

## Student Assessment

# Policy and Procedures

Quality Assurance Benchmarking		
This policy and procedure maps to the following external quality assurance frameworks: QAA Quality Code Chapter B6: Assessment of students, with references to Indicators 2,3,5,6 and 9.		
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## Document Overview

This document covers the **Student Assessment Policy**. The policy should be read in conjunction with the **Student Complaints and Academic Appeals Policy** and the **Student Code of Conduct and Disciplinary Procedure**.

### I. Student Assessment Policy

#### I.1 Introduction

I.1.1 Assessment strategies for each programme, and for individual units of study within each programme, are included in each definitive programme document. Details of the grading scheme which is adhered to by programmes is set out below in I.9. The consistent implementation of this aims to ensure that the academic and professional standards for each award are set and maintained at the appropriate level and that student performance is judged accordingly.

I.1.2 The assessment process is designed to allow students and staff to compare programme aims with learning outcomes. It provides appropriate and timely feedback on assessed work in a way that promotes learning and facilitates improvement but does not increase the burden of assessment.

I.1.3 Benefits to the students include:

- Identification of achievement
- Involvement in an experience that is itself part of the learning process
- Feedback that identifies strengths and allows weaknesses to be addressed
- Effective and appropriate measurement of performance in terms of learning outcomes

I.1.4 Benefits to the staff include:

- A means of offering students guidance in evaluating their own progress
- A means of monitoring and evaluating the programme
- A basis for progression from one block of study to the next
- A basis for awarding an undergraduate or postgraduate degree or diploma.

#### I.2 Rationale

I.2.1 The scheme reflects careful consideration of national and international expectations and also reflects the particular ethos of West Dean College and its constituent School's and our aim

to develop reflective professional practitioners in the creative arts, design and conservation.  
The scheme is based on the following principles:

- That assessment should be a process that promotes effective learning
- That assessment should foster the development of critical self-awareness and independent practice
- That published and implemented principles and procedures for, and processes of, all assessment are explicit, valid and reliable
- That assessment is conducted with rigour, probity and fairness and with due regard for security
- That it should ensure an equitable distribution of the student workload across the year
- That if learning outcomes are fulfilled, students should be awarded credit toward the successful completion of units of study at each level (4, 5, 6 and 7)

### **1.3 The scheme**

- 1.3.1 The attribution of credits and Framework for Higher Qualifications in England levels for different qualifications is as follows<sup>1</sup>:

<b>Qualification</b>	<b>Credits</b>	<b>FHEQ Level (s)</b>
Certificate Higher Education	120	4
Foundation Degree	240	4 & 5
Diploma Higher Education	240	4 & 5
BA (Hons) Degree	360	4,5 & 6
BA (Hons) Top-Up	120	6
Graduate Diploma	120	6
Master of Arts	180	7
Master of Fine Art	240	7

- 1.3.2 The 360 credits of BA(Hons) in Interior Design can be achieved through either 3 academic years of full time study or 5 calendar years of part time study through online learning.
- 1.3.3 Students on the Diploma HE Applied Interior Design can achieve 120 Level 5 credits through either full time or part time studies, on the basis of recognition of prior learning for the 120 credits at Level 4.
- 1.3.4 The 360 Credits of BA(Hons) in Arts and Contemporary Crafts can be achieved through either 3 academic years of full-time study or 6 years of part time study.

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<sup>1</sup> <http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>

- I.3.5 The 240 Credits of Dip HE in Arts and Contemporary Crafts can be achieved through either 2 years of full time study or 4 years of part time study.
- I.3.6 The 120 Credits of Cert HE in Arts and Contemporary Crafts can be achieved through either one year of full-time study or two years of part time study.
- I.3.7 Students taking the MFA degree either full time or through blended delivery complete a total of 240 credits at Level 7 over two academic years. The 180 credits required for the completion of an MA degree in Conservation Studies can be achieved through one calendar year of full-time study.
- I.3.8 The 180 credits for the MA in Creative Writing and Publishing and MA Collections Care and Conservation Management can be achieved through two academic years of part time study.
- I.3.9 For most programmes, the scheme operates within an academic teaching year of which runs between September and July. The teaching year is divided into two semesters and three terms.
- I.3.10 For students registered for an MA degree in Conservation Studies, the academic teaching year is extended by a further 10 week term of full-time study between July and September.
- I.3.11 For students studying through part time online learning the conventional academic calendar is not followed and the programme is delivered over a continuous period of 5 calendar years.
- I.3.7 All programmes are divided into units. A unit is a self-contained credit rated provision of study. A unit carries a minimum of 5 and up to a maximum of 60 credits. The credit rating for a particular unit represents a proportion of the overall total credit for the level of the programme. The unit is weighted in order to reflect its proportion of the total student study time and workload for the teaching year.
- I.3.8 One credit equates to 10 hours of study. Credit ratings are consistent with the College's Credit Accumulation and Transfer Scheme, i.e. 120 credits corresponding to 1200 hours of study which will comprise a combination of directed and self-directed activity. For full time programmes, the study week averages 37.5 hours. Assessed work within a unit is quantified in such a way that it is proportional to the amount of credit that can be awarded.
- I.3.9 Units of study may be consecutive, concurrent or a combination of both. The sequencing of units is determined with reference to the programme specification. All units are delivered and assessed within a teaching year.
- I.3.10 Each unit of study has a description detailing:
- The aims and learning outcomes
  - The content

- The learning and teaching methods
- The assessment requirements
- The assessment criteria
- An indicative reading/resources list

- I.3.11 Students work on a number of individual assignments, appropriate to their programme of study, and produce objects, artefacts, design projects, scale models or artwork with associated documentation. They take part in lectures, seminars, presentations and visits, and complete written work in the form of essays, scripts for presentations or dissertations.
- I.3.12 Programme documents, set out the units on offer and their sequence during the year. Access to all documents is provided through the Student VLE. The Principal, as part of quality assurance arrangements, ensures that all modifications and/or additions are incorporated on an annual basis. Modifications and/or additions may arise from specifications made from time-to-time by external regulatory bodies and identified either by the College or by the validating partner.
- I.3.13 Information related to the operation of the unitised scheme is issued to all students at the beginning of the academic year. This information includes submission deadlines, the timing of student assessments and reviews, and arrangements for feedback on progression.
- I.3.14 Continuous feedback is provided throughout the year in tutorials, and students are made aware of their level of performance and what they need to do in order to develop and progress. For most units there are at least one formal formative assessment point part way through the unit.
- I.3.15 At the end of each unit there is a summative assessment where a provisional grade is awarded. All grades are only formally confirmed by the Assessment Board. Students also receive written feedback at the summative assessment point of each unit about their performance in relation to the learning outcomes supported by formative feedback on areas for improvement.
- I.3.16 If a student does not achieve a pass in a unit, a Referral may be awarded. A student awarded a Referral for a unit, is given a period of time in which to improve work and then have it reassessed (see *the Grading Process*, section 1.9 below).
- I.3.17 The Referral period for students studying full time is usually six weeks and for part time students this is increased pro-rata, proportionate to the intensity of their programme of study. Students may elect to resubmit work sooner if they wish.
- I.3.18 The Referral period normally takes place following the Assessment Board at the end of the academic year enabling students to complete referral work prior to the beginning of the next stage of the programme. In the case of units assessed during terms 1 and 2, the referral period can take place alongside on-going study. Normally, this will only be allowed for referrals in

units up to a maximum of (20) credits in order to ensure that progress on subsequent units is not compromised. Referrals in more than (20) credits will usually require the student to interrupt their studies in order to complete the referral work before re-joining the programme.

- 1.3.19 All units must be passed and/or retrieved by compensation in order for an award to be made or in order that a student can progress to the next stage/level of the programme. Exceptionally, for students studying on continuous online programmes, referred units may be trailed into the next level, up to the maximum credit value of 20 credits as indicated in 1.3.17 above.

#### **1.4 Assessment Board responsibilities**

- 1.4.1 The Assessment Board has formal responsibilities for:

- Confirming marks, grades and awarding credits.
- Approval of the results lists for all units and pass lists for the Awards.
- The drawing up of formal pass lists and passing these to the appropriate bodies for conferment.
- The consideration of all candidates who do not pass a unit of study at a summative assessment point, including referrals and assessments that are deferred due to extenuating circumstances.
- The formal notification of Referral or Fail to any candidates who do not pass a unit of study.
- Considering all suspected cases of plagiarism and cheating.
- Monitoring the quality of programme provision and making recommendations
- Receiving and responding to immediate (verbal) External Examiner reports and comments.
- The recommendations of candidates to the validating University for the final awards.

- 1.4.2 In the event of any candidate querying the decision of the Assessment Board, arbitration is via the College's Academic Appeals Procedure (**Student Complaints and Academic Appeals Policy** section 5).

- 1.4.3 The Chair is responsible for ensuring that the Board carries out the responsibilities referred to above and overseeing the process through which the views of all External Examiners are ultimately reported to the Academic Quality Committee (AQC). Any general or specific issues which arise from these minutes must be included in the established programme monitoring processes.

For the composition and terms of reference of Assessment Boards see Appendix 2 below.

#### **1.5 Professional Currency**

- 1.5.1 The College is committed to ensuring the professional currency of its programmes and involves industry representatives in the design of its programmes and on an ongoing basis, to inform curriculum. Each School has developed its own approach to achieving this objective.

The School of Conservation engages external Programme Advisers drawn from industry and relevant professions, from the public and private sector to form a link with current practice and provide productive contacts with specialist networks. The School of Arts has an active Residency programme across all of its subject areas whereby practicing professionals spend extended periods of time at the College working with students and staff.

## **I.6 External Examiners**

I.6.1 The validating University appoints an External Examiner for each programme of study normally for a period of four years. An External Examiner may assume responsibility for a number of related programmes within the College provision. External Examiners appointed to their role at West Dean are responsible to the Vice-Chancellor of the validating University **and operate in accordance with the University's regulations.**

I.6.2 The College provides nominations for External Examiner appointments and nominees will typically:

- Hold or have held an academic position in another HE institution.
- Have experience as an internal and/or external examiner in another institution.
- Be highly respected in their field.
- Be experienced in the assessment of students' work at the appropriate level.
- Not have been involved in the teaching of the relevant West Dean College programme for the previous five years and will not be employed at the same institution as the previous incumbent.

I.6.3 External Examiners are asked to report on:

- i. whether the academic standards set for its awards are appropriate.
- ii. the extent to which our assessment processes are rigorous, ensure equity of treatment for students and have been fairly conducted within institutional regulations and guidance.
- iii. the standard of student performance in terms of the stated learning outcomes and criteria for assessment.
- iv. the comparability of standards and student achievements with those in any other higher education institutions.
- v. good practice they have identified.
- vi. any matters requiring attention and actions.

I.6.4 External Examiners use the University's reporting form and each academic year they are sent a copy of the specifications setting out their duties by the University. They are also provided with definitive programme documents including Programme Specifications and Unit Descriptors by the College, so that details of the assessment processes and grading scheme are clear. They visit the College during assessments, attend meetings of the Assessment



Boards, sample and review practical and written work, and submit a comprehensive report following the summer Assessment Board to the validating University. Copies of the report are forwarded to the College where they are circulated to the Principal, Registrar, Quality Manager and relevant Heads of School and Programme Leaders. Programme Leaders respond to the External Examiners Report in the Programme Annual Monitoring Report and any actions arising are included in the Programme Action Plan.

## **1.7 Assessment criteria**

- 1.7.1 Each unit of study includes assessment criteria selected from one or more of the three domains: Practical, Theoretical and Professional. The principles of assessing learning outcomes in these domains is set out in 1.8.6 below.
- 1.7.2 The structure and weighting of each domain reflects the emphasis West Dean College places upon practice and technical accomplishment and helps to define our approach to advanced practice. We believe that advanced vocational study needs to be informed by technical knowledge and by critical thinking, located within a theoretical and professional context. Work required, specified in unit descriptions, is designed to provide evidence that learning outcomes have been met. The exact specification of work required, particularly within the practical domain, is the subject of a negotiated agreement between the student and the tutor.
- 1.7.3 The College maintains low student to staff ratios and the workshop/studio-based nature of the provision enables the progress of each individual student to be closely monitored. Work required from an individual student reflects the weighting and learning outcomes of a unit of study and also takes into account the particular needs of the individual. Assessment criteria develop in depth to reflect progression within each level and from level 4 to level 7. An assessment criterion applied in a unit of study of a particular programme may appear again later in the programme, and students are required to exhibit greater fluency, deeper understanding and wider knowledge as they progress. An assessment criterion measures threshold performance of a learning outcome and work required may give evidence that more than one learning outcome has been achieved.
- 1.7.4 Continuous improvement is encouraged and expected from students from the beginning of a programme. Work required at the end of a diploma or at the end of the final year of the FdA, BA(Hons) or MA/MFA degree is measured against selected generic, as well as programme specific, assessment criteria to ensure that the learning outcomes of the programme have been achieved.

## **1.8 Assessment procedures**

### 1.8.1 Marking

Practical work is assessed on a continuous basis by teaching staff and comments are fed to students informally on an on-going basis through discussion, one-to-one bench/studio tutorials and private tutorials. At summative assessment and review points the process of continuous assessment is consolidated, through a review of the practical work and supporting material by at least two assessors, who share their judgements before grades are agreed and feedback provided. For written assignments and presentations there is normally one assessor with a second assessor reviewing and moderating a sample of submissions.

### 1.8.2 Verification by External Examiners

Student numbers at West Dean College allow a high percentage of internally assessed practical work, written work and dissertations to be seen by External Examiners who operate in accordance with regulations specified by the validating University. Prior to the confirmation of grades, the External Examiner is expected to endorse the outcomes of the assessments they have been appointed to scrutinise.

1.8.3 In the event of an External Examiner not endorsing a grade or the grades in general, the work will be referred back to the College to repeat the first marking process with a different internal marker, and then the External Examiner will moderate the work again. If the internal assessors and External Examiner remain in disagreement about the proposed grades, the matter is then presented to the Chair of the Assessment Board. Beyond this, any unresolved matters may be referred to the validating University.

1.8.4 External Examiners normally meet with a group of students and see a cross section, of marked written work as well as all practical submissions during assessment. At the meeting of the Assessment Board, External Examiners are asked to convey any general or particular views in relation to academic quality and standards they may wish to bring to the attention of the Board.

1.8.5 All credits attained through achieving the learning outcomes as well as the grades which indicate the quality of the students' performance in doing so, remain provisional until agreed at the Assessment Board.

1.8.6 The learning outcomes are assessed against published assessment criteria which ensure that practical, theoretical and professional outcomes are achieved at the appropriate level. These learning outcomes constitute the knowledge, range of skills and attributes a student needs to acquire for a particular award. For a student to successfully address a learning outcome they must demonstrate the minimum of a pass grade (see section 1.9 below). A generic set of learning outcomes, typical examples of work required and a generic set of assessment

criteria for graduate and postgraduate programmes are listed in Appendix I below. When viewed together learning outcomes help to define undergraduate, graduate and postgraduate qualities in keeping with the framework for Higher Education (FHEQ)<sup>2</sup> and within the context of practice-based programmes of study. Programme specific learning outcomes are located in the individual programme specifications.

## **I.9 The Grading process**

- I.9.1 Students are informed of all deadlines and assessment requirements relating to their units of study during the induction period. Assessment requirements may be revised or modified from time to time and such revisions are published prior to the commencement of a unit of study.
- I.9.2 More than one member of teaching staff is required to consider the elements of a student's work for assessment. This is achieved either through joint/panel marking of practical work or sample moderation of written submissions and presentations. This is to ensure that the aims and learning outcomes of a programme are assessed in an integrated way. Firstly the assessment process determines whether or not the learning outcomes have been achieved using the relevant criteria. Secondly, consideration is given to how well the learning outcomes have been achieved using the grading system. The assessment criteria relate to level 4 and 5 performance for the Foundation Degree, level 4 for the CertHE, level 4 and 5 for the DipHE, level 4,5 & 6 for the BA (Hons), level 6 for the Graduate Diplomas & BA(Hons) Top-Up and level 7 performance for the MA and MFA degrees.

### **I.9.3 The Grading Scheme**

#### **Undergraduate Programmes (FdA, CertHE, DipHE, BA(Hons))**

- I.9.4 At the assessment points the grades for all units of study are considered and confirmed. The following performance descriptions, which are generic and apply to each learning outcome for a unit of study, describe the characteristics of work in each grading band:

<b>Grade</b>	<b>Percentage scale</b>		<b>Grade Descriptor</b>	
<b>A</b>	<b>A+</b>	<b>80-100</b>	<b>Outstanding</b> An outstanding response to the task All learning outcomes/ assessment criteria have been achieved to an exceptionally high level  The work demonstrates most or all of the following	<b>PASS</b>

<sup>2</sup> <http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>

			<p>characteristics beyond that expected for work at the given level of study within the discipline:</p> <ul style="list-style-type: none"> <li>• Exceptional display of understanding, exploration, insight and/or research</li> <li>• All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to</li> <li>• The organisation, structure and standard of presentation of the work, including referencing where appropriate, are exemplary throughout</li> <li>• The work has been approached and/or executed/performed in an original way</li> <li>• Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/performance</li> <li>• Evidence of very high-quality analysis, synthesis, evaluation and critical appraisal</li> <li>• Consistently displays very high levels of initiative, personal responsibility, decision-making and achievement</li> </ul>	
A	75-79	<b>Excellent</b>	<p>An excellent response to the task All learning outcomes/ assessment criteria have been achieved to a high standard and many at an exceptionally high level</p> <p>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</p> <ul style="list-style-type: none"> <li>• In-depth understanding, exploration, insight and/or research</li> <li>• All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to</li> <li>• The organisation, structure and standard of presentation of the work, including referencing where appropriate, are excellent throughout.</li> <li>• The work has been approached and/or executed/performed in an original way</li> <li>• Insightful contextualisation, including relevant theory/ literature/ artefacts/ performance</li> <li>• Evidence of high to very high-quality analysis, synthesis, evaluation and critical appraisal</li> <li>• Demonstrates high levels of initiative, personal responsibility, decision- making and achievement</li> </ul>	
A-	70-74			

<b>B</b>	B+	67-69	<p>Good to very good</p> <p>A good to very good response to the task</p> <p>All learning outcomes/ assessment criteria have been met fully at a good or very good standard</p> <p>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</p> <ul style="list-style-type: none"> <li>• Good to very good understanding and exploration, some insight and/or thorough research</li> <li>• No significant inaccuracies, misunderstandings or errors</li> <li>• The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to</li> <li>• The work is well organised, coherent and the standard of presentation, including referencing where appropriate, is at least good</li> <li>• The work has been approached and/or executed/performed in a comprehensive and appropriate way</li> <li>• Appropriate contextualisation, including relevant theory/ literature/ artefacts/performance</li> <li>• Evidence of high-quality analysis, synthesis, evaluation and critical appraisal</li> <li>• Demonstrates good levels of initiative, personal responsibility, decision- making and achievement</li> </ul>
	B	64-66	
	B-	60-63	
<b>C</b>	C+	57-59	<p><b>Sound, competent</b></p> <p>A sound, competent response to the task</p> <p>All learning outcomes/ assessment criteria have been met and some may have been achieved at a good standard</p> <p>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</p> <ul style="list-style-type: none"> <li>• Sound understanding and exploration, some insight and/or appropriate research</li> <li>• No significant inaccuracies and/or misunderstandings</li> <li>• No significant aberrations from the specifications for the assessment task, including word limit/time limit where appropriate</li> <li>• The work is suitably organised<sup>3</sup> and the standard of presentation, including referencing where appropriate, is at least sound</li> </ul>
	C	54-56	
	C-	50-53	

			<ul style="list-style-type: none"> <li>• The work has been approached and/or executed/performed in a standard way</li> <li>• Sound analysis, synthesis, evaluation and critical appraisal</li> <li>• Demonstrates some levels of initiative, personal responsibility, decision- making and achievement</li> </ul>	
<b>D</b>	D+	47-49	<p><b>Adequate, but weak</b></p> <p>An adequate, but weak response to the task</p> <p>All learning outcomes/ assessment criteria have just been met</p> <p>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</p> <ul style="list-style-type: none"> <li>• Adequate understanding and/or exploration of major ideas with little insight and/or minimal research</li> <li>• Some minor inaccuracies and/or misunderstandings</li> <li>• Some minor aberrations from the specifications for the assessment task, including word limit/time limit where appropriate</li> <li>• The work is largely descriptive, some parts of the work are disorganised and the standard of presentation, including referencing where appropriate, is barely adequate</li> <li>• The work has been approached and/or executed/performed in a basic and/or poor way</li> <li>• Some, but limited, evidence of analysis, synthesis, evaluation and critical appraisal</li> <li>• Demonstrates limited levels of initiative, personal responsibility, decision- making and achievement</li> </ul>	
	D	44-46		
	D-	40-43		
<b>E</b>	E+	37-39	<p>Unsatisfactory</p> <p>An unsatisfactory response to the task</p> <p>One or more of the learning outcomes/ assessment criteria have not been met</p> <p>The work may display some strengths but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as:</p>	<b>FAIL</b>
	E	34-36		
	E-	30-33		

			<ul style="list-style-type: none"> <li>• Limited understanding and/or exploration of major ideas with very little insight and/or minimal research</li> <li>• Some significant inaccuracies and/or misunderstandings</li> <li>• Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task</li> <li>• The work is too descriptive, parts of the work are disorganised and unclear and the standard of presentation, including referencing where appropriate, is poor</li> <li>• The work has been approached and/or executed/performed in a poor way</li> <li>• Insufficient evidence of analysis, synthesis, evaluation and critical appraisal</li> <li>• Little evidence of initiative, personal responsibility, decision-making and achievement</li> </ul>	
<b>F</b>	F+	20-29	Unsatisfactory	
	F	10-19	An unsatisfactory response to the task	
	F-	0-9	<p>Most of the learning outcomes/assessment criteria have not been met</p> <p>Any strengths of the work are heavily outweighed by many weak features in relation to the expectations for the given level of study within the discipline, such as:</p> <ul style="list-style-type: none"> <li>• Very limited understanding and/or exploration of major ideas with little or no insight and/or minimal research</li> <li>• Several significant inaccuracies and/or misunderstandings</li> <li>• Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task</li> <li>• The work is descriptive and the standard of presentation including referencing where appropriate is very poor</li> <li>• The work has been approached and/or executed/performed inadequately</li> <li>• Little evidence of analysis, synthesis, evaluation and critical appraisal</li> <li>• Little to no evidence of initiative, personal responsibility, decision-making and achievement</li> </ul>	

I.9.5 At the assessment points the grades for all units of study are considered and confirmed. The following performance descriptions, which are generic and apply to each learning outcome for a unit of study, describe the characteristics of work in each grading band.

Grade	Percentage scale	Grade Descriptor
A	70 - 100%	<p><b>DISTINCTION</b>            An excellent/outstanding response to the task            All learning outcomes/ assessment criteria have been achieved to a high standard and many at an exceptionally high level</p> <p>The work assessed demonstrates an advanced level of skill combined with a thorough understanding of practical, theoretical, and professional issues. Research is thorough and analysis draws sound and original conclusions. The student shows exceptional personal and professional initiative and outstanding communication skills. The learning outcomes at the appropriate level (6 or 7) are accurately and expertly addressed.</p>
B	60 - 69%	<p><b>MERIT</b>            A good to very good response to the task            All learning outcomes/ assessment criteria have been met fully at a good or very good standard</p> <p>The work assessed illustrates a high standard of skill and understanding of practical, theoretical, and professional issues. Research is thorough and the student shows personal initiative and good communication skills. The learning outcomes at the appropriate level (6 or 7) are fully and accurately addressed.</p>
C	50 - 59%	<p><b>PASS</b>            A sound, competent response to the task            All learning outcomes/ assessment criteria have been met and some may have been achieved at a good standard</p> <p>The work assessed illustrates an adequate grasp of theoretical concepts and practical skills. The student shows personal initiative and effective communication skills. There are no major omissions in the work required or any relevant research and the learning outcomes at the appropriate level (6 or 7) are adequately and properly addressed.</p>
D	0 - 49%	<p><b>FAIL</b>            An unsatisfactory response to the task            One or more of the learning outcomes/ assessment criteria have not been met</p>



		There are significant omissions in the theoretical or practical elements of the work. There is insufficient evidence of research and personal initiative. A basic level of professionalism may be missing. There is inadequate evidence of overall competence and the learning outcomes at the appropriate level (6 or 7) may be partially but are not completely addressed. An overall grade D in any unit results in a referral (see below).
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#### 1.9.6 Calculation of unit grades

For many units the assessment requirement comprises a single component or portfolio of work which is assessed holistically in accordance with the grading scheme above. Where a unit of study consists of a number of assessed components. Each component is assessed and awarded a mark on a percentage scale related to the grading scheme, which enables the calculation of the final unit grade to accurately reflect the relative weighting of each component.

The weighting given to different components is outlined in the unit descriptor.

Where a unit of study contains components that are weighted differently, the overall unit grade is derived using the awarded percentage multiplied by the weighting. An example is provided below:

#### **FdA Craft Practice - Unit HC-HI History of Craft**

<b>Assessment method</b>	<b>Weighting</b>	<b>Example Tutor grade</b>	<b>Multiplier</b>	<b>Example conflated grade</b>
Written coursework	70%	60/100	0.7	42
Oral presentation	30%	40/100	0.3	12
	100%			54%

In this example, a conflated grade of 54% would therefore equate to a grade C for the example unit when applying the undergraduate grade scheme.

#### **1.10 Classification of an award**

1.10.1 The final classification of the award will be awarded on the basis of the grade scores for all the applicable units of the student's programme of study following confirmation at the relevant Assessment Board.

#### **Undergraduate Programmes (CertHE, FdA, DipHE, BA(Hons))**

##### **1.11 Foundation Degree Arts (FdA)**

Foundation Degrees are awarded as a pass, merit or distinction. The FdA is classified on the basis of marks achieved at level 5.

- Pass will be awarded to students for the Foundation Degree award who have satisfied the requirements of the award and have achieved a mark for each module across the award of at least 40.00
- Merit will be awarded to students for the Foundation Degree award who have satisfied the requirements for a pass and have achieved a credit-weighted mean mark from all modules at level 5 of at least 60.00
- Distinction will be awarded to students for the Foundation Degree award who have satisfied the requirements for a pass and have achieved a credit-weighted mean mark from all modules at level 5 of at least 70.00

#### **I.12 Certificate in Higher Education (CertHE) in Arts and Contemporary Crafts**

The Certificate in Higher Education is awarded as a pass, merit or distinction.

- Pass will be awarded to students who have satisfied the requirements of the award and have achieved a mark for each module across the award of at least 40.00
- Merit will be awarded to students who have satisfied the requirements for a pass and have achieved a credit-weighted mean mark from all modules of at least 60.00
- Distinction will be awarded to students who have satisfied the requirements for a pass and have achieved a credit-weighted mean mark from all modules of at least 70.00

Diploma Higher Education (DipHE) in Applied Interior Design or Arts and Contemporary Crafts Diplomas in Higher Education are awarded as a pass, merit or distinction. The DipHE is classified on the basis of marks achieved at level 5.

- Pass will be awarded to students who have satisfied the requirements of the award and have achieved a mark for each module across the award of at least 40.00
- Merit will be awarded to students who have satisfied the requirements for a pass and have achieved a credit-weighted mean mark from all modules at level 5 of at least 60.00
- Distinction will be awarded to students who have satisfied the requirements for a pass and have achieved a credit-weighted mean mark from all modules at level 5 of at least 70.00

#### **I.13 Bachelors Programmes**

- The following classification scale applies to Honours degrees:
  - Mark 70+ is First Class
  - Mark 60.00-69.99 is Upper Second Class
  - Mark 50.00-59.99 is Lower Second Class
  - Mark 40.00-49.99 is Third Class

The grand mean mark will include all marks at both levels 5 and 6, weighted according to their credit rating, with the ratio of level 5 to level 6 being 40:60.

For students progressing to Level 6 of a Bachelors programme from a Sussex-validated programme (e.g. Diploma HE Applied Interior Design; FdA Clocks (etc)), the grand mean mark will include all marks at both levels 5 and 6, weighted according to their credit rating, with the ratio of level 5 to level 6 being 40:60. This assumes the previous award is rescinded at the point of the new award being ratified.

## **See Appendix I for Award Framework illustration**

### **Exit Awards**

A student enrolled on a Bachelors programme who has permanently withdrawn or is unable to achieve the standard required for this award but who meets the following criteria will be considered for an exit award:

- A student who achieves 120 credits at the prescribed level set out in Appendix 1 will be considered for the award of Certificate of Higher Education.
- A student who achieves 240 credits at the prescribed level set out in Appendix 1 will be considered for the award of Diploma of Higher Education.
- A student who achieves 300 credits at the prescribed level set out in Appendix 1 will be considered for the award of an Ordinary degree.

Exit awards are not classified.

Compensation may not be applied to exit awards.

## **Graduate Diploma & Post Graduate Programmes (MA & MFA)**

### **I.14 Graduate Diploma (GD)**

Graduate Diplomas are awarded as pass, merit or distinction

- Pass will be awarded to students for the Graduate Diploma award who have satisfied the requirements of the award and have achieved a mark for each module across the award of at least 50.00
- Merit will be awarded to students for the Graduate Diploma award who have satisfied the requirements of a pass and have achieved a credit-weighted mean mark from all modules of at least 60.00
- Distinction will be awarded to students for the Graduate Diploma award who have satisfied the requirements of a pass and have achieved a credit-weighted mean mark from all modules of at least 70.00

### **I.15 Masters Programmes (MA)**

Master's degrees are awarded as pass, merit or distinction

- Pass will be awarded to students for the Masters award who have satisfied the requirements of the award and have achieved a mark for each module across the award of at least 50.00
- Merit will be awarded to students for the Masters award who have satisfied the requirements for a pass and have achieved a credit-weighted mean mark from all modules of at least 60.00 with at least 50% of credits achieved at 60.00 or above including the final major unit.
- Distinction will be awarded to students for the Masters award who have satisfied the requirements for a pass and have achieved a credit-weighted mean mark from all modules of at least 70.00 with at least 50% of credits achieved at 70.00 or above including the final major unit.

### **1.16 Master of Fine Art (MFA)**

MFA degrees are awarded as pass, merit or distinction

- Pass will be awarded to students for the MFA award who have satisfied the requirements of the award and have achieved a mark for each module across the award of at least 50.00
- Merit will be awarded to students for the MFA award who have satisfied the requirements for a pass and have achieved a credit-weighted mean mark from all modules of at least 60.00 with at least 50% of credits achieved at 60.00 or above including the final major unit.
- Distinction will be awarded to students for the MFA award who have satisfied the requirements for a pass and have achieved a credit-weighted mean mark from all modules of at least 70.00 with at least 50% of credits achieved at 70.00 or above including the final major unit.

**1.16.1** Only a fully constituted Assessment Board chaired by the validating University can confirm grades and recommend awards. Students are informed that all grades remain subject to confirmation by the Assessment Board.

### **1.17 Borderline criteria**

There are some cases where you might get a higher class of degree. The college operates a borderline zone at all the classification boundaries.

**If you're studying for an undergraduate or graduate award** and you meet the following criteria, you will automatically be given the higher classification:

- your grand mean is up to 1% below the higher classification boundary, and
- at least half the credits that contribute to the award are in the higher class.

If you meet the first criteria but have fewer than half the credits in the higher class, your exam board has the discretion to reclassify based on your individual student profile as presented on the marks array for all stages of study that contribute to the award. Consideration will be given to:

- the final stage mean and/or
- performance in a particular module(s).

**If you're a postgraduate**, the exam board has the discretion to reclassify you if you have achieved either:

- a grand mean up to 1% below the higher classification boundary and at least half the credits that contribute to the award in the higher class, or
- a grand mean in the higher class (for instance, at 70%) but with less than 50% of the credit that contributes to classification in the higher class.

When considering borderline students, the Progression and Award Board (PAB) has the discretion to reclassify based on the individual student profile as presented on the marks array. Consideration may be given to:

- performance in the taught modules
- performance in the dissertation/project/module.

Mitigating circumstances do not provide grounds for reclassification of an award. In these circumstances, the PAB may consider offering a re-sit.

## **1.18 Fail and Referral**

- 1.18.1 If at the final assessment point, all units are passed and therefore all credits are awarded to an individual they will be awarded the relevant Diploma or Degree. If a student fails to achieve the full credits at the final assessment point they are deemed to have failed to fulfil the requirements for the award.
- 1.18.2 Failure to achieve a substantial amount of the credit such that successful retrieval within the retrieval period is unlikely may mean the student is given the opportunity to re-take the Programme with full-time attendance or that the student is excluded from a programme for failing to progress satisfactorily. Such a decision is at the discretion and academic judgement of the Assessment Board with advice from the Unit Board.
- 1.18.3 If a Referral grade has been awarded for either a single unit or number of low credit weighted units, a retrieval opportunity is usually granted.
- 1.18.4 Referred work must be completed satisfactorily within a timescale agreed at the Assessment Board, which is usually six weeks for full time programmes. A student who retrieves a referral is awarded the maximum of the lowest applicable pass grade.

## **1.19 Failure to Retrieve**

- 1.19.1 No student can be referred more than twice for a unit. If the resubmission of the unit assignment is not retrieved to a satisfactory standard at the agreed resubmission date the unit is recorded as Fail and there is no further opportunity to retrieve the unit. It is the formal responsibility of the Chair of the Assessment Board to notify a student of the outcome of the assessment of referred work. Confirmation of a Fail grade on behalf of the

Assessment Board means that a student is not permitted to continue with their programme of study (see below).

- I.19.2 Students on interior design programmes validated by the University of Brighton will have one retrieval attempt after which they will be required to repeat the unit should their attempt at retrieval be unsuccessful.

## **I.20 Reasonable Adjustments and Alternative Forms of Assessment**

Where a student has declared a disability or health condition (mental or physical), supported by appropriate evidence usually a statement of support needs prepared by an educational expert or medical professional, which may impact on the standard and quality of work produced for assessment, the College will consider making reasonable adjustments or applying alternative forms of assessment to enable fair assessment to take place. Such measures will be documented in form of a Learning Support Plan.

Reasonable adjustments refer to a “measure or action taken to assist a student with disability to participate in education and training on the same basis as other students”. They are designed to place students with disability on a more equal footing, and not to give them any kind of advantage.

Reasonable adjustments made for a student with disability will maintain the academic integrity of the qualification and not cause a health or safety risk for another student(s) or negatively impact upon the learning experience of another student(s).

In considering alternative forms of assessment, equal opportunity, not a guaranteed outcome, will be the objective. The assessor will not be expected to lower standards to accommodate students with a disability, but rather are required to give them a reasonable opportunity to demonstrate what they have learned.

## **I.21 Mitigating circumstances**

- I.21.1 Students must provide documentary evidence that confirms sudden, unforeseen and temporary conditions or events before the Unit Board meeting. The evidence needs to be submitted to the Unit Board with a completed claim form which can be downloaded from the VLE. Students must inform their Programme or Course Leader of any cause which may affect their performance or attendance at assessment. Minor illness and everyday problems, normally experienced in the course of daily life, will not be accepted nor will long term conditions or health issues for which anticipatory forms of support exist.
- I.21.2 All students are given a fair and equal opportunity to demonstrate academic achievement. A student with accepted mitigating evidence impacting on a unit assessment shall be offered the opportunity to re-submit their work as for the first time. The original mark shall be expunged from the student record. Where a lower mark is obtained at this new submission this mark shall be recorded. This principle applies in order to ensure equality of opportunity for all students.

## **I.22 Late submission**

- I.22.1 All work required for assessment must be submitted by the published assessment date stated for each assignment.
- I.22.2 Any work submitted after the published deadline and in the absence of any mitigating circumstances or agreed deadline extension will be capped at 40% for undergraduate courses and 50% for post graduate courses (including the Graduate Diploma).
- I.22.3 Work will not be accepted more than 14 days after the original deadline and a referral grade will be recorded.
- I.22.4 Work that has been submitted on time will be marked once the deadline has passed and therefore a revised version cannot be resubmitted after the deadline for a penalty.

## **I.23 Failure to observe limits of length**

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

## **I.24 Trailing Modules and Conditional Progression**

- I.24.1 Failed modules may, at the discretion of the Examination Board, be repeated either by:
  - continuing to study at the same stage or
  - trailing up to 20 credits per 120 credits studied into the next stage of study (conditional progression).
- I.24.2 Failed modules may, at the discretion of the Examination Board, be compensated up to a maximum of 20 credits per 120 credits studied in the stage of study; progression may involve decisions about referral, repeat (including trailing) and compensation and such consideration should take place on completion of a stage of study
- I.24.3 Conditional progression is permitted only at the discretion of the Course Examination Board and is not a student's right. No student is permitted to study for more than 140 credits during

one academic year i.e. 20 trailed credits alongside the standard 120 credits for full-time students. For courses with stages of study containing different numbers of credits, the number of additional credits which may be taken varies pro rata.

## **I.25 Compensation**

Compensation of credit can be applied automatically at the end of each stage of study in a student's course or at the end of a course where it consists of a single stage.

- I.25.1 The result of the award of compensation will be that the student has achieved the necessary credit to progress to the next stage of study or be eligible for an award
- I.25.2 The raw marks for the module(s) taken and failed remain on the student's record, and will be used in determining the final classification (where appropriate), although fails will not appear on any final transcript
- I.25.3 Compensation should be applied to a student's profile at the end of a stage of study, or at the end of a programme of study where it consists of a single stage.
- I.25.4 Compensation can be applied automatically at the end of each stage to a maximum of 20 credits and on a maximum of 2 modules that have been marginally failed (35-39% for undergraduate and 45%-50% for postgraduate) and where the student has achieved an overall stage mean of at least 40% (UG) or at least 50% (PG), excluding the final project (MA/MFA).
- I.25.5 Compensation may not be applied to exit awards.

Students for whom compensation has been applied may be offered one optional opportunity to resit/re-submit the assessment. A student may choose to take this resit instead of receiving the credit via compensated credit. This is to enable the pass threshold to be achieved. No further resit will normally be given if a resit is compensated. The mark achieved on the optional resit will be capped and will stand even where it is lower than the original mark achieved.

## **I.26 Appeals (assessments)**

- I.26.1 The College defines an Academic Appeal to be 'A request for a review of a decision of an academic body charged with making decisions on student progress, assessment and awards.'<sup>3</sup>
- I.26.2 The College recognises a student's right to make appeal against a decision of the Assessment Board in respect of award, progression and termination of study without fear of disadvantage and in the knowledge that their privacy and confidentiality will be respected.
- I.26.3 The grounds and process for making an appeal can be found in the College's **Student Complaints and Academic Appeals Policy**.

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<sup>3</sup> The College has adopted the definition provided by the Office of the Independent Adjudicator (OIA) OIA, *Good Practice Framework - handling complaints and academic appeals*, <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/handling-complaints-and-academic-appeals/complaints-and-academic-appeals/>



## **I.27 Termination of study**

- I.27.1 An Assessment Board (or a representative group of at least 3 members of an Assessment Board) may terminate a student's study at the College for any of the following reasons:
- Academic failure
  - Unsatisfactory attendance
  - Academic misconduct (see Section 2 below)
  - Breaching of the student code of conduct (See **Student Code of Conduct and Disciplinary Process**)
  - Failure to pay fees or debts
- I.27.2 Students are expected to attend at least 75% of all timetabled lectures, seminars, workshops, tutorials or any other teaching activity associated with their programme of study as per the College's Student Attendance Policy and Procedures, which can be found on the Student VLE.
- I.27.3 Students are notified by the College immediately following a decision to terminate their studies. The reason for the termination is included.
- I.27.4 Appeals against termination for academic reasons must be made following procedures in the **College's Student Complaints and Academic Appeals Policy**.
- I.27.5 Appeals against termination for non-academic reasons must be made following procedures in the **Student Code of Conduct and Disciplinary Process Policy**.
- I.27.6 Students whose studies are terminated are given 48 hours to collect their personal belongings, vacate their room/work space and leave the College. Under these conditions, a student may seek and be offered counselling advice from the College.

## 2. Overview Responsibilities

Review and update	Responsible	Timescale/Notes
Policy review and update	Registrar	
<b>Student Assessment Policy</b>	Students and College Staff	All students and staff to be aware of and understand the Policy to ensure that it is followed.
Mitigating Circumstances	Students	Students to provide documentary evidence for causes affecting performance or attendance before the Unit Board meeting.
Late Submission	Students	Students to request any extension at least 7 days before the published deadline.

## 3. Exceptional Circumstances Addendum

### 1. Introduction

- 1.1. This addendum to West Dean College's Assessment Policy sets out the processes and mechanisms the College will apply in the light of unforeseen and/or exceptional events which are outside the College's control and may significantly impact teaching, learning and assessment activity and normal access to the College's facilities (physical and digital).
- 1.2. This addendum supports the principle that the College will fully and appropriately take into account the impact of periods of significant disruption to normal circumstances and endeavour to avoid or at worst minimise any detrimental impact on student outcomes while maintaining academic standards set out in the overarching Assessment Policy.
- 1.3. Academic Board, or a delegated subgroup thereof, will be responsible for the activation of this addendum in the event of exceptional circumstances and for oversight of its operation.

### 2. Principles

2.1. The principles which underpin this addendum are:

- 2.1.1. The health, safety and well-being of students, staff and community is a priority in the event of an unexpected interruption to normal operating conditions;
- 2.1.2. We will maintain the high academic standards of our awards.
- 2.1.3. Opportunities for students to progress to the next stage of their programme and complete their degree within suitably amended timescales are supported.
- 2.1.4. Modes of remote programme delivery and academic student support can be implemented as necessary to ensure continuity of teaching, learning and assessment.

2.2. Underneath these principles are the following assumptions:

- 2.2.1. This Exceptional Circumstances Addendum applies to all West Dean College's undergraduate and postgraduate taught programmes. It can be applied by cohort, programme, department, academic school or institution level.
- 2.2.2. The College maintains the principles of assessment as summarised in the Assessment Policy, with the emphasis remaining that each candidate's performance will be assessed against the stated learning outcomes as relevant at unit and programme level. However, in the case of an interruption to normal circumstances, the College can, where necessary, provide flexibility to support students via application of this Exceptional Circumstances Addendum and can expand the Mitigating Circumstances process for individuals to include a collective Mitigating Circumstances approach (see 4 below).

As a result, this addendum works alongside the College's Mitigating Circumstances Policy.

### 3. Definitions

An interruption to the College's normal operational conditions results in the need to deploy an extraordinary institutional process. These interruptions are defined as unforeseeable or unpreventable situations and events that are likely to have a material impact at a cohort, programme, department, academic school, or institution level on a student's ability to progress and/or complete their studies.

Expanding the assessment regime established in the Assessment Policy means that in exceptional circumstances the College will use a broader range of assessment evidence than in normal circumstances to come to academic judgements about a student's attainment of the relevant intended learning outcomes.

This portfolio of assessment evidence may include, but not be limited to:

- 3.1. Work submitted by students for formative assessment and all formative assessment outcomes including indicative grades and other qualitative feedback within the given academic session.
- 3.2. Preliminary and developmental work including drafts of written work, prototypes and other 2, 3 and 4D studies
- 3.3. Descriptions of work unable to be fully realised in its technical execution

- 3.4. Reflective writing, including individual circumstance statements explaining the restrictions to normal working experienced in the preparation for assessment
- 3.5. All summative assessment outcomes within the given academic session at the point of interruption.
- 3.6. Concluding assessment for progression and completion (When normal operating conditions are not possible)

#### **4. Viability of Assessment**

In the event of this Exceptional Circumstances Addendum being implemented, the College will evaluate whether or not further assessment is a viable option. Where future assessment is not viable, exam boards must determine in order to progress students and/or confer awards, whether a student has achieved a minimum proportion of completed assessment via the work they have already completed and has already been assessed. We will consider in any given circumstances, whether it would be appropriate to lower the required volume of completed work and assessment to progress students or confer awards.

For students who have not completed sufficient work and assessment prior to the interruption to meet the viability threshold, options to undertake alternative forms of the missing assessments will, normally, be offered.

#### **5. Changing assessment mechanisms**

In the event that normal operating conditions are interrupted, but where continuing with assessment is viable, assessment mechanisms within each programme may be expanded and adapted. This will normally involve:

- 5.1. An expansion of assessment methods used by staff to support effective academic judgement regarding a student's achievement of individual learning outcomes;
- 5.2. An adaptation of a programme's assessment regime to enable the introduction of alternative methods of assessment that enable progression and completion.

Introduction of alternative assessment methods: the following process for introducing alternative assessment methods will be implemented:

- Academic School identifies appropriate alternative assessment methods and requirements
- Academic School consults with students via School Board of Study
- Academic School submits a mitigating circumstances change to assessment type (in a programme specifications addendum) which outlines proposed revised assessment procedures and confirms course level intended learning outcomes that are being used.
- External Examiners are to be consulted by Programme Leader:
  - a. When the Exceptional Circumstances Addendum is implemented and for feedback on proposed amendments to assessment types and/or timings, and;
  - b. To confirm approved amendments.

#### **6. Collective Mitigating Circumstances**

- 6.1. Additional mitigations to those outlined above can be undertaken using Collective Mitigating Circumstances. This allows the College to impose flexible responses to a situation in which a number of students (collective) are affected simultaneously. This is different to the

College's normal Mitigating Circumstances procedures which focuses on an individual student's context.

- 6.2. Collective Mitigating Circumstances can be used throughout a given interruption to normal conditions and when this Addendum is in use.
- 6.3. Collective Mitigating Circumstances is characterised by:
- 6.4. An assumption that the impact of the adverse circumstances has affected a specific group of students;
- 6.5. For collective Mitigating Circumstances we may not require the same level of evidence as that which is expected in individual instances of Mitigating Circumstances.
- 6.6. Individual student Mitigating Circumstances can remain in place where individual Mitigating Circumstances have impaired a student's performance over and above those relating to the collective claim.

## Appendix 1: Qualifications Framework

Award Title (abbreviated form in brackets)	FHEQ Level	Minimum Credit requirement	Minimum Period of Registration*	Award description and rules
Foundation Award (FdA)	5	240	2yrs FT	Typically delivered FT over two academic years (24-month period).
Certificate of Higher Education (CertHE)	4	120	1yr FT	These awards may be approved as stand-alone awards or as exit awards embedded within a Bachelor's degree course. The name
Diploma of Higher	5	240	1yr FT 2yr PT	

Education (DipHE)				of the award (entry or exit) shall be specified in course documentation in the format 'Certificate/Diploma of Higher Education in Subject X' Exit awards are not classified. The credit requirement for entry awards may include compensated credit where this has been given by the PAB. Compensation may not be applied to exit awards.
Bachelor's Degree (Top Up)	6	120	1yr FT	This award provides an opportunity for students to complete a Bachelors degree following successful completion of a Sussex-validated programme at Level 5.
Bachelor's Degree with Honours	6	360	3yrs FT 5yrs PT	Typically delivered over three academic years FT. PT/online provision is typically delivered over a minimum of five years (60-month period).
Ordinary Bachelor's degree	6	300	3yrs FT	This is an exit award granted in recognition of student learning where insufficient credit has been achieved to award an undergraduate honours degree in the subject. Ordinary degrees are not classified. Compensation may be applied in an earlier stage of study.
Graduate Diploma	6	120	1yr FT	A professional 'conversion' course, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline. This award also provides an opportunity for students to achieve a Level 6 qualification following successful completion of a Sussex-

				validated programme at Level 5.
Postgraduate Diploma	7	120	1yr FT 2yrs PT	This is an exit award embedded within a Master's degree course. The name of the award shall be specified in course documentation in the format 'Postgraduate Diploma in Subject X'. Credit achieved on a research-based dissertation/project cannot contribute to the credit requirements of a Postgraduate Diploma awarded as an exit award. Postgraduate exit awards are not classified. A Postgraduate Diploma exit award may include a maximum of 20 credits given via compensation.
Master's Degree: Master of Arts (MA)	7	180	1yr FT 2yrs PT	Typically delivered over a single academic year (12-month period) for FT, or over two academic years (24-month period) for PT, and incorporating a dissertation/project which is normally weighted at 60 credits.
Master of Fine Art (MFA)	7	240	2yrs FT	Typically delivered over two academic years (24-month period) and incorporating a dissertation/project which is normally weighted at 60 credits.

\*The maximum period of registration for a taught award is normally the minimum period plus 3 years for undergraduate and plus 1 year for full-time postgraduate students and plus 2 years for part-time postgraduate students.

For online undergraduate Bachelor courses the minimum period of registration is 5 years plus 3 years, resulting in a maximum period of 8 years.

The maximum period of registration, for all modes of attendance, is not extended for any time spent on temporary withdrawal.

