

University of Chichester

Academic Regulations

2021/22

SECTION 1

ACADEMIC REGULATIONS
(TAUGHT UNDERGRADUATE
AND TAUGHT POSTGRADUATE)

The Academic Regulations of the University of Chichester are reviewed annually. This version supersedes all previous versions of the Academic Regulations and takes effect from 1 September 2020.

The summary of revisions to the 2020/21 Academic Regulations versus the 2019/20 Academic

ACADEMIC REGULATIONS

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PART 1 INTRODUCTION

1.1 These R

to the previous year as prescribed by the Regulations, including assessment and examination requirements. Students in debt to the University may not be able to re-register.

- 2.4 At registration all students are required to sign a declaration, agreeing to abide by the Regulations and Rules of the University. The Rules of the University are deemed to include both these Regulations and also the Rules relating to the operation of programmes and that of individual services (i.e. on the use of IT facilities). Students who infringe this declaration 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. Normally, proof will be a Passport,

UKVI Student Route they will be required to provide their original Passport with Entry Clearance Visa and/or Biometric Card (where applicable) or equivalent electronic immigration status information.

Changes to Personal Details

- 2.6

that new name, so your new name will replace your old name on all the University's records and will be used from that time on. The award certificate presented upon successful completion of the programme will bear that name.

2A Registration

2A.1 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.

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.

2B Attendance

2B.1 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.2 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 the requirements set out in their student programme handbook.

2B.3 It is the responsibility of the student to register for a

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 by the academic department.

2D Visas

2D.1 International students requiring a student visa under the UKVI Student Route (or an extension to their student visa) 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

Modules that are graded at less than 40% 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.

Suspension or termination of programme

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

3.5 With the exception of a Foundation Degree and a Higher National Certificate and Diploma (HNC/HND), 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 (Hons) Outdoor Adventure Education) 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 aggregate (3-3h)p (e ml FHthe thoe l.99868(6(redi)357.00135(498719(egree)9.6ded)4(at)2.99868(9338(er)47.00

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 existing programme and new programme before submitting a Change of Registration form. When a student fails an examination or assessment, the Deputy Vice-Chancellor or designate will consider the appropriateness of a transfer to another programme; and the student will be advised accordingly.

4B.2 A student or apprentice may be able to change to a different programme of study, however, any change will be dependent upon meeting admission requirements for the new programme, the availability of the programme including timetabling constraints, and the amount of credit achieved at the point of transfer. For continuing students, a Change in **Registration request should be submitted by the end of their previous year's study** (including the re-sit period) and for new students a Change in Registration request should be submitted within the first four weeks (not including induction) of the start of the academic year. Any exceptional requests outside of these timescales must be put in writing to the Academic Registrar by the relevant Head of Department/Director of Institute for approval or escalation to the DVC (Student Experience).

PART 5 CREDITS AND PROGRAMME STRUCTURE

5A Credit and Study Requirements for Programmes

Undergraduate

5A.1 Academic departments will publish 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 Board of Examiners.

5A.2 Module leaders are responsible for clarifying the nature of the assessment to students at

5C Programme Structure Undergraduate

- The award would be classified as First; Upper Class Second (2:1), Lower Class Second (2;2), Third, Ordinary, 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

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.5 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.6 If a candidate for the award of a degree, diploma or certificate is in significant debt to the

Certificate (named)
Certificate of Higher Education (Cert HE) (qualified by subject area(s))
Certificate of Higher Education (Cert HE) (unnamed)
Higher National Certificate (HNC)
Diploma (Named)
Diploma of Higher Education (DipHE) (qualified by subject area(s))
Diploma of Higher Education (DipHE) (unnamed)
Higher National Diploma (HND)
Foundation Degree

representation, have been accepted not less than three months prior to the event by the Vice-Chancellor or designate, whose decision is final. It is expected that students on the final year of an undergraduate Honours programme 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 ratification of any deferred or referred assessments. This is not applicable if the award of Ordinary Degree is not available for the programme e.g. Social Work. Students on the BA (Hons) Primary Teaching with Specialism (with QTS) who have gained 300 credits and who intend to continue their studies for the outstanding credit will be able to attend graduation with their cohort. These students will be eligible for the award of an ordinary degree in BA Primary Education Studies (non QTS), however, once they have successfully completed their outstanding credits they will receive the award of BA (Hons) Primary Teaching with Specialism (with QTS).

6B

- **a particular distinction** (eg a spoken language);
 - **any collaborating body** (in the case of awards provided with an academic partner);
- (vi) the date of the award;
- (vii) the signature of the Vice-Chancellor

Record of achievement or transcript

6B.14 An on-line 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:

and the 120 Level 6 credits as 60% 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 Level 5 credits are studied at Chichester then the award calculation will be based solely on the Level 6 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.

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

6D.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.

The Postgraduate Diploma

6D.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.

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6D.8 Awards will be made on the basis of 'pass', 'merit' or 'distinction'.

6D.9 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 by the Academic Board).

6D.10 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 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, or 240 credits for an MFA, 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 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. In regard to the MFA both the dissertation and independent project must fall into the higher category.

6D.11 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.**

6E Aegrotat and Posthumous Awards

Aegrotat Awards

6E.1 An award may be recommended exceptionally in aegrotat form to a student who satisfies the general conditions for the grant of the award (e.g. 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

6E.2 An award may be conferred posthumously, either in aegrotat or normal form, to a

				followed a limited, procedural or mechanistic formula, and they contain errors, with little or no independence. Have not presented research findings clearly or effectively, and their gathering, processing and interpretation of data is unsatisfactory. Not able to sufficiently express ideas and convey clear meaning verbally, electronically and/or in writing, uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. Unable to demonstrate consistently basic numeracy and digital literacy skills.	requirements of a professional, statutory or regulatory body (PSRB). Has failed to adhere to the appropriate rules and/or conventions set by regulators or the industry.
Fail 10-19% Very Poor Quality	The student did not achieve the required intended learning outcomes Contains limited relevance to the objectives of the assessment task. May address the topic but not the assignment brief. May be scanty and brief. Knowledge and understanding of the subject is inadequate,	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. Inadequate understanding of subject-specific theories,	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. Has not produced sufficient evidence of background investigation, analysis,	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	

without the required
breadth or depth, with

	<p>relevance to the objectives of the assessment task. Addresses topic but not always the assignment brief. May be significantly short of required length/ time. Knowledge and understanding of the subject is inadequate, without the required breadth or depth, with deficiencies in key areas.</p>	<p>not use this to develop own arguments. No critical discussion or theoretical engagement. Little practical and intellectual application. Inadequate understanding of subject-specific theories, paradigms, concepts and principles, including their limitations and ambiguities. Arguments and explanations are weak and/or poorly constructed, and does not critically evaluate the arguments of others or consider alternative views. Has shown little or no ability to reflect on their work.</p>	<p>evidence may be inaccurate, inappropriate or negligible. Reliance on dated, unreliable or non-academic sources. Has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study. Over-reliance on set sources. Not demonstrated an adequate ability to select and evaluate reading and research. Lack of technical, creative and/or artistic skills in most, or key, areas.</p>	<p>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 between statements and sections may be difficult to recognise. References may be absent, inaccurate or incorrect. Limited ability to solve problems and/or make decisions. Shows little or no real creativity. Has attempted practical tasks/processes but followed a limited, procedural or mechanistic formula, and they contain errors, with little or no independence. Have not presented research findings clearly or effectively, and their gathering, processing and interpretation of data is unsatisfactory. Not able to sufficiently express ideas and convey clear meaning verbally, electronically and/or in writing, uses</p>	
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				inaccurate terminology, with many errors in spelling, vocabulary and syntax. Unable to demonstrate consistently basic numeracy and digital literacy skills.	
Fail/PP 35-39% Weak Quality	The student did not achieve the required intended learning outcomes 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. Knowledge and understanding of the subject is inadequate, without the required breadth or depth, with deficiencies in key areas.	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. Inadequate understanding of subject-specific theories, paradigms, concepts and principles, including their limitations and ambiguities. Arguments and explanations are weak and/or poorly constructed, and does not critically evaluate the arguments of others or consider alternative views. Has shown little or no ability to reflect on their work.	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. Has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study. Over-reliance on set sources. Not demonstrated an adequate ability to select and evaluate reading and research. Lack of technical, creative and/or artistic skills in most, or key, areas.	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. Limited ability to solve problems and/or make decisions. Shows little or no real creativity. Has attempted practical tasks/processes but followed a limited, procedural or mechanistic formula, and they contain	

				<p>errors, with little or no independence. Have not presented research findings clearly or effectively, and their gathering, processing and interpretation of data is unsatisfactory. Not able to sufficiently express ideas and convey clear meaning verbally, electronically and/or in writing, uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. Unable to demonstrate consistently basic numeracy and digital literacy skills.</p>	
<p>3rd 40-49% Acceptable Quality</p>	<p>Satisfactorily addresses most objectives of the assessment task Completed to acceptable tolerance, limits of time/length (plus/minus 10% of word count). Has produced some creative work. Has demonstrated technical, creative and/or artistic skills. Has shown an ability to manage their learning and work with minimal or no supervision. Has demonstrated the ability to reflect on their work.</p>	<p>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. Has demonstrated a depth of knowledge and understanding in key aspects of their field of study, sufficient to deal with terminology, facts and concepts. has demonstrated an</p>	<p>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. Has conducted general background investigation, analysis, research, enquiry and/or study using established techniques, with the ability to extract relevant points. Has demonstrated the ability</p>	<p>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</p>	<p>Has demonstrated evidence of developing and applying discipline-specific specialist skills. Has demonstrated a capability of making useful contributions to group discussions and/or project work. Has demonstrated initiative and/or personal responsibility. The student has demonstrated</p>

		understanding of subject specific theories, paradigms, concepts and principles. Has consistently demonstrated an understanding of subject-specific theories, paradigms, concepts and principles as well as more specialised areas. Has shown the ability to devise and sustain an argument, with some consideration of alternative views, and can explain often complex matters and ideas.	to select, evaluate and comment on reading, research and primary sources. Can communicate information, ideas, problems and solutions verbally, electronically and in writing, with clear expression and style. They have also demonstrated numeracy and digital literacy skills.	follow. Work is referenced accurately with some errors. Has demonstrated an ability to solve problems, applying a range of methods to do so, and the ability to make decisions in complex and unpredictable circumstances. Has completed practical tasks and/or processes accurately and with a degree of independence. has presented their research findings, in several formats, and has gathered, processed and interpreted data effectively.	The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.
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. Completed to required time/length, etc. Has consistently demonstrated creativity. Has consistently demonstrated well-developed technical, creative and/or artistic skills. Has consistently shown an ability to	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 own arguments. Limited theoretical and conceptual analysis. Has demonstrated a sound breadth and depth of subject knowledge and understanding, if sometimes balanced	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 the standard recommended materials. Has conducted background investigation, analysis, research, enquiry and/or study using established techniques accurately, and can critically appraise	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	Has consistently demonstrated the development and informed application of discipline-specific specialist skills. Has consistently demonstrated the capability to make coherent and constructive contributions to group discussions and/or project work.

systematically manage
their learning and work

not contain errors or omissions. The student has shown a high level of creativity and originality throughout their work. Has a thorough command of highly-developed relevant technical, creative and/or artistic skills. Has shown a strong ability to systematically manage their learning and work without supervision. Has consistently demonstrated well-developed initiative and/or personal

synthesis and evaluation.
Has demonstrated
exceptional creative flair
and originality. Has a full
range of exceptional
technical, creative and/or

reflect critically and
independently on their
work.

literacy skills.

		information. They have demonstrated sophisticated perception, critical insight and interpretation of complex matters and ideas. Has demonstrated an exceptional ability to reflect critically and independently on their work.	has gathered, processed and interpreted a wide range of complex data efficiently and effectively.	proficiency. Can communicate information, ideas, problems and solutions to an accomplished level verbally, electronically and in writing. They have shown an accurate, fluent, sophisticated style. They possess exceptional numeracy and digital literacy skills	
1 st 90-100% Exceptional or distinguished quality	Professionally addresses the objectives of the assessment task, especially those components requiring originality of critical analysis, synthesis and evaluation. Has demonstrated exceptional creative flair and originality. Has a full range of exceptional technical, creative and/or artistic skills. Has shown an exceptional ability to manage their learning on their own initiative, and work without supervision. Has demonstrated exceptional initiative and/or personal responsibility.	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. Creative flair in theoretical and conceptual analysis. Has shown exceptional knowledge and understanding, significantly beyond the threshold expectation of a graduate at this level and beyond what has been taught. has conducted thorough background investigation, analysis, research, enquiry and/or	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. Has conducted independent, extensive and appropriate investigation, analysis, research, enquiry and/or study well beyond the usual range, together with critical evaluation, to advance work and/or direct arguments. has demonstrated an exceptional ability to select, consider, evaluate,	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. Has demonstrated a wide range of extremely well-developed problem-solving skills, as well as a strong aptitude for	Has demonstrated an accomplished and innovative application of discipline-specific specialist skills.

study using established techniques accurately, and possesses a well-developed ability to critically appraise a wide range of sources. has made consistent, logical, coherently developed, and substantiated arguments, and demonstrated the ability to systematically consider, critically evaluate and synthesise a wide range of views and information. They have demonstrated sophisticated perception, critical insight and interpretation of complex matters and ideas. Has demonstrated an exceptional ability to reflect critically and independently on their work.

comment on and synthesise a broad range of research, primary sources, views and information and integrate references. Has presented research findings perceptively, convincingly and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively.

decision-making with a high degree of autonomy, in the most complex and unpredictable circumstances. Has autonomously completed practical tasks and/or processes with a high degree of accuracy, coordination and proficiency. Can communicate information, ideas, problems and solutions to an accomplished level verbally, electronically and in writing. They have shown an accurate, fluent,

Postgraduate Grading Criteria

7C.1 Grading criteria will be made available to students when an assessment is set. 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

- 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
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- 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.**

Period of Study

7C.5 Study abroad (including exchanges and Erasmus+) cannot exceed one academic year within the programme of study.

7C.6 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

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 take the form of presentation, performance or exhibition may not be submitted late. Submission of coursework arising from reassessment may not be submitted late.

Prior to the date of submission you may use Turnitin to review your own work. This you may do as many times as you wish through the links in your module page, and an automatic review is undertaken when you submit your final copy through the electronic submission process.

Written assessments must be submitted electronically through your module page in Moodle. The electronic submission records the date and time of submission to determine that your written work was submitted on time. The module Moodle page will set out if there is a further requirement to submit a hard copy of the written work to your academic ~~department's administration office~~. **Where a hard copy is required, you should include within the cover page the ID number of the UQOS (Turnitin) report from when you undertook the electronic submission.**

Please note, if you fail to submit an electronic version of your work, your mark will normally be recorded as a non-submission. If there are any technical problems with the submission systems, you will be advised of these, and how the hand-in dates may be revised accordingly, and without any risks of penalty for late submission.

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.

Postgraduate conditions for re-submission

8A.4 Students have 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 set by the Board of Examiners, and the maximum grade obtainable for such re-submitted work shall be D.

8B First Attempt at assessment

8B.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.

8B.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 with a mark of zero.

8C Undergraduate re-assessment

8C.1 The maximum number of modules that may be attempted by any student at each level of their

required for an award, in order to improve their classification.

8D.7 At the discretion of the 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

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.

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).

The burden of proof lies with the University to prove that malpractice has occurred, rather than with the student to prove that it has not. The standard of proof is that applied in civil cases i.e. the balance of probabilities, rather than that applied in criminal cases i.e. beyond all reasonable doubt.

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

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

POINTS TOTAL

PENALTY

>30 points	Written warning
40-50	

The Academic Quality and Standards Service will service all Tier 2 Boards of Examiners. Documentation will be generated and provided by the Academic Registry, who will also act as officers to these Boards, to advise on the Academic Regulations. Reporting is by exception.

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

here: <https://www.oiahe.org.uk/providers/completion-of-procedures-letters>.

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

candidature, in the light of the mitigating circumstances).

appropriate, to suspend access to library resources for a specified period.

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

12.5 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.

12.

12.11 Paragraph 11.7 of the Articles of Association of the University empowers the Board of Governors of the University to make regulations for the conduct of students, including provision for the discipline of students on the grounds of misconduct and for the suspension and expulsion of students for misconduct.

12.12 Paragraph 16.6.8 of the Articles of Association of the University empowers the Vice-Chancellor, reporting to the Board of Governors and within the regulations as published, to be responsible for the maintenance of student discipline, for the suspension or expulsion of students on disciplinary grounds and for implementing decisions to expel students for academic reasons. Paragraph 16.7 of Articles of Association of the University empowers the Vice-Chancellor to delegate authority. This Procedure specifies where designated staff may act with the authority of the Vice-Chancellor to maintain student discipline. Only the Vice-Chancellor may expel a student permanently from the University.

12.13 The Disciplinary Code and procedure for students in University residences should be read along with these procedures by students resident in halls. That Disciplinary Code and procedures relate to students in Halls of Residence and are specific to the accommodation provision. They underpin the Academic Regulations, and the Academic Regulations take precedence over the residential disciplinary procedures, where applicable.

12.14 This procedure deals with cases where the University takes disciplinary action against one of its registered students, through an investigation and, where appropriate, a hearing before a Disciplinary Panel. Cases where a student brings an allegation of misconduct against another student are dealt with under the Complaints Procedure. The relevant member of the senior management team involved in Stage Two or Stage Three of the Complaints Procedure may however decide that, having investigated a complaint under the Complaints Procedure, disciplinary action should then be taken against a student. Thus, the Complaints Procedures may trigger the Disciplinary Procedures. Similarly, if the Harassment Procedures have been applied, resulting in a substantiated accusation, this may trigger the application of these Disciplinary Procedures.

12.15 ~~Students are able to seek advice offered by the Executive Officers of the Students' Union, who are also able to act as the student's 'friend'.~~

Minor misconduct

12.16 It is expected that cases of minor misconduct will be dealt with informally by the Programme Coordinator. The Director of Estate Management or nominee is empowered to deal with minor misconduct in relation to University residences as set out in the Disciplinary Code and Procedure for students in University residences and managed properties. The Director of Estate Management or nominee is empowered to deal with more serious cases of misconduct as set out in the Disciplinary Code and Procedure for Students in University Residences and Managed Properties. This shall include the recovery of actual costs of damage, where proven.

Misconduct which is, or may be, a criminal offence

This investigation will be conducted as soon as possible and normally be completed within 21 calendar days of the allegation being made. On completion of the investigation the Deputy Vice-Chancellor or designate will decide whether further action is necessary. The Deputy Vice-Chancellor or designate may decide that:

- there is no case to be answered, the student will be informed that the issue is closed and no record of the allegation will be made in the student's record; or
- disciplinary action is justified and;
 - (i) the case should be dealt with summarily by means of a verbal reprimand, not recorded on the student's file; or
 - (ii) the case should be dealt with summarily by means of a verbal reprimand, a record of which will be kept on the student's file for two years (normally such cases will not be referred to in references to employers); or
 - (iii) the case should be referred to a Disciplinary Panel through the Director of Quality and Standards; the Deputy Vice-Chancellor or designate may also recommend to the Vice-Chancellor that the student be suspended until the Disciplinary Panel meets;
 - (iv) in clauses (i) and (ii) above, the student can be required to pay for damage caused, make an apology or other form of reparation.

12.29 The student, against whom the allegation has been made, has the right to opt for a hearing before a Disciplinary Panel if dissatisfied with the outcome under (i) or (ii) above.

Stage Two: Disciplinary Panel

12.30

and the relevance of evidence to the specific nature of the complaint; it should make due allowance for any difficulty that the student may have experienced in presenting his or her case, especially in questioning any written evidence. In making its decision on action to be recommended, the Panel will pay regard to the student's previous record of conduct.

12.41 The Disciplinary Panel may impose any of the following penalties:

- (i) no action should be taken against the student.
- (ii) the student should be given a formal warning that further misconduct could result in expulsion; or
- (iii) the student should be suspended for a period that will vary with the severity of the case; or
- (iv) the student be excluded; or
- (v) the student should pay for damage for which he or she has been found responsible; or
- (vi) the student be required to pay a fine, appropriate costs (e.g. for damage) or to make appropriate restitution and/or that the student should carry out an appropriate period of service to the University community.

12.42 The Panel may also recommend the expulsion of the student to the Vice-Chancellor. The Chair of the Panel will inform the student of the findings and recommendations of the Panel and the reasons for them. The Director of Quality and Standards will confirm the findings and recommendations in writing to the student concerned, the members of the Panel and the Vice-Chancellor. The Director of Quality and Standards will also inform the student that:

- (i) he or she may appeal to the Vice-Chancellor against the Disciplinary Panel's decision;
- (ii) any appeal to the Vice-Chancellor must be submitted in writing to the Director of the Quality and Standards within 14 calendar days of the decision of Disciplinary Panel being announced;
- (iii) ~~a record of the outcome of the case will be kept on the student's file and may, where relevant,~~ be referred to in references to employers.

12.43 If no appeal is received by the due date, the Director of Quality and Standards will issue the student with a Completion of Procedures letter.

Definitions

12.44 ~~'Suspension'~~ refers to a total prohibition on attendance at or access to the University and on any participation in University activities, but it may be subject to qualification, such as permission to attend for the purpose of assessment.

12.45 ~~'Exclusion'~~ involves ~~selective restriction on attendance at or access to the University or prohibition~~ on exercising the functions or duties of any office or committee membership in the University or the ~~Students' Union for a specified period, the exact details to be specified in writing.~~

12.46 ~~'Expulsion'~~ involves ~~the permanent withdrawal of the student from all activities concerned with~~ the University.

12.47 An order of suspension or exclusion may include a requirement that the student should have no contact of any kind with a named person or persons.

Appeal to Vice-Chancellor

to consider whether, looking at all the evidence objectively, it is possible to say that it is more probable than not that the allegation is correct. In other words, has the party making the allegation satisfied the member of staff overseeing the process that the allegation has substance.

12.48 On receipt of an appeal against the decision of a Disciplinary Panel, the Vice-Chancellor will decide