (iv) the title of the programme followed by the student;
- (v) any particular endorsement approved by the Academic Board, such as:
 - a particular distinction (eg a spoken language);
 - any collaborating body (in the case of awards provided with a collaborative partner);
- (vi) the date of the award;
- (vii) the signature of the Vice-Chancellor

Record of achievement or transcript

6C.18 A record of achievement or transcript will be made available to all students who have successfully completed element(s) of a programme of study of the University.

The transcript will record:

- (i) full name of the student;
- (ii) a list of modules indicating which academic year they were successfully completed;
- (iv) list of modules successfully completed, with details of the length and level and grades achieved.
- (v) title and classification of any final award, if applicable.
- (vi) the name of the collaborative partner and location of study where the student has been registered on a collaborative programme

Certification

6C.19 Award certificates are issued to all successful students on University of Chichester programmes.

6C.20 Undergraduate students based at University campuses will be issued with award certificates and an electronic, University verified Higher Education Achievement Report (HEAR), which incorporates the European Diploma Supplement.

6C.21 All other undergraduate, postgraduate taught and students on collaborative programmes receive an award certificate and European Diploma Supplement (formal transcript of results) upon successful completion of their programme of study.

6C.22 Students on bespoke packages of modules (e.g. employer engagement packages) that do not lead to an award will receive a transcript and any certificates of attendance required will be issued by the relevant Academic Department.

6C.23 Students who exit their programme of study will receive a certification of any module credit and marks received plus any award that they may be eligible to receive, e.g. Certificate of Higher Education.

Conferment of awards on behalf of other bodies

6C.24 Where awards are conferred by the University of Chichester on behalf of other bodies this will be undertaken in a manner that recognises the regulations of the other bodies.

Part 6D Award Classifications (Undergraduate)

6D.1 In calculating the final award of the Honours degree all grades achieved at FHEQ Levels 5 and 6 will be aggregated, such that the 120 Level 5 credits will be weighted as 40pc of the award and the 120 Level 6 credits as 60pc of the award. The classification of an honours degree for students entering directly to Level 6 at Chichester will be calculated in accordance with programme requirements and will be based on an aggregate of the marks achieved at this level. If fewer than 60 credits are studied at Chichester then the award calculation will be based solely on the L6 profile of marks but if 60 credits or more are studied at Chichester then the award calculation will be based upon the normal weighting. In the former scenario students would be required to pass the Level 5 credits but they would not be included in the award calculation.

6D.2 The Board of Examiners shall base the recommendation of the classification on the following schedules:

| | |
|---------------|---------------------------------------|
| 70% and above | First Class Honours |
| 60-69% | Second Class, Upper Division, Honours |
| 50-59% | Second Class, Lower Division, Honours |
| 40-49% | Third Class Honours |
| Below 40% | Fail |

Ordinary Degree

6D.3 An Ordinary Degree may be awarded where the student has achieved the intended learning outcomes and 300 credits, of which no more than 120 will be at FHEQ Level 4 and at least 60 must be at FHEQ Level 6.

Part 6E Classification for Borderlines for Honours

6E.1 Where a student's final marks place them within 2pc of a higher classification (viz 38pc, 48pc, 58pc, 68pc), the higher classification will be awarded provided either that the overall mark places them within 0.5pc of the higher band and/or the Level 6 research assignment (Personal Study, dissertation or independent project) is in the higher category. For students on undergraduate initial teacher education programmes, a Grade 1 in the final teaching practice will be taken in lieu of a dissertation/personal study/independent project in the higher classification band.

Classification for Foundation degrees

6E.2 Students must have completed Levels 4 and 5 successfully, and have gained 240 credits. Students will receive a Distinction if they have an overall average of 70% across Level 5; students will receive a Merit if they have an overall average of 60% across Level 5; students will receive a Pass if they have an overall average of 40% across Level 5.

Classification for Higher Nationals

6E.3 To be awarded an Higher National Certificate, a student must achieve 120 credits at or above the level of the qualification. The classification is based upon the best 75 credits.

6E.4 To be awarded an Higher National Diploma, a student must achieve 240 credits at or above the level of the qualification. The classification is based upon the best 150 credits.

6E.5 Students will receive a Distinction if they have an overall average of 70% across the best credits; students will receive a Merit if they have an overall average of 60%; students will receive a Pass if they have an overall average of 40%.

Classification for Postgraduate Awards

The Postgraduate Certificate

6E.6 The certificate will be awarded on a two-point scale – Pass, Fail determined by the grades for the modules that comprise the certificate.

Pass – any other combination of grades except failure.

Fail – a Fail grade in any one module after re-submission has been allowed will lead to failure (see Re-submission regulations).

The Postgraduate Diploma

6E.7 The diploma will be awarded on a two-point scale – Pass, Fail determined by the grades for the modules that comprise the diploma.

Pass – any other combination of grades except failure.

Fail – a Fail grade in any one module after re-submission has been allowed will lead to failure (see Re-submission regulations).

The Master's Degree

6E.8 Satisfactory completion of a Postgraduate Diploma, or its equivalent, is a prerequisite for registration to undertake a Master's degree. The award of such a degree is then dependent upon satisfactory completion of a dissertation between 12-20,000 words, or its equivalent.

6E.9 Awards will be made on the basis of 'pass', 'merit' or 'distinction'.

6E.10 A Master's degree shall be awarded to a student who has passed modules equivalent to 180 credits at Masters Level within their approved programme of study; including a dissertation or equivalent (unless a variation waiving the requirement for a programme to include a dissertation has been approved on behalf of the Academic Board).

6E.11 To be awarded a Master's Degree with Distinction a student must (where the award in its entirety, ie 180 credits (or 240 credits for an MFA), has been taught and assessed at the University of Chichester):

- Achieve a grade of at least A in their Dissertation, AND
- Achieve a grade of at least A in the majority of taught modules (equivalent to at least 80 credits).

To be awarded a Master's Degree with Merit a student must (where the award in its entirety, ie 180 credits, has been taught and assessed at the University of Chichester):

- Achieve a grade of at least B in their Dissertation, AND
- Achieve a grade of at least B in the majority of taught modules (equivalent to at least 80 credits).

Where a Master’s programme does not include a 60 credit dissertation the programme handbook shall identify the module(s) that may count towards an upgrade of classification.

6E.12 Where a student has been admitted with RPL, the classification of the award will be calculated on the basis of credit achieved at the University of Chichester (although there may be exceptions laid down in programme-specific regulations). At least half the credits gained at Chichester (including the dissertation) need to be in the ‘A’ category for a Distinction to be awarded, and at least half the credits gained at Chichester need to be in the ‘B’ category for a Merit to be awarded.

Part 6F Aegrotat and Posthumous Awards

Aegrotat Awards

6F.1 An award may be recommended exceptionally in aegrotat form to a student who satisfies the general conditions for the grant of the award (eg. The independent project in the case of an undergraduate Honours degree) but was unable, for reasons of illness or good cause accepted by the Board of Examiners, to complete or be assessed for the award for which they were a candidate. Such awards are unclassified and without Honours.

Posthumous Awards

6F.2 An award may be conferred posthumously, either in aegrotat or normal form, to a deceased student who was a registered student at the time of death, who satisfied the remaining general conditions for the grant of the award in the regulations applicable to the Conferment of Awards as far as was practicable.

PART 7 MARKING SCHEMES AND GRADE DESCRIPTORS

7.1 It is the intention of the Academic Board that its assessment of students should be undertaken in a transparent way, such that students are able to understand the judgements that are made on their work, the standard that is applied and the mechanism for calculating the award. Programmes must ensure that assessment supports learning by providing clear assessment criteria for all assessments and helpful feedback on assignments that relates the grades awarded to the criteria.

Key Information Set categories of assessment:

| Activity type | KIS category |
|--------------------------------------|--------------|
| Written examination | Written |
| Written assignment, including essays | Coursework |
| Report | Coursework |
| Dissertation | Coursework |
| Portfolio | Coursework |
| Presentation | Coursework |

| | |
|-----------------------------|-----------|
| Oral assessment | Practical |
| Practical skills assessment | Practical |

Part 7A Module Assessments

7A.1 For the purposes of undergraduate regulations the term 'assessment' is used to indicate any piece of work which is graded (either numerically on a 1-100 scale or on a 'pass-fail' basis in the case of some professional modules) and where the grade for the piece of work contributes to the final grade awarded for the module and thus the award of credit.

7A.2 It is recognised that occasionally undergraduate or postgraduate programmes may need, legitimately, to deviate from these regulations, for example, to meet the requirements of accrediting professional bodies. Such deviations must be made clear within the assessment section of the relevant programme Student Programme Handbook.

Part 7B Award of Credit (Undergraduate and Postgraduate)

7B.1 Each module will generate one final grade from all the component elements of assessment within the module provided all elements of assessment have been attempted. Total compensation of grades will be allowed within the module. A fail grade is, therefore, considered to reflect failure in the whole assessment diet for the module and re-assessment must take place in all assessment elements within the module.

Part 7C Grading Scheme (Undergraduate)

| Class/mark | Relevance | Reasoning | Evidence | Structure/presentation | Subject-specific criteria |
|---|---|--|---|---|--|
| Fail 1-9% Minimal Quality 0% non-submission | Contains little of relevance to the objectives of the assessment task. Fails to answer and address the set topic | No practical, academic or intellectual application. | Based on little or no evidence. Lacks academic and intellectual integrity and quality. Use of non-academic sources limits intellectual understanding. | Presentation is inappropriate, unclear and inaccessible. Work is not coherent or succinct. Serious errors of vocabulary, syntax, spelling and punctuation obscure the overall meaning. No logical development or organisation of the materials with few links between statements and sections. References are absent, incorrect or inaccurate. | Determined by each programme as needed |
| Fail 10-19% Very Poor Quality | Contains limited relevance to the objectives of the assessment task. May address the topic but not the assignment brief. May be scanty and brief. | Work is descriptive and anecdotal. Minimal or no argument. May be entirely reliant on the work of others, with no practical and /or academic application to demonstrate understanding of the material. | Irrelevant or minimal use of recommended sources, resulting in a lack of understanding and inadequate supporting evidence. Non-academic sources that lack intellectual integrity are relied upon. | Presentation is inappropriate, unclear and inaccessible. Points are not made coherently or succinctly. Compound errors of vocabulary, syntax, spelling and punctuation seriously detract from the overall meaning. Materials lack logical development. Relationship between statements and sections are hard to recognise. References may be absent or incorrect. | |
| Fail 20-34% Poor Quality | Inconsistency of relevance to the objectives of the assessment task. Addresses topic but not always the assignment brief. May be | Descriptive or anecdotal work with scanty or no argument. Reliant on the work of others and does not use this to develop own arguments. No critical discussion or | Minimal and inadequate knowledge of relevant and recommended sources. Their use as supporting evidence may be inaccurate, inappropriate or | Poor visual and written presentation. The style may be inappropriate, unclear and inaccessible. Points may not be made coherently or succinctly. Errors of vocabulary, syntax, spelling and punctuation may seriously detract from the overall meaning. The materials may lack logical development and organisation. Relationship | |

| | | | | | |
|---|--|--|---|--|--|
| | significantly short of required length/ time. | theoretical engagement. Little practical and intellectual application. | negligible. Reliance on dated, unreliable or non-academic sources. | between statements and sections may be difficult to recognise. References may be absent, inaccurate or incorrect. | |
| Fail/PP 35-39% Weak Quality | May be some deviation from objectives of the assessment task. May not consistently address set question or assignment brief. May be short of required length/time. | Descriptive or anecdotal with little or no critical discussion and theoretical engagement. Unconvincing or minimal line of argument. Mostly reliant on the work of others, displaying little understanding or ability to apply the material. | Very limited range, use and application of relevant and recommended sources. Demonstrates lack of real understanding. Too much reliance may be placed on dated, unreliable or non-academic sources. | Weak presentation. Some aspects of the style may be inappropriate, unclear and inaccessible. Some points will not be made coherently or succinctly. Errors of vocabulary, syntax, spelling and punctuation may seriously detract from the overall meaning. The materials may lack logical development and organisation. The relationship between some statements and sections may be difficult to recognise. Limited use of references and some may be inaccurate. | |
| 3 rd 40-49% Acceptable Quality | Satisfactorily addresses most objectives of the assessment task Completed to acceptable tolerance, limits of time/length (plus/minus 10% of word count). | Work is descriptive with minimal critical discussion and limited theoretical engagement. Too much reliance on the work of others rather than developing own understanding and application of the material | Limited range of relevant and recommended sources are used, but with some inadequacies in their use and employment as supporting evidence. There may be some reliance on dated or unreliable sources. | Acceptable presentation. Some aspects of the style may be unclear. Points may not be made coherently or succinctly. Some errors of vocabulary, syntax, spelling and punctuation but these are not serious distractions from the overall meaning. Some lack of logical development and organisation of the materials. The relationship between some statements and sections may be hard to follow. Work is referenced accurately with some errors. | |
| 2(ii) 50-59% Sound Quality, competent with some limitations | Competently addresses objectives of the assessment task, but may contain minor errors or omissions at the lower end, where treatment of issues may be superficial. | Some limited critical discussion, but argument is unconvincing, particularly at the lower end where the work is more descriptive. More reliance on work of others rather than developing | Range of relevant and recommended sources are used, but this may be in an unimaginative or literal manner, particularly at the lower end of the range. Limited use of sources beyond | Generally sound presentation. Style is largely clear and accessible. There may be minor errors of vocabulary, syntax, spelling and punctuation but these should not detract from the overall meaning. There may be inconsistencies in the organisation and development of materials. The relationship between some statements and sections may not be easy to follow. Some | |

| | | | | | |
|--|--|---|---|---|--|
| | Completed to required time/length, etc. | own arguments. Limited theoretical and conceptual analysis. | the standard recommended materials. | points may not be made coherently or succinctly. Work is referenced accurately with few errors | |
| 2 (i) 60-69% High Quality, skilled work | Clearly addresses the objectives of the assessment task, especially those elements requiring critical analysis. At the higher end the work will not contain errors or omissions. | Generally clear line of critical and evaluative argument, with ability to develop own ideas from the work of others. Ability to engage in theoretical and conceptual analysis. | Good range of relevant and recommended sources used in an imaginative and largely consistent way as supporting evidence. Use of some sources beyond recommended texts including more complex materials. | Good visual and written presentation. Clear and accessible style. Generally good standards of vocabulary, syntax, spelling and punctuation. Logical organisation and development of materials. Coherent. Relationship between statements and sections are easy to follow. Referencing is accurate and appropriate. | |
| 1 st 70-79% Excellent Quality | Authoritatively addresses the objectives of the assessment task, especially those components requiring critical analysis, synthesis and evaluation. | A clear and consistent line of critical and evaluative argument, displaying the ability to develop one's own insightful ideas from the work of others. Excellent engagement in theoretical and conceptual analysis. | Wide range of relevant and recommended sources used in an insightful and consistent way as supporting evidence. Some in depth use of sources beyond recommended texts, to demonstrate independent research. | Excellent visual and written presentation. Very clear and accessible style. Good standards of vocabulary, syntax, spelling and punctuation. Logical and fluent organisation and development of materials. Coherent and succinct. Relationship between statements and sections are very clear. Referencing is accurate, appropriate and extensive. | |

| | | | | | |
|--|--|---|---|--|--|
| <p>1st 80-89% Outstanding Quality</p> | <p>Innovatively addresses objectives of the assessment task, especially those components requiring sophistication of critical analysis, synthesis and evaluation.</p> | <p>A clear and consistent line of highly critical and evaluative argument, displaying the ability to develop one's innovative ideas from the work of others. Creative flair in theoretical and conceptual analysis.</p> | <p>Wide range of recommended and relevant sources used in an innovative and consistent way to support arguments. In depth use of sources beyond recommended texts, demonstrates creative flair in independent research.</p> | <p>Outstanding visual and written presentation. Sophisticated yet clear and accessible style. Very good standards of vocabulary, syntax, spelling and punctuation. Possibly innovative yet logical and fluent organisation and development of materials. Articulate, coherent and succinct. Relationships between statements and sections are clear and precise. Referencing is accurate and, appropriate.</p> | |
| <p>1st 90-100% Exceptional or distinguished Quality</p> | <p>Professionally addresses the objectives of the assessment task, especially those components requiring originality of critical analysis, synthesis and evaluation.</p> | <p>Consistent line of profound critical and evaluative argument, displaying the ability to develop original ideas from an innovative synthesis of the work of others. Creative flair in advanced theoretical and conceptual analysis.</p> | <p>Wide range of relevant and recommended sources used in a profound and consistent way as supporting evidence. Use of cutting-edge sources beyond the recommended texts, including in-depth use of complex material demonstrating advanced independent research.</p> | <p>Distinguished visual and written presentation. Highly sophisticated yet clear and accessible style. Extremely good standards of vocabulary, syntax, spelling and punctuation. Innovative yet logical and fluent organisation and development of materials. Highly articulate, coherent and succinct. Relationships between statement and sections are precisely made with great clarity. Referencing is accurate and appropriate.</p> | |

Postgraduate Grading Criteria

7C.1 Grading criteria will be made available to students when an assessment is set (see Appendix 1 for use of percentages). These criteria will be determined by the content, aims and objectives of the module and used to determine a grade between A and E. Grades A to D correspond to pass awards, while E constitutes a failure. (A would be equivalent to a Distinction, B to a Merit and C and D to a Pass). Students who obtain an E grade will be deemed to have failed the assessment, but may re-submit work in accordance with the Boards of Examiners' decisions, while in exceptional circumstances the Board of Examiners reserves the right to condone marginal cases. The grade for each module will be confirmed by consulting the overall framework/Programme descriptors to check for consistency. Programmes MUST indicate how they will use subject specific criteria to gain marks A-E, or to show how they will distinguish between pass and failure. Programmes MUST also indicate how work might be re-assessed if failed.

| Grade | Classification | Range of Mark | Equivalent % mark |
|-------|----------------|---------------|-------------------|
| A* | Distinction | 90 – 100 | 95 |
| A+ | | 84 – 89 | 87 |
| A | | 78 – 83 | 80 |
| A- | | 70 – 77 | 74 |
| B+ | Merit | 67 – 69 | 68 |
| B | | 64 – 66 | 65 |
| B- | | 60 – 63 | 62 |
| C+ | Pass | 57 – 59 | 58 |
| C | | 54 – 56 | 55 |
| C- | | 50 – 53 | 52 |
| D+ | Pass | 47 – 49 | 48 |
| D | | 44 – 46 | 45 |
| D- | | 40 – 43 | 42 |
| E | Fail | 35 – 39 | 37 |
| F | Fail | 30 – 34 | 33 |
| F | | 10 – 29 | 20 |
| F | | 1 – 9 | 5 |
| F | | 0 | 0 |

7C.2 Postgraduate Grading Descriptors

80+ (Distinction)

A mark of 80+ will fulfil the following criteria:

- All learning outcomes/assessment criteria have been achieved to an exceptionally high level
- The work demonstrates most or all of the following characteristics beyond that expected for work at the given level of study within the discipline:
 - Exceptional display of understanding, exploration, insight and/or research
 - Potential for publication/exhibition and/or ability to undertake further research
- All specifications for the assessment task, including word limit where appropriate, have been adhered to

- The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are exemplary throughout
- Evidence of effective communication of work to specialist and non-specialist audiences
- Stimulating and rigorous arguments that are likely to be at the limits of what may be expected at this level
- The work has been approached and/or executed/performed in an original way
- Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/performance
- Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
- Evidence of very high quality analysis, synthesis, evaluation and critical appraisal
- Outstanding problem solving skills – suggests alternative approaches
- Ability to address complex issues both systematically and creatively - challenges established knowledge

70-79 (Distinction)

A mark in the range 70-79 will fulfil the following criteria:

- In-depth understanding, exploration, insight and/or research
- Potential for publication/exhibition and/or ability to undertake further research
- All specifications for the assessment task, including word limit where appropriate, have been adhered to
- The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are excellent throughout
- Evidence of effective communication of work to specialist and non-specialist audiences
- Convincing arguments that are likely to be at the limits of what may be expected at this level
- The work has been approached and/or executed/ performed in an original way
- Insightful contextualisation, including relevant theory/literature/artefacts/performance
- Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
- Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal
- Excellent problem solving skills – suggests alternative approaches
- Ability to address complex issues effectively – challenges established knowledge

60-69 (Merit)

A mark in the 60-69 range will fulfil the following criteria:

- Good to very good understanding and exploration, some insight and/or thorough research
- Some capacity to undertake further research
- No significant inaccuracies, misunderstandings or errors
- The specifications for the assessment task, including word limit where appropriate, have been adhered to

- The work is well organised, coherent and the standard of presentation including any subject-specific conventions where appropriate, is at least good
- Evidence of effective communication of work
- Ability to present structured, clear and concise arguments
- The work has been approached and/or executed/performed in a comprehensive way with some degree of originality
- Appropriate contextualisation, including relevant theory/literature/artefacts/performance
- Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
- Evidence of high quality analysis, synthesis, evaluation and critical appraisal
- Good or at least competent problem solving skills – suggests alternative approaches
- Ability to address complex issues competently – explores established knowledge

40-59 (Pass)

A mark in the range 40-59 will fulfil the following criteria:

- The student has demonstrated that the intended learning outcomes have been acquired at a threshold level
- Adequate understanding and exploration, some insight and/or appropriate research
- Some minor inaccuracies and/or misunderstandings – small but not significant errors
- Some minor aberrations from the specifications for the assessment task, including word limit where appropriate
- The work is suitably organised and the standard of presentation, including any subject-specific conventions where appropriate, is at least sound
- Ability to develop an argument but can lack fluency
- The work has been approached and/or executed/performed in a standard way with limited evidence of originality
- Some contextualisation but with a heavy reliance on a limited number of sources and, in general, the breadth and depth of sources and research are lacking
- Evidence of study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
- Some, but limited evidence of analysis, synthesis, evaluation and critical appraisal
- Some evidence of problem solving skills
- Some evidence of ability to address complex issues adequately

0-39 (Fail)

A Fail will be awarded in cases in which there is:

- Very limited understanding and/or exploration of major ideas with very little insight and/or minimal research
- Some significant inaccuracies and/or misunderstandings – gaps in understanding and/or knowledge
- Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task
- The work is too descriptive, somewhat disorganised and unclear and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate

- Development of an argument is limited and often flawed
- The work has been approached and/or executed/performed inadequately
- The context provided takes the form of description lacking any breadth, depth and accuracy
- Limited or inappropriate research and demonstrated ability to reach decisions
- Insufficient evidence of analysis, synthesis, evaluation and critical appraisal
- Little evidence of problem solving skills
- Barely addresses complex issues

Translation of Marks from Non-UK HEIs (Undergraduate and Postgraduate)

7C.3 Translating marks is an academic responsibility and all marks require ratification by the relevant Board of Examiners. Advice should be given to outgoing students before they participate in study abroad in order that students study an appropriate level, volume and subject during their time away from the University. It should also be made clear to students whether or not they will bring back marks for the credit awarded.

7C.4 Where study abroad has a direct contribution to a final award, the number and proportion of marks awarded during a period of study abroad should be translated and adjusted to accommodate the University's credit model. Decisions concerning the award of credit and conversion of marks rest with the student's home institution.

7C.5 *Guidance: Translation of Marks from Non-UK HEIs (for programmes that include study abroad opportunities)*

The primary principle is fairness to students, whether they study abroad or at home, whilst encouraging mobility.

Programme coordinators should obtain as much information as possible about the programme content and assessment processes in the host institution, before students go there, to judge comparability of their marks, grades or credits with those awarded by Chichester.

There should be clarity and transparency about how an assessment during a period of study abroad is treated.

Students should be informed, in advance of choosing a programme of study abroad, how their marks, grades or credits will be treated when they return to the University. (We would also encourage students to find out for themselves as much as they can about study and assessment in a host institution they intend to visit).

No assessments undertaken abroad will be marked again by assessors in the University of Chichester.

Students should receive full recognition at the appropriate level for an assessment undertaken during a period of study abroad.

Boards of Examiners will continue to exercise their judgment in discretionary cases.

| ECTS | NORTH AMERICA | GPA RANGE | CHICHESTER EQUIVALENT MARK |
|------|---------------|-----------|----------------------------|
| A | A / A + | 3.7 – 4.0 | 70 + |
| B | B / A - | 3.2 – 3.6 | 61 – 70 |
| C | B - / B | 2.5 – 3.1 | 55 – 60 |
| D | C / C + | 1.9 – 2.4 | 50 – 54 |
| E | D / C - | 0.9 – 1.8 | 40 – 49 |
| F | D - | 0.5 – 0.8 | 25 – 39 |
| F | F | 0.0 – 0.4 | < 38 |

Part 7D Assessment Load

Undergraduate

7D.1 Each 15 credit module generates the equivalent of a 2500 word essay. At each of the three levels, the assessments must reflect the learning outcomes contained in the level descriptors (referenced in the FHEQ).

Postgraduate

7D.2 Each module in taught Postgraduate programmes will generate assessments in relation to hours of endeavour. The Masters element of 600 hours generates a dissertation of between 12-20,000 words. For taught programmes a full certificate is likely to have generated assignments worth approximately 12,000 words or equivalent; a further 12,000 words would be generated by the diploma programmes. Hence, every 100 hours of notional study generates an assessment of the equivalent of approximately 2,000 words.

7D.3 The dissertation will show evidence of ability to: identify problem areas, locate issues within a wider context, obtain relevant data, analyse findings, work within relevant theoretical/conceptual frameworks, synthesise complicated material, employ relevant and innovative research approaches, and present findings in an accessible manner with appropriate technical apparatus. This will apply whether the candidate is working within a traditional academic subject area or a professional context or working with artistic and cultural artefacts. Each Programme must provide, nevertheless, Programme specific criteria relating to what is expected of the dissertation.

PART 8 ASSESSMENT

Part 8A Submission of Assessment

Information provided for all students

8A.1 The University will make available to students the necessary information for them to understand the assessment and examination requirements of their particular programme. In addition to the information provided in definitive programme documents, the University will also make available:

- (i) timetables for examination and submission of other assessed work;
- (ii) procedures for the release of marks or grades;
- (iii) rules for Conduct in Examinations approved by the Academic Board;
- (iv) grounds on which students may request that Boards of Examiners may be asked to review their decisions.

Responsibilities of all Students

Submission of Coursework

8A.2 Coursework must be submitted for assessment by the times (usually midday) and dates published by the programme co-ordinator (the 'due date'). Coursework is deemed to have been submitted once it is lodged in accordance with the assessment requirements for the module or unit. Coursework may be accepted after the deadline, but 5% will be deducted from the face value mark for work submitted before the end of the day of submission, and 10pc for course work submitted up to one week after the due date. (For example, if a piece of work deserves a mark of 48pc, 43pc will be recorded if the work is submitted before the end of the day, and 38pc - fail – if the work is submitted up to a week late). If the imposition of the penalty deduction results in a fail mark, the student will be deemed to have failed the assessment. Assessments which are marked with a literal grade, or which take the form of presentation, performance or exhibition may not be submitted late. Submission of coursework arising from reassessment may not be submitted late. Assessed written work must be submitted electronically as well as in hard copy, via Moodle, where date and time of receipt will be recorded. The text will then be automatically checked for similarity by TurnitinUK and copied to the Turnitin database. The Turnitin Submission ID number should be recorded on the assessment cover sheet when submitted. You must submit the same version of assessment to Turnitin and hard copy. If you fail to submit an electronic version of your work, your mark will normally be recorded as a non-submission. However, if on the due date for your assignment, either Moodle or Turnitin are unavailable due to University technical difficulties, students are asked to submit the hard copy as usual and then you must submit the electronic version of your work as soon as possible thereafter. Your tutor will be aware of the situation and may well have informed you of such problems, so you will not risk penalties. You should submit the hard copy of your work as normal by the deadline.

8A.3 A student who finds that he or she is unable to complete the work by the published date through sickness, family or other difficulties may seek an extension by applying in writing to the programme co-ordinator. The grounds for seeking an extension must be stated. If an extension is allowed, a revised date for the submission of the piece of coursework will be confirmed. Extensions will not be granted by the programme co-ordinator beyond the date of the next Board of Examiners for the programme. The Board of Examiners will then agree any deferment that is appropriate and wherever possible this will be within thirteen months of the normal, annual registration date for the programme – or for students on 'standalone' modules, prior to the next academic year. Extensions may not be granted for re-assessment unless this is deemed to be a first attempt by reason of valid mitigating circumstances. Again, such extensions will not go beyond the date of the next Board of Examiners.

Taught postgraduate – conditions for re-submission

8A.4 Students may claim, through the board of examiners, the right to re-submit an assignment that has not obtained a pass grade in order to recover a failure. Moreover, re-submission must occur within a period agreed by the programme co-ordinator and the External Examiner, and the maximum grade obtainable for such re-submitted work shall be D.

8A.5 In the event of a dissertation failing to fulfil the required criteria/standard, the Board of Examiners, on the advice of those who marked the work, may permit a student to resubmit the dissertation within a period to be specified by the Board of Examiners.

Part 8B Attendance at Examinations and Practical Assessments

8B.1 It is the responsibility of all students to.

- (i) attend examinations as required: if a student fails to attend the examination/s without good reason, the Board of Examiners will determine that the student has failed the examination concerned;
- (ii) provide the Board of Examiners before the date of the examination with any information on exceptional circumstances that may have affected performance and which they wish the Board of Examiners to take into account. (see Part 11 below).

Part 8C First Attempt at assessment

8C.1 All students registered for a module will be deemed to have made a first attempt at each element of assessment when due, unless an extension or deferral has been approved in accordance with these Regulations.

8C.2 All students who fail to submit coursework or sit a practical assessment or examination will be deemed to have made a first attempt and have failed through non-submission, which would result in a non-submission recorded overall for the module.

Part 8D Undergraduate re-assessment

'Trailing' Modules

8D.1 The maximum number of modules that may be attempted by any student at each level of their programme is 12 (15 credit modules or equivalent) of which eight must be passed. Students are able to substitute two irrevocably failed modules, assuming a reasonable¹ attempt at the assessment tasks has been made, at each level, with an appropriate 'make-up' module, where such a module is available within the rules for the programme in question. This practice is referred to as 'trailing' a module(s) into the next level. At the discretion of the Board of Examiners, a student may exceptionally be permitted to re-take a module if it is core to the programme. Programmes may, at their discretion, allow students to take suitable 'make-up' modules from other programmes.

8D.2 Students will be credited on their profile with their merit mark for a 'make-up' module unless: the 'make up' module is being taken because a reasonable attempt at the re-assessment task has not been made, in which case students may achieve the maximum of the bare pass mark of 40 pc for the make-up module, or the 'make up' module is being taken in compensation due to failure as a result of non-submission at both the first sit and reassessment opportunities, in which case, students may achieve the maximum of the bare pass mark of 40pc for the 'make up' module and an administration charge per module will be charged.

8D.3 Students may complete up to two modules (normally totalling 30 credits) from the previous level during study at the next level, though their progression to the higher level will be provisional, pending the completion of the lower level. Where insufficient modules are available at the lower level, to be taken on a 'make-up' basis, candidates may be permitted to undertake a module from the higher level. The credit would be downgraded to the lower level and where contributing to the Award, the weighting of the mark

¹ A 'reasonable attempt' is usually defined as the work being in the form required by the assessment brief and the content addressing the specified topic.

would be adjusted accordingly. Normally, students will be allowed to take only one 'make-up' module per semester.

8D.4 Students taking 'make-up' modules in their final year of full-time study may be required to complete their studies as part-time students in order to complete their profile of credit (but the restriction of 12 modules at any one level will apply).

8D.5 Full-time students 'trailing' more than two modules (normally totalling more than 30 credits) in any one academic year will be required to change their registration to part-time until the credit gap has been made good. Part-time students will normally be expected to complete undergraduate study for a degree within eight years of initial registration (this period to normally include intermission periods).

8D.6 In the case of failure at re-assessment on any programme where an alternative module is not available, or where substitution is not possible (as in the case of a compulsory module where it is essential for an Award) students will be required to withdraw from the programme or change their programme or route of study.

8D.7 Students will be permitted to take modules from two levels during the same year of study where such an arrangement can be facilitated within the rules of the programme for the sequencing of modules. This is referred to as 'straddling' two levels of study.

8D.8 A module or assessment item which has been passed may not be re-taken in order to achieve a higher mark. Students are not normally permitted to take additional modules, beyond the number required for an award, in order to improve their classification.

8D.9 At the discretion of the Undergraduate Programmes Award Board (or its Interim Board), a student may be permitted to re-take the modules in a complete level of study. This will only be permitted in cases where the student has exhausted all other means to progress through re-assessment and the Board of Examiners is convinced that the student is likely to succeed. Repetition of a level is only permitted to retrieve failure and not to improve a grade profile. In such a case, any credit previously achieved at that level will be removed from the student's transcript prior to the re-taken level. The opportunity to repeat a complete level of study on the student's programme will be limited to one level during an individual student's undergraduate study at the University. Where a student repeats a level of study on the same programme, credit previously gained at that level will be removed from their record.

8D.10 Where a student's failure is deemed to be serious, the Programme Board of Examiners, or where appropriate, the Interim Board, may require that the student withdraw from the course on academic grounds without the offer of re-assessment.

8D.11 Normally, full-time undergraduate students will be expected to take four 15 credit modules per semester (120 credits per year).

8D.12 The status of 'full-time' student could be accorded to students who were also full-time employees and taking a related Foundation Degree, provided the equivalent of eight modules was being studied in one year. The eight could include credit given for 'study in the workplace' provided that the work is formally

assessed.

8D.13 Students who fail to meet assessment requirements may be re-assessed in the modules they have failed at the discretion of the Board of Examiners for their programme. The re-assessment may differ from the original assessment requirements of the module, and must differ in the case of an examination. The maximum mark achievable at re-assessment is 40pc. Only one re-assessment of a module will be allowed. Unless exceptionally approved at programme level, students who fail on re-assessment will be deemed to have irrevocably failed the module.

8D.14 Re-assessment will take place by the next available Board of Examiners. This will be within 13 months of the normal annual registration date for the programme, or for students studying 'standalone' modules, prior to the next academic year. Extensions may not be granted for re-assessment unless this is deemed to be a first attempt by reason of valid mitigating circumstances. The submission date will not go beyond the date of the next available Board of Examiners.

8D.15 Students who are deferred or referred at the June Board will be assumed to present for reassessment in August of that year. Any exceptions to this must be approved by the Chair of the Board of Examiners. (Note : there will be no opportunity for reassessment later than August for students on professional programmes (eg Teacher Training or Social Work) since students are required to pass in all relevant theoretical modules before progressing to practice- or work-based learning).

8D.16 Students who are referred or deferred by the Board in February must present for reassessment in May so that their candidature may be discussed in June. However, if they have three or more modules of reassessment, the Board may approve spreading the reassessment load across May and August.

Part 8E Academic Malpractice (Undergraduate and Postgraduate)

8E.1 All assessable items must be the candidate's own work. Where this is not so, the Board of Examiners will deal with the case as one of academic malpractice.

8E.2 Academic malpractice can result from when a person, or people, trick, defraud or deceive others or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by the University. Malpractice includes:

- (i) Collusion: where a student works in a fraudulent manner with another (or others) being assessed independently (either wholly or in part) in the same module.
- (ii) Plagiarism: to 'take and use another person's thoughts, writings, inventions as one's own' with intent or otherwise.
- (iii) Commissioning: getting another person(s) to complete work which is subsequently submitted as the student's own work (reasonable grounds in regard to commissioning may include a difference in the execution of the work compared with other work, stylistic differences, work of a higher level. A request to see earlier drafts, notes on references and sources may be made).
- (iv) Impersonation: where somebody undertakes an examination or assessment posing as another person.
- (v) Duplication: the replication of element(s) of material in more than one assessment within the same institution or elsewhere, simultaneously or at some other time.

(vi) Syndication: the submission of substantially similar piece(s) of work by two or more students, either in the same institution or in a number of institutions, either at the same time, or at different times.

(vii) Falsification of data: where data have been invented, altered, copied or obtained by unfair means.

(viii) Aiding and abetting: where a student assists another student in any form of dishonest academic practice.

(ix) Professional misconduct: where, in the course of their assessed work, students on professional courses act in a manner which breaches the relevant professional Code of Conduct.

(x) Cheating in Examinations: where a student is found to have contravened the arrangements for the examination, for instance bringing in notes where none are permitted, or secreting electronic devices on their person.

8E.3 In all cases of academic malpractice or any other form of attempting to secure unfair advantage, the University confirms:

(i) the right of the Board of Examiners to delay reaching a decision on a candidate's results until the facts have been established;

(ii) the ability of the Board of Examiners to judge the seriousness of the academic misdemeanour and to exercise its discretion;

(iii) the ability to re-open a matter when evidence becomes available after a Board of Examiners has reached its decisions.

8E.4 When academic malpractice is suspected beyond Level 4 the tutor shall inform the Programme Coordinator, the Head of Academic Department, the Assessment Tutor, and the Deputy Vice-Chancellor or designate of their suspicions in writing and should cite or copy what evidence there is to support their suspicions. (Suspected malpractice at Level 4 will normally be addressed within the Department using these following procedures). All such cases are to be dealt with consistently, with the department ensuring impartiality by involving a scrutineer from another academic department. The Deputy Vice-Chancellor or designate will receive outcomes of all such cases and will make a judgement on whether they have been addressed appropriately and consistently. All cases will be logged and recommendations made to Boards of Examiners in the normal way).

8E.5 The Head of Academic Department or, where appropriate, the Programme Coordinator, will seek a second opinion from another member of staff. Turnitin Originality Reports - generated by the student or a member of staff - may be used to assist in the identification of plagiarised work submitted for assessment. An Originality Report will never be advanced as the sole reason for suspecting that a piece of work is plagiarised, nor may an Originality Report be advanced as the sole defence against an accusation of plagiarism.

8E.6 Having gained the second opinion the Head of Academic Department (or Programme Coordinator) shall notify the Deputy Vice-Chancellor or designate of the suspicions and indicate whether they consider the suspicions should be investigated further or whether the suspicions are unsubstantiated. If the suspicions are unsubstantiated the Head of Academic Department and/or Programme Co-ordinator may wish to advise the student regarding better study skills or work practices to avoid further suspicions being raised.

8E.7 If, however, further investigation is deemed necessary, the Academic Quality and Standards Service shall be asked to convene a panel to hold an 'Assessment Enquiry'. The student shall be invited to attend the 'Assessment Enquiry' to explain the context in which their assessment was conducted and to answer any questions about their work.

8E.8 The Assessment Enquiry Panel will comprise at least two people appointed by the Director of Quality and Standards who will meet to review the evidence presented both by the tutor and that presented by the student who is suspected of malpractice. The student may be accompanied by a friend.² Members of the Assessment Enquiry Panel may be drawn from Heads of Academic Department or other senior members of academic staff.

8E.9 The Assessment Enquiry shall be in two parts, the first which reviews the evidence to support the claim of malpractice and the second which seeks to ascertain how the student conducted the work and the reasons for malpractice being suspected. This second part shall allow full opportunity for the student to respond to the suspicions. The tutor shall present her/his evidence in writing (with, where appropriate, the Turnitin report), as can the student, but the student can also put their case in person if they so choose.

8E.10 The Assessment Enquiry Panel shall forward a report to the Chair of the Board of Examiners to include the following: a summary of the evidence considered by the panel and the panel's conclusions with regard to whether malpractice has occurred and if it has, the seriousness of the case.

8E.11 Each case is different, and panels are expected to use their judgement in deciding the seriousness of an offence and deciding on whether there are aggravating circumstances that might affect the severity of the penalty. Panels must attempt to ensure consistency of treatment between cases, making a judgment about what is a proportionate penalty and ensuring that the penalty chosen does not have consequences for academic progression which are disproportionate in impact.

8E.12 Factors to take into account when determining the penalty and its proportionality include the following:

- The student's level of study: the more advanced and experienced the student, the more serious the offence
- The proportion of the piece of work that was subject to malpractice: the higher the proportion, the more serious the offence
- The credit rating of the piece of work: the higher the rating, the more serious the offence
- Whether the student would have failed the work, regardless
- The student's previous history (including information available under 'additional requirements'): a second offence, occurring after a student has already received a warning or a penalty for academic malpractice, is more serious than a first offence.

8E.13 Following the Assessment Enquiry the Chair of the Board of Examiners will notify the student of the

¹ 'friend' may include a representative from the Students' Union, other personal friend or family member, but excludes any form of legal representation.

Panel's conclusion. If malpractice has been found to have occurred, the Board of Examiners has the discretion to impose a range of stepped penalties from re-assessment of an assignment to termination of the student's registration on the programme. The Board of Examiners may choose not to award credit for a module where academic malpractice has been proven or to not make the award. For undergraduate programmes, in all cases where credit is to be awarded, normally the student shall resubmit the work for a maximum achievable grade which will be determined and stipulated by the Assessment Enquiry Panel, and confirmed by the Board of Examiners, taking account of the severity of the case.

8E.14 For postgraduate programmes, the Board of Examiners will exercise discretion according to the individual case. In both undergraduate and postgraduate programmes there will be a recognition that the seriousness of academic malpractice increases in relation to the level of study. The Board of Examiners will also implement harsher penalties where a student has a previous record of malpractice. Mitigating circumstances will not be considered in cases of academic malpractice, but may in relation to the penalty applied.

8E.15 Candidates may not evade the consequences of proven academic malpractice. Thus a candidate, who declines to represent for assessment when first requested in a module in which they have been found guilty of academic malpractice, will be required, on one further occasion only, to present again for reassessment in that module – for the penalty mark originally decided by the Board. Failure to represent on this final occasion will lead to automatic termination of registration on the programme.

8E.16 If a student disagrees with the outcome of an Assessment Enquiry Panel the route of appeal is through the normal appeals procedure, (see Part 10).

Academic Malpractice - Penalty Tariff (Undergraduate/Postgraduate)

8E.17 The University strives to ensure fairness and consistency in the application of penalties to students across the Faculty and has adopted a tariff to be used in all cases of proven academic malpractice. The principle behind the tariff is simple and serves to ensure that all students are aware of the penalties that they will receive if they are found guilty of academic malpractice. The Board of Examiners will consider the recommendation of the assessment enquiry panel and may accept or modify the decision.

8E.18 These points are allocated after the Assessment Enquiry Panel has agreed that the misconduct is proven and the points will be assigned based on the following criteria:

Malpractice – extent (% of the assessment)

| | |
|----------------------------|-----------|
| Up to 25% | 10 points |
| Between 25% and 50% | 20 points |
| Above 50% | 30 points |
| Commissioning | 50 points |
| Cheating in an examination | 50 points |
| Falsification of data | 50 points |

Programme level

| | |
|---|-----------|
| Level 4 | 0 points |
| Level 5 | 10 points |
| Level 6 | 20 points |
| Level 7 | 30 points |
| Weighting of the assignment/examination | |
| Standard (50% or less) | 10 points |
| Large (51% or more) | 20 points |
| Dissertation | 50 points |
| History (previous incidences of malpractice) | |
| 1 st offence | 10 points |
| 2 nd offence | 20 points |
| 3 rd offence | 30 points |

Penalty (total scores, 1 from each of the 4 areas)

| POINTS TOTAL | PENALTY |
|--------------|---|
| >30 points | Written warning |
| 40-50 | Assessment item capped at 40% |
| 60-70 | Module capped at 40% |
| 80-90 | Assessment item capped at 0% |
| 100-110 | Module capped at 0% |
| 120-130 | Recommend expulsion with award as appropriate |
| 140+ | Recommend expulsion with any award withheld |

PART 9 BOARDS OF EXAMINERS

Glossary

Board of Examiners decision of *Deferral* – where a first sit is re-scheduled due to matters such as mitigating circumstances

Board of Examiners decision of *Referral* – where a re-sit has to be scheduled where a student has failed (or was not present for the first assessment)

First sit – to take an assessment task/s, without attendance, as if for the first time for the merit (actual mark achieved) mark

Re-sit – to re-take the assessments task/s without attendance for a capped mark of 40 pc

Re-take modules – to repeat core module(s) with attendance, for the merit (actual mark achieved) mark with previous marks expunged from the student's result profile.

Re-take year – to repeat all modules, with attendance, for the merit (actual mark achieved) mark with all previous marks expunged from the student's results profile

Undergraduate Programme Board of Examiners

9.1 Boards of Examiners will be attended by external and internal Examiners, and are held for all programmes, including Higher Nationals. These boards will meet at the end of each academic session to make recommendations on student progression and student awards for students registered on that programme to the Undergraduate Programmes Award Board and to review standards within that programme. A Progression Board for Undergraduate Programmes and an Award Board for Undergraduate Programmes will meet in September to deal with deferred and referred candidates.

Their terms of reference are the:

- a) scrutiny and approval of assessment items and their marking;
- b) assuring the appropriate standards for modules;
- c) considering the performance of students on modules
- d) confirming the grades achieved by students on modules

Undergraduate Programmes Award Board

9.2 This board will meet annually, after all the other boards, to receive recommendations for awards from the Programme Board of Examiners, endorsed by the External Examiners. Any areas of unresolved difficulty in the work of the Programme Board of Examiners may be passed to this Board for resolution. The Undergraduate Programmes Awards Board will make awards on behalf of the Academic Board, within the provisions of the Academic Regulations. It will also review standards and levels of achievement across the programmes and monitor the application of the assessment regulations for undergraduate programmes.

9.3 The membership of the Undergraduate Programmes Award Board will be:

- Chair – appointed by Academic Board;
- Programme Co-ordinators or assessment co-ordinators representing all undergraduate programmes;
- Representatives from AQSS and Academic Registry;
- Chief External Examiner for Undergraduate Programmes.

Its terms of reference are the:

- a) reviewing the students' entire profile of module results
- b) making decisions regarding progression
- c) confirming eligibility for awards on the basis of accumulated credit
- d) ensuring any award-specific requirements have been met

- e) conferring awards and if appropriate agreeing the classification of each student
- f) noting decisions of the mitigating circumstances panel/s and agreeing the recommendations of the assessment enquiry panel/s

Undergraduate Programmes Interim Board

9.4 The Undergraduate Programmes Award Board will also meet, as an interim board, at the start of the second semester to deal with referred and deferred candidates. It will award credit to students wishing to transfer out of the institution and make Awards where appropriate. This board will also consider those cases where failure in modules requires re-assessment or termination of registration. Where this applies the Interim Board will have the discretion to allow re-assessment of a candidate in failed modules and to determine the nature and timing of any re-assessment.

Membership of the Interim Board will be:

- Chair – appointed by Academic Board;
- Programme Co-ordinators or assessment co-ordinators representing all undergraduate programmes;
- Chief External Examiner for Undergraduate Programmes.

Undergraduate Programmes Progression Board

9.5 A Progression Board of Examiners will be convened in September to agree the progression of students between FHEQ Levels 4, 5 and 6 where they have been referred or deferred by the Undergraduate Programmes Award Board. The membership of this Board will be:

- Chair – Appointed by Academic Board
- Programme Co-ordinators or assessment co-ordinators representing all undergraduate programmes.

Undergraduate Programmes Award Board (Referrals and Deferrals)

9.6 An Award Board will be convened in September to deal with those students who have been deferred and referred by the Undergraduate Programmes Award Board. The membership of this Board will be:

- Chair – appointed by Academic Board
- Programme Co-ordinators or assessment co-ordinators representing all undergraduate programmes;
- Chief External Examiner for Undergraduate Programmes.

Authority of Boards of Examiners (Undergraduate and Postgraduate)

9.7 A Board of Examiners is responsible for all assessments that contribute to the giving of an academic award.

9.8 The Board of Examiners is responsible, under delegated powers from Academic Board, for making the award on behalf of the University.

9.9 All awards of the University, or of any other awarding body, made by a Board of Examiners must be made with the written confirmation (signature) of the external examiner(s) involved.

9.10 A Board of Examiners may delegate its authority to make awards to a formally constituted subsidiary committee, particularly with reference to the progression of students or the recommendation of awards following referral or re-examination of students. When awards are made, such a subsidiary committee will always be supported by an external examiner. The remit of such a formally constituted subsidiary committee will be limited solely to the consideration of candidates referred or deferred from the main Board of Examiners.

9.11 No other body has authority to recommend the conferment of an award, nor to amend the decision of a properly constituted Board of Examiners acting within its terms of reference and in accordance with the regulations of the programme.

9.12 Certificates for University awards shall only be issued by Academic Registry. This provision applies to all awards except certificates of competence or of attendance.

9.13 In some circumstances, for example, when additional information comes to light, it may be necessary for the Chair of the Board of Examiners to act on behalf of the full Board. Such action will be exceptional and only occur when all four of the following circumstances apply;

- (i) The matter is urgent;
- (ii) There is no reasonable doubt about the decision which should be reached such that the decision is unlikely to cause debate at the meeting of the Board;
- (iii) The decision is based on precedent from the full Board's activity;
- (iv) It is not reasonably practicable to proceed in any other way.

9.14 All such action must be reported to the next meeting of the Board of Examiners. Module marks must be confirmed by the external examiner prior to Chair's Action being taken.

9.15 A Board of Examiners may be required by the Academic Board to review a decision on grounds on which an appeal has been sustained by an Appeals Panel (see Part 10).

REGULATIONS ON EXTERNAL EXAMINERS

9.16 All programmes will appoint an external examiner in keeping with "External examining at the University of Chichester".

PART 10 APPEALS

Early Resolution: Undergraduate and Postgraduate

10.1 Querying of a grade can only occur prior to the Board of Examiners for the student's programme. Beyond that point the student's only redress is to consider whether they have grounds for appeal. However, it should be noted that appeals cannot be made against academic judgement.

10.2 Stage One: Students who query their grade should in the first instance be encouraged to review their work in the light of the assessment criteria and the marker's comments. The student should also be made aware of the rigorous internal and external moderation processes of which their work has formed a part (whether it was second marked or not). If they still feel there is a mismatch they should be encouraged to

meet with the marker in order to develop a better understanding of their performance as it relates to the assessment criteria. If in reviewing the students' work and the grade awarded in relation to the assessment criteria the marker feels that he/she has overlooked or mis-read/misinterpreted some element of the work which would have an impact on the grade, he/she could recommend a change of grade to the module coordinator (if the marks have not already been considered by the Board of Examiners).

10.3 Stage Two: If Stage One does not resolve the query then the marker can refer the issue to the Module Coordinator or Head of Academic Department (if the student has already seen the Module Coordinator as part of Stage One). At this stage the Module Coordinator or Head of Academic Department may either confirm the grade or, if they felt an error had been made in the marking process, arrange for the work to be re-marked by a second (or third marker, if it has already been subject to second marking). A revised mark would then be submitted to the Board of Examiners via the Assessment Office. The revised mark may be higher or lower than the original mark. It is hoped that by the end of this stage the student will have had their queries addressed in a satisfactory manner and has either come to accept the original grade or accepted a new grade as result of a re-marking process. Under the Regulations there are no grounds for an appeal based on academic judgement, and therefore any student who remains particularly aggrieved about a grade would have no further scope for redress within the University.

Appeal against the decision of a Board of Examiners by undergraduate (and all postgraduate students)

10.4 Students aggrieved by a decision of a Board of Examiners shall have a right of appeal if they produce evidence of one or more of the following:

- (i) a procedural irregularity in the assessment process;
- (ii) bias or perception of bias;
- (iii) mitigating circumstances where, for good reason, the academic body was not made aware of a significant factor relating to the assessment of a student when it made its original decision. If the appeal is based on mitigating circumstances, evidence must be produced; if the appeal is based on evidence that the student had been previously unwilling to divulge to the Board of Examiners, the letter should set out the reasons why the student was unwilling to produce such evidence at an earlier stage and provide any appropriate supporting documentary or medical evidence.
- (iv) in reaching its decision, the Board of Examiners had erroneously concluded that they had cheated or plagiarised or attempted to gain an unfair advantage in an element of work submitted for a degree;

Appeals will be resolved without prejudice to the appellant.

10.5 The following are not considered to be legitimate grounds for an academic appeal:

- where a student questions the exercise of academic judgment, that is, the decision made by academic staff on the quality of the work itself or the criteria being applied to mark the work (rather than the administrative marking process);
- where there is disagreement about the way mitigating circumstances were considered, unless there is clear evidence that the defined procedures were not followed by the mitigating circumstances panel and/or the mitigating circumstances panel's recommendation was not properly considered by the board of examiners.

10.6 If a group of students wishes to appeal, a spokesperson should be identified to act on behalf of the

group. One appeal should be submitted but agreement indicated by the signature of all students included within the collective action.

10.7 Students may not question the academic judgement of the examiners and any request based on such grounds will be dismissed.

10.8 Students wishing to make an appeal and who have evidence of mitigating circumstances unknown to the Board of Examiners when it made its recommendation, or allegations of error or irregularity, should in the first instance discuss the matter with the Director of Quality and Standards (or his or her nominee). At this stage the matter can be referred to the DVC by the Director, who may advise the student that the Board of Examiners will re-consider its decision, taking into account the new evidence, and that the appeal is not necessary.

10.9 If the discussions referred to fail to resolve the issue, students should write to the Director of Quality and Standards (or nominee) setting out the grounds for the appeal and the revised decision they seek. A request for an appeal should reach the Director of Quality and Standards or nominee within 21 calendar days of the announcement of the decision of the Board of Examiners. Provided that the procedural grounds for an appeal (including but not limited to applicable time limits, provision of evidence, and suitable grounds for reconsideration) are met, the Director of Quality and Standards will refer the matter to an Appeals Panel. If a student believes that the Director of Quality and Standards has refused to refer based on an error in his or her interpretation of these Regulations, the matter should be referred for review, in accordance with the Regulations. If appropriate, the Director of Quality and Standards will refer the written appeal to the department concerned for a written response to be provided alongside the student's appeal to the Appeals Panel. A copy of the department's written response will be provided to the student, who should raise any matters of factual inaccuracy immediately with the Director of Quality and Standards.

10.10 The Director of Quality and Standards will refer the matter to an Appeals Panel. The Panel will be chaired by the Vice-Chancellor or designate and will consist of two other members of the Academic Board and two members from Boards of Examiners other than the Board against which the Appeal is lodged. It will also include a representative of the Students' Union. The composition of the Panel will be in line with the University's Equality and Diversity Policy. The Director of Quality and Standards (or nominee) will usually be in attendance.

10.11 The Panel may:

- (i) dismiss the Appeal if the grounds are unsubstantiated or if in the case of alleged mitigating circumstances these would not have affected the recommendation of the Board of Examiners;
- (ii) uphold the student's case and request the Board of Examiners to re-consider its recommendation(s);
- (iii) dismiss the case but request a change in the procedures of the Programme or of the Board of Examiners.

10.12 Appeals Panels will not strike out appeals solely because of minor procedural deficiencies in the application.

10.13 The Panel shall instruct the Chair of the Appeals Panel (or nominee) to convey its decision in writing to the student as soon as possible after the conclusion of the hearing and not later than 14 calendar days

after the hearing.

10.14 The registered status of any student who lodges an appeal under the provisions above may be reinstated (providing this is possible within the constraints of the programme) on a provisional basis. In the event of an appeal being rejected, the provisional registration will no longer be valid and will be terminated. Boards of Examiners will not reconvene solely to consider students whose Appeals have been upheld; action is usually undertaken by the relevant Chair. The Board of Examiners shall have the power to amend its original decision, in light of the Appeal Panel's finding, or to adhere to its original decision where it feels the Appeals Panel has acted outside of these regulations. Such cases must be referred to Academic Board for resolution at its next meeting. The Academic Board may decide to accept the Board of Examiners' original decision, or the Appeals Panel's recommendation, or to amend either decision.

10.15 If the Chair of the Appeal Panel considers that the Board of Examiners has not taken due and proper account of the recommendations of the Appeals Panel he or she may refer the matter to the Academic Board. The Academic Board may decide to annul or amend the decision of the Board of Examiners or to take no action.

10.16 If a student is dissatisfied with the outcome of the formal stage, he or she may be able to request a review. A request for a review may be on limited grounds, including but not confined to:

- a review of the procedures followed at the formal stage
- a consideration of whether the outcome was reasonable in all the circumstances
- new material evidence which the student was unable, for valid reasons, to provide earlier in the process.

10.17 The university will allocate the request for review to a designated member of staff not involved at any previous stage. This allocation will clarify exactly what is being reviewed, and to ensure that both the reviewer and the student understand the purpose and scope of the review. The reviewer will ascertain whether the matter needs to be referred back to the Chair of the Appeals Panel for reconsideration.

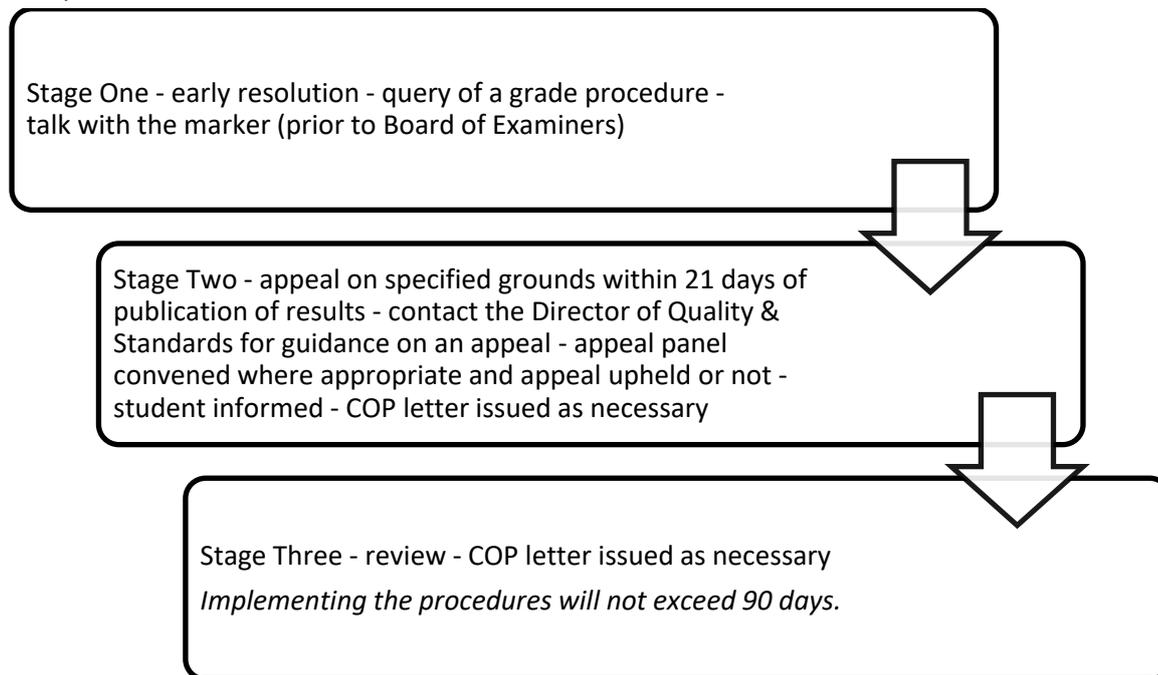
10.18 Appellants who have exhausted the internal appeals procedures will be issued with a formal Completion of Procedures letter within 28 calendar days and may then consider applying to pursue their cause through the Office of the Independent Adjudicator, within 12 months of the issue of the Completion of Procedures letter.

10.19 Acceptance of an award, for example by attendance at an awards ceremony to receive the award, will be taken as agreement to the decision of the Board of Examiners by the student concerned. In such circumstances, no further appeal will be allowed.

10.20 These procedures are operated without prejudice to a student's right to pursue legal remedies outside the University, but excludes any form of legal representation within the University's procedures.

10.21 The University is part of the Scheme provided by the Office of the Independent Adjudicator (www.oiahe.org.uk). The OIA will provide a final level of opportunity for students whose complaints or appeals may not have been resolved to their satisfaction, through the University's regulatory procedures. Once all internal avenues have been exhausted, such students would be issued with a Completion of

Procedures Letter by the University. They may then seek advice on the range and remit of services provided by the OIA and should make their application to the OIA within 12 months of the date of issue of the Completion of Procedures Letter.



PART 11 MITIGATING CIRCUMSTANCES

11.1 Any undergraduate or postgraduate student who believes that there are circumstances which might have led them to be unable to submit or have seriously affected his or her performance in an assessment and which he or she wishes a Board of Examiners to take into consideration, shall, before the point of assessment, complete the declaration form on mitigating circumstances and submit it with appropriate independent corroborating documentary evidence, e.g. a medical certificate, hospital discharge letter, midwife report, coroner's report or correspondence from a court or tribunal, to the Academic Quality and Standards Service. Students who feel they have good cause for failing to meet workload requirements, for example, due to short-term personal or medical circumstances may apply for such to be taken into account.

11.2 The mitigating circumstances will be considered by a Board of Examiners' Chair who will accept or reject the application and report the outcome to the relevant Board of Examiners.

11.3 Where an application is accepted it will be taken by the Board of Examiners as mitigation against failure in that module only, resulting in a waiving of the assessment undertaken and provision being made for the student to take the assessment as a first attempt. Students will usually only be permitted a maximum of four attempts (including the original first sit and the re-sit) at an assessment.

11.4 All work submitted for examination, for which an application for mitigating circumstances has been made, shall be marked at face value and the marks shall be submitted to the Board of Examiners in the normal way. Marks are not altered as a result of a student's claim for mitigation.

11.5 Evidence of mitigating circumstances cannot usually be taken into account retrospectively (unless

such circumstances have been revealed through the Appeals process and the applicant's Appeal has been upheld and referred back to the Board of Examiners for reconsideration of the original candidature, in the light of the mitigating circumstances).