

**University of Sussex**  
AQP (Partnership)

# Partner Handbook

## 2022-23



## CONTENTS

<a href="#">Section 1: Calendar of Business</a>	3-4
<a href="#">Section 2: Introduction</a>	5-6
<a href="#">Section 3: Partnership Arrangements</a>	7
<a href="#">Section 4: Institutional Recognition / Re-recognition</a>	8-12
<a href="#">Section 5: New Delivery Centre Approval for Recognised Partner Institutions</a>	13-16
<a href="#">Section 6: Validation Process Document (Partnership)</a>	17-24
<a href="#">Section 6b: Re-validation Process Document (Partnership)</a>	25-26
<a href="#">Section 7: Changes to Courses and Policies</a>	27-31
<a href="#">Section 8: Annual Monitoring</a>	32-33
<a href="#">Section 9: Publicity and Marketing materials</a>	34-36
<a href="#">Section 10: Staff at Partner Institutions</a>	37
<a href="#">Section 11: External Examiners</a>	38-40
<a href="#">Section 12: Examination Boards</a>	41
<a href="#">Section 13: Certificates, Transcripts, Graduation and Replacement Certificates</a>	42-43
<a href="#">Section 14: Complaints for Students on Programmes Validated by the University</a>	44-45
<a href="#">Section 15: Enhancement and Engagement</a>	46
<a href="#">Section 16: Fees and Charges</a>	47
<a href="#">Appendix 1: Academic Governance Arrangements</a>	48
<a href="#">Appendix 2: Recognition of a Partner Institution</a>	49-52
<a href="#">Appendix 3: New Delivery Centre: Assurances</a>	53-54
<a href="#">Appendix 4: Partnership Tutor Role Description</a>	55-56
<a href="#">Appendix 5: Generic Documentation for Validation / Re-validation</a>	57-58
<a href="#">Appendix 6a: Course Validation Overview Template</a>	59-72
<a href="#">Appendix 6b: Course Re-validation Overview Template</a>	73-86
<a href="#">Appendix 7: Proposal for a Major Change to a Module or Pathway Form</a>	87-88
<a href="#">Appendix 8: Proposal for a New Module Form</a>	89-90
<a href="#">Appendix 9: Proposal for a Change to Policy Form</a>	91
<a href="#">Appendix 10: Annual Monitoring Report Template</a>	92-98
<a href="#">Appendix 11: List of Teaching Staff Form</a>	99
<a href="#">Appendix 12: Process for Replacing External Examiners</a>	100-101
<a href="#">Appendix 13: External Examiner Nomination Form</a>	102-105
<a href="#">Appendix 14: Pass List Template</a>	106
<a href="#">Appendix 15: Instructions for Completion of Certificate Spreadsheets</a>	107-108
<a href="#">Appendix 16: Template for the Production of Degree Certificates</a>	109
<a href="#">Appendix 17: Proforma for the Production of Certificates</a>	110-111

# 1 CALENDAR OF BUSINESS

2022-23		
Semester One	<p>Following items to be received by the University from its partners:</p> <ul style="list-style-type: none"> <li>• Confirmation of the courses to be delivered during the year*.</li> <li>• List of HE tutors.</li> <li>• Electronic copies of all student handbooks for each validated course.</li> <li>• Calendar of HE-relevant committee dates.</li> <li>• Dates, composition and membership of examination and resit boards.</li> <li>• Confirmation of External Examiner fees.</li> <li>• Copy of complaints and appeals policy and procedure 2022-23</li> </ul>	<p>Mon 5 Sept 2022, unless a separate deadline has been agreed with ADQE</p> <p>*For partners delivering courses with non-standard start dates: please notify the Partnership Office as soon as these courses are confirmed and send a copy of the relevant student handbook on or before the start date.</p>
	Teaching at University of Sussex begins (autumn term)	Mon 26 Sept 2022
	Partner Network Events	Dates to be announced
	Collaborative Provision Approval Committee (CPAC)	Thurs 24 Nov 2022 (indicative date)
	Indicative deadline for proposals for major curriculum changes and new modules to validated courses for 2023/24.	Thurs 3 Nov 2022
	Partners to submit a list of names of all students on Sussex-validated courses, and the course they're assigned to, as at 1 December 2021.	Fri 2 Dec 2022
	Annual Monitoring Report to be received by the University from its partners.	Fri 9 Dec 2022
	Teaching at University of Sussex ends (autumn term)	Fri 9 Dec 2022
	University of Sussex winter vacation	Sat 10 Dec 2022 - Sun 1 Jan 2023
	Per capita fee invoice sent by the University to partner institution.	22 Dec 2022
	University of Sussex semester one assessment period	Mon 2 – Sat 14 Jan 2023
University of Sussex intersemester week	Mon 16 – Fri 20 Jan 2023	
University of Sussex Winter Graduation	25 <sup>th</sup> – 27 <sup>th</sup> January 2023 TBC	
Semester two	Partner Annual Monitoring Review Event (PAMRE)	Wed 18 Jan 2023

Teaching at University of Sussex begins (spring term)	Mon 23 Jan 2023
Deadline for new course proposals starting 2024/25 for courses recruited through UCAS*	28 February 2023
Collaborative Provision Approval Committee (CPAC)	Thurs 30 Mar 2023 (indicative date)
Teaching at University of Sussex ends (spring term)	Fri 31 March 2023
University of Sussex spring vacation	Sat 1 Apr – Sun 23 Apr 2023
Teaching at University of Sussex begins (summer term)	Mon 24 Apr 2023
Teaching at University of Sussex ends (summer term)	Fri 28 April 2023
Following items to be received by the University from its partners: <ul style="list-style-type: none"> <li>• Deadline for External Examiner nominations for 2022/23.</li> </ul>	Wed 26 April 2023
Following items to be received by the University from its partners: <ul style="list-style-type: none"> <li>• Deadline for policy changes (inc. examination and assessment regulations) for implementation in 2023/24.</li> </ul>	Fri 26 May 2023
University of Sussex semester two assessment period	Mon 8 May – Sat 27 May 2023
Collaborative Provision Approval Committee (CPAC)	Thurs 8 Jun 2023 (indicative date)
University of Sussex Summer Vacation	Sun 28 May – Sun 17 Sept 2023
University of Sussex Progression Award Boards (Finalists)	Wed 7 – Thurs 8 June 2023
University of Sussex Progression Award Boards (Postgraduate Taught Courses)	Wed 5 – Thurs 6 July 2023
University of Sussex Summer Graduation	17 – 21 July 2023 - TBC
University of Sussex Progression Award Boards (Resit)	Wed 30 – Thurs 31 Aug 2023

## 2 INTRODUCTION

### 2.1 Preamble

This handbook describes the policies and procedures underpinning the assurance and enhancement of the academic quality and standards of taught programmes delivered by Partner Institutions of the University.

The University is committed to developing collaborative provision with like-minded Partner Institutions, based on compatible and complementary educational objectives. The University recognises that the delegation of responsibilities to another institution involves an element of additional risk and has developed quality assessment procedures for collaborative provision that are proportionate to the level of risk and consistent with the UK Quality Code for Higher Education.

These procedures are designed to ensure that the academic standards of awards, the student experience, and the enhancement of learning opportunities available to students on validated courses delivered by a Partner Institution all meet the expectations of the University.

### 2.2 Key contacts

The Academic Quality and Partnerships Office is the first point of contact for anyone requiring advice or guidance on any matters referred to in this handbook. It comprises:

<b>Oliver Craig</b>	Head of Academic Quality & Partnerships	<a href="mailto:O.Craig@sussex.ac.uk">O.Craig@sussex.ac.uk</a>
<b>Kristina Rudge</b>	Partnership Manager responsible for: <ul style="list-style-type: none"><li>• BIMM Institute</li><li>• Highlands College, Jersey</li><li>• Roffey Park Institute</li><li>• West Dean College of Arts and Conservation</li></ul>	<a href="mailto:K.Rudge@sussex.ac.uk">K.Rudge@sussex.ac.uk</a>
<b>Rob Boyd</b>	Partnership Manager responsible for: <ul style="list-style-type: none"><li>• University Centre Croydon</li><li>• Study Group (ISC)</li><li>• Transnational Education (TNE)</li></ul>	<a href="mailto:R.I.Boyd@sussex.ac.uk">R.I.Boyd@sussex.ac.uk</a>
<b>Liz Beddus</b>	Partnership Officer responsible for: <ul style="list-style-type: none"><li>• BIMM Institute</li><li>• Highlands College, Jersey</li><li>• Roffey Park Institute</li><li>• West Dean College of Arts and Conservation</li></ul>	<a href="mailto:E.Beddus@sussex.ac.uk">E.Beddus@sussex.ac.uk</a>
<b>Freya Nielsen</b>	Partnership Officer responsible for: <ul style="list-style-type: none"><li>• University Centre Croydon</li><li>• Study Group (ISC)</li><li>• Transnational Education (TNE)</li></ul>	<a href="mailto:F.Nielsen@sussex.ac.uk">F.Nielsen@sussex.ac.uk</a>
<b>James Horne</b>	Partnership Officer responsible for: <ul style="list-style-type: none"><li>• University Centre Croydon</li><li>• Study Group (ISC)</li></ul>	<a href="mailto:J.Horne@sussex.ac.uk">J.Horne@sussex.ac.uk</a>

<b>Megan Spurin</b>	AQP Assistant	<a href="mailto:M.Spurin@sussex.ac.uk">M.Spurin@sussex.ac.uk</a>
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### 2.3 Who's Who at Sussex

Mr Sanjeev Bhaskar OBE	Chancellor
Prof Sasha Roseneil	Vice-Chancellor and President
Prof Keith Jones	Provost (Interim) and Pro-Vice Chancellor (Research and Enterprise)
Dr Tim Westlake	Chief Operating Officer
Prof Kelly Coate	Pro-Vice-Chancellor (Education and Students)
Prof Stephen Shute	Pro-Vice-Chancellor (Planning and Resources)
Prof David Ruebain	Pro-Vice-Chancellor (Culture, Equality and Inclusion)
Prof Claire Smith	Deputy Pro-Vice-Chancellor for Education and Innovation
Ms Jayne Aldridge	Director for the Student Experience
Miss Denise Cooper	Deputy Director (Academic Services)

AQP, August 2022

### **3 PARTNERSHIP ARRANGEMENTS**

The University's partnership arrangements fall into two categories: full partnership and associate partnership. A full partner has all of its higher education provision validated by the University whereas an associate partner has some of its higher education provision validated by the University and may have a number of other validating partners. Details of the two types are summarised below:

#### **3.1 Full partner**

- All HE provision is validated exclusively by the University of Sussex, with other opportunities for collaboration identified. In exceptional circumstances, it may be that a full partner does work with another validating partner and still retains its full partner status, subject to discussion with the University and approval of any other partnership arrangements.
- The University commits to supporting the development of the academic portfolio of the partner, through engagement with the appropriate School and the assignment of one or more partnership tutors. The University may agree to validate courses outside of its areas of expertise as long as an external examiner of appropriate experience can be identified to fulfil the quality assurance requirements.
- The partner is entitled to badge itself as "an affiliated partner of the University of Sussex" and to use the University's logo on agreed marketing materials. The partner is entitled to use Sussex branding at an institutional level, for example on physical signage and web presence. All usage of the University's logo and name is to be approved by the University prior to use.
- Any international partnership arrangement the Partner Institution may be pursuing is subject to discussion with Sussex.
- Any examination boards where an award is made must be chaired by the University.
- A member of the University Executive Group normally attends graduation at the Partner Institution.

#### **3.2 Associate partner**

- This is a non-exclusive partnership, where the University validates only some of the partner's higher education provision. The initiative for this type of partnership normally comes through a School and focuses on a particular discipline. The partner must advise the University of any proposed third-party partnership arrangements.
- A partnership tutor will normally be assigned to the partner; depending upon the provision, this may be an overarching Partnership Tutor.
- The partner is entitled to use the University's name/branding in marketing materials that relate to the validated course(s). It is not entitled to use Sussex branding at an institutional level. All usage of the University's logo and name must be approved by the University prior to use.
- Any examination boards where an award is made must be chaired by the University.
- Steering Group arrangements are agreed on a case-by-case basis.
- A member of the University Executive Group may attend graduation at the Partner Institution.

## 4 INSTITUTIONAL RECOGNITION / RE-RECOGNITION

### 4.1 The Recognition and Re-recognition of Partner Institutions providing validated provision

#### 4.1.1 Introduction

The University will validate courses only at recognised Partner Institutions. For full partners of the University, all higher education provision will be exclusively validated or franchised by the University of Sussex. Associate partners of the University may seek validation from a range of institutions.

These procedures set out the requirements for recognition/re-recognition and the processes and criteria for the validation process.

The procedures have been drawn up after due consideration of the UK Quality Code (where appropriate) for the assurance of academic quality and standards in higher education.

The University is responsible for *all* awards granted in its name.

The process of becoming a recognised partner of the University can take up to one academic year.

#### 4.1.2 Requirements and processes for recognition as a partner suitable to offer validated courses

The approval process for recognition of new UK and Trans-National Education (TNE) collaborative partnerships commences with an 'in principle' decision reported to University Executive Group (UEG) by the Pro Vice-Chancellor (Education and Students) and the Deputy Pro-Vice Chancellor (International). To reach this stage there will have been a number of informal meetings between the two institutions. Support from the 'owning' School is a requirement for the approval process to move beyond this stage.

##### *CPAC Stage 1 and 2*

The next stage is for the initial academic plan to be submitted to Collaborative Provision Approval Committee (CPAC) at Stage 1. CPAC is a subcommittee of UEC, which is a subcommittee of Senate, with responsibility for ensuring cost-effective use of resources in relation to curriculum developments and overall value for money.

CPAC facilitates the initial approval of new domestic and international collaborative education partnerships by UEG and makes recommendations to UEG on whether to give final approval for new partnerships.

At CPAC Stage 1 approval, the initial academic plan includes an assessment of the strategic alignment between the two institutions, an outline academic case, and an initial due diligence report. Any new course proposals will also be submitted for initial approval at Stage 1.

Subject to CPAC's approval, the partnership proposal will proceed to CPAC at Stage 2, with the submission of the detailed academic plan. This includes a Finance report, a response to the Committee comments at Stage 1, a description of the resources

required to deliver the partnership, and a Stage 2 submission for new courses (if required). For TNE partnerships, an International Business Development Research Report is also required.

At this stage, if CPAC approves, the proposal will proceed to the UEG (outline case) approval stage. The Institutional Recognition and Course Validation events may also be scheduled.

#### *UEG approval stage*

The submission of the outline business case to UEG includes a recommendation from CPAC and a full due diligence report prepared by the University's General Counsel.

Subject to UEG approval to proceed, the full business case is then submitted to UEG, including reports of site visits to the proposed partner.

### **4.1.3 The Recognition Panel**

Once a new partnership proposal has successfully completed this approval process, a Recognition Panel will be established to carry out a full risk assessment on the proposed partnership. The formal recognition event is usually held in the autumn or spring terms to ensure that the process is finalised to be received within the committee cycle of that academic year.

The Recognition Panel will be chaired by a Pro-Vice-Chancellor (PVC) (or someone with previous PVC experience, nominated by the Chair of UEC). The Panel will, in addition to the Chair, normally (but not exclusively) comprise: a senior member of academic faculty, a member of UEC, a senior member of Professional Services, and a member external to both institutions (optional).

The Recognition Panel, in liaison with General Counsel and Finance, will carry out a risk assessment in light of a full submission received from the proposed partner describing internal operations (supported by appropriate documentation). This enables the Panel to make a judgement on the quality and standards of the operation in line with the questions posed in Appendix 2<sup>1</sup>.

In some cases, the institution may not be able to provide information in respect of some of the questions simply because it may be a private or public organisation with no prior experience of higher education. In such a case, it may be more helpful or relevant for the questions to be addressed at validation and answered there in the context of a particular course proposal.

Where a prospective Partner Institution is known to have a current or former relationship with another UK Awarding Institution, the Recognition Panel will make enquiries of said Institution as to the standing and effectiveness of the proposed Partner Institution.

### **4.1.4 The Recognition Event**

A recognition event will be held to finalise the consideration of any issues; this must be organised at least four months in advance and will include the Recognition Panel and members of the proposed partner organisation.

<sup>1</sup> Appendix 2: Recognition of a Partner Institution

Full documentation must be received by AQP (Partnership) Office at least six weeks before the event; the submission must include documentary evidence and a contextual evaluation addressing the issues set out in Appendix 2. Informal discussions are welcomed prior to formal submission. A copy will be required for each member of the Panel.

AQP (Partnership) Office will provide a checklist of what is required for the event, to include:

- A full list of participants from the Partner Institution (including name, titles and job titles).
- Any information that will be provided on the day, such as marketing material, recent reports, student handbooks, etc.
- The Panel will want to talk privately to higher education students during the day, usually at lunchtime; an informal buffet usually works best. The dietary requirements of the Panel will be advised to you in good time.
- We will advise travel arrangements of the Panel.

An internal briefing meeting of the Panel is held two weeks before the event. The external is not required to attend but is invited to contribute comments in writing). At this meeting, areas of investigation are identified. Points raised are collated into a document which forms the basis for the event's agenda.

The definitive participant list is circulated, which will include the Panel and additional members from the University, as well as all those expected from the proposed partner.

#### **4.1.5 The Recognition Report**

Within one week of the recognition event, the AQP (Partnership) Office will send a summary report to the proposed partner stating formally the Panel's conclusions including any conditions set and recommendations with a deadline for response.

A full report is written by the AQP (Partnership) Office, on behalf of the Panel, within four to six weeks of the event, depending on workload. The report will be sent to the proposed partner for comments on factual accuracy. The Chair will approve the report including any changes; a definitive report will be circulated.

The conclusions to the report will specify:

- i. Any conditions of recognition (which must be met within an agreed period of time; final approval will not be given until these conditions have been met);
- ii. Any recommendations which the Partner Institution is asked to consider but is not required to act upon, other than reporting any action taken (together with justification).

A standard condition of recognition will be that the institution agrees to maintain the characteristics approved by the University and which underlie recognition, unless changed by a similar collaborative process leading to CPAC approval.

The report will be submitted to the University's Collaborative Provision Approval Committee, which has the authority to receive and approve the formal recognition of the institution as a partner. Having received the report, CPAC will report their decision to University Education Committee and Senate. Provisional approval may be given before conditions are satisfied; in this case, once conditions are satisfactorily fulfilled this will be reported back to the same committees.

#### **4.1.6 Response to Conditions**

A deadline will be given by which conditions must be met. Responses should be in a format that is clear and easy to read and check, and all changes must be tracked.

We may liaise with you over your responses and ask for further information until all members of the Panel are satisfied.

The recognition of an institution as a partner of the University will normally be for an initial three-year period and will be reviewed with the possibility of continuing for an additional period of normally five years.

**4.1.7** All costs relating to the recognition process will be borne by the Partner Institution.

**4.1.8** Any changes to the organisation of the institution, the make-up of the senior management team, financial arrangements, committee structure, procedures and policies which the institution wishes to make during the period of recognition must be reported to the University, prior to the changes being made, to give the University an opportunity to comment and where appropriate, approve.

#### **4.1.9 Requirements and procedures for re-recognition**

During the academic year prior to the expiry of the recognition, a Re-recognition Panel will be established to consider the re-recognition of the Partner Institution.

The Re-recognition Panel will be chaired by a Pro-Vice-Chancellor (or someone with previous PVC experience, nominated by the Chair of UEC). The Panel will, in addition to the Chair, normally (but not exclusively) comprise: a member of UEC, a senior member of Professional Services and a member external to both institutions (optional). Where possible a member of the original Recognition Panel should sit on the Re-recognition Panel.

The Partner Institution will provide a self-evaluation document addressing the points set out in Appendix 2.

A formal re-recognition event will be held to finalise the consideration of all the issues; this will include the Re-recognition Panel and members of the partner organisation. The resulting report will be confirmed by members of the Re-recognition Panel before being submitted to the Partner Institution to confirm factual accuracy.

The report will be received by CPAC, which may or may not recommend re-recognition of the Partner Institution. The outcome of CPAC's decision will be reported to University Education Committee and Senate.

Conditions of re-recognition that emerge following the re-recognition process must be satisfactorily fulfilled before any new courses may be validated by the University.

All costs relating to the re-recognition process will be borne by the Partner Institution.

## **4.2. Memorandum of Agreement**

Recognition and re-recognition will be formalised in a Memorandum of Agreement. The Memorandum of Agreement will bind the institutions to the commitments in this procedure and enable both parties to fully understand their rights and responsibilities.

The Memorandum of Agreement may be amended by agreement of the parties through the exercise of the appropriate authority on both sides.

The Memorandum of Agreement may be terminated by the agreement of the parties, through the exercise of appropriate authority on both sides, provided that the agreed period of notice is given and that satisfactory arrangements are made for existing students to complete their courses.

AQP, August 2022

## **5 NEW DELIVERY CENTRE APPROVAL FOR RECOGNISED PARTNER INSTITUTIONS**

### **5.1 Introduction**

The University scrutinises all delivery centres within a potential Partner Institution through its Institutional Recognition process and approves them for delivery of courses leading to its awards. This approval is usually granted for five years. Within this five-year period, a Partner Institution may approach the University requesting the approval of a new or additional delivery centre.

Through the new delivery centre approval process, the University revisits some of the key themes of Institutional Recognition in order to have confidence that these are also being addressed within the new centre. Namely whether:

- I. there are effective, accountable management systems and appropriate administrative infrastructures in place to support the delivery of courses leading to the University's awards;
- II. there is an ethos and environment appropriate to higher education;
- III. the human and material resources are adequate to deliver a high quality learning experience appropriate to higher education.

The scale and type of expansion will determine the necessary level of scrutiny required, which will be proportionate to the perceived level of risk.

### **5.2 Structure of the process**

- 5.2.1 A proposal from a Partner Institution to expand delivery of its Sussex-validated courses to another site will be subject to initial approval by the University Executive Group (UEG), following receipt of a business case.
- 5.2.2 Following UEG approval to proceed, the centre can be marketed by the Partner Institution as "subject to approval by the University of Sussex". Responsibility for the Institutional Recognition process lies with the Collaborative Provision Approval Committee (CPAC), under delegated authority from Senate, and the committee will, therefore, also be responsible for the full approval of new delivery centres.
- 5.2.3 An initial meeting will take place between AQP and the Partner Institution to discuss the process and the timeline for any site visits.
- 5.2.4 A panel will be appointed. AQP will co-ordinate the nomination of subject-specialists from the relevant cognate School(s) (or external institution).
- 5.2.5 Due diligence documentation, including CVs for all teaching staff, will be gathered by AQP from the Partner Institution and a summary document distributed to the panel, highlighting any potential risks that have arisen through this process. The addition of an overseas delivery centre to a previously UK-based institution will require additional due diligence checks on

the national statutory or regulatory conditions within that country.

- 5.2.6 The Finance Division will determine whether the scale or type of expansion warrants any additional financial due diligence. If so, an updated risk report will be produced for the panel.
- 5.2.7 A site visit of 2-3 hours will be required where centres are delivering courses that require technical physical resources and/or teaching staff who have not previously delivered Sussex-validated courses. This visit will be organised by the AQP office and will follow a standard format:
- Tour of relevant resources
  - Meeting with the centre’s senior management staff
  - Meeting with teaching staff
  - Meeting with students (if delivery centre is already established)
  - Informal feedback of outcome to Partner Institution
- 5.2.8 The panel secretary will produce a report summarising the new delivery centre approval process and the outcome. The overall outcome will be formally approved by CPAC and communicated in writing to the Partner Institution.
- 5.2.9 Following formal approval the “subject to approval” caveat will be removed from the Partner Institution’s marketing materials. The Memorandum of Agreement will be revised to list the additional delivery centre.

*To note:*

- Any new courses being proposed at new delivery centres will be approved separately through the new course approvals process. Site visits for the approval of a new delivery centre may be conducted alongside the validation of new courses, with the panel fulfilling both roles.
- A delivery centre may be new to offering Sussex-validated courses but have been in existence for a number of years delivering courses at another level or with another awarding body. This is particularly likely for associate partners of the University. Under such circumstances, the University may approach the previous awarding body to comment on the quality of delivery at this centre or to provide the outcomes of annual monitoring or other quality assessment processes recently conducted. The panel will also meet with existing students during the site visit.

### 5.3 Panel composition

Chair	Member of University Education Committee (usually Chair).	Ensures that all elements of the process have been adhered to and draws conclusions. Chairs the site visit(s).
Academic Subject-specialist(s)	A subject specialist from a cognate area, able to provide technical scrutiny of resources. This will usually be a	Provides professional scrutiny and commentary on the required resources.

	University of Sussex academic but, where the University does not offer a particular subject itself, an appropriately qualified independent academic from a peer institution will be appointed.	
AQP Representative	A manager from the AQP office.	Ensures that proposed delivery from the new centre is compliant with University policy and regulations. Responsible for the initial due diligence.
Secretary	This role may also be undertaken by the AQP manager or an AQP officer.	Responsible for the operation and organisation of the site visit and for producing a summary report for UEC.

It is preferable for the panel to include members of the last institutional recognition/re-recognition panel for the Partner Institution.

#### 5.4 Issues for consideration

While other issues may emerge through the process, the panel will seek a number of specific assurances in its consideration of a new delivery centre. These are listed in detail in Appendix 3, which also shows how they align to the three key themes of Institutional Recognition.

#### 5.5 Due diligence

Due diligence documentation will be gathered from the Partner Institution by AQP. This will include, as a minimum:

- Organisational charts;
- Governance charts;
- Confirmation that existing policies and procedures are institution-wide. There are no unique policies/procedures applied to the new delivery centre;
- Teaching and learning strategy;
- Learning resources strategy;
- Overview of staffing (including teaching staff contract-type);
- Staff CVs (for all teaching staff);
  
- *For existing delivery centres only* - Reports of the quality assurance process for annual monitoring / periodic review of courses at this delivery centre. This includes the partner's internal processes and any carried out externally e.g. by the previous awarding body or professional accreditation bodies.

Appendix 3 shows how this documentation informs each of the specific assurances. This form will be completed and provided to the panel, highlighting any potential risks that have arisen through this process.

#### 5.6 Site visit

A site visit will be required where courses are being delivered that require technical physical resources and/or teaching staff who have not previously delivered Sussex-validated courses.

The Partner Institution must provide details of the staff (and students, where applicable) who the panel will meet with on the day. Staff leading the tour must be able to field technical questions regarding material resources.

## **5.7 Outcomes**

The panel will then determine whether the new delivery centre is:

- a. approved;
- b. approved subject to specific conditions that must be met before students can be admitted onto Sussex-validated courses;
- c. rejected with advice to the Partner Institution as to the reasons for doing so.

## **5.8 Finalising approval**

To conclude the process the following outputs or actions are expected:

- 5.8.1 A summary report, confirming the outcome of the process and any associated conditions of approval, together with a realistic deadline for meeting the conditions, will be circulated to the Partner Institution normally within five working days;
- 5.8.2 A response from the Partner Institution, addressing any conditions, together with supporting or revised documentation, will be submitted to the Secretary by the deadline set;
- 5.8.3 The Secretary will liaise with panel members, in particular the Chair, to confirm that any conditions have been satisfied and the finalisation of the process.
- 5.8.4 The Secretary will take responsibility for submitting a report to the Collaborative Provision Approval Committee and for notifying the Partner Institution of final approval.
- 5.8.5 At this point, the Partner Institution can admit students onto Sussex-validated courses at the new delivery centre. The “subject to approval” caveat will be removed from the Partner Institution’s marketing materials and the Partner Agreement will be revised to list the additional delivery centre.
- 5.8.6 The centre will be approved again alongside all delivery centres when the Partner Institution next undergoes Institutional Re-recognition.

## **6 VALIDATION PROCESS DOCUMENT (PARTNERSHIP)**

### **6.1 Introduction**

- 6.1.1 Validation is the process by which new courses are fully approved by the University. This process enables the University to have confidence that for each course:
- academic standards have been secured;
  - content and learning outcomes are aligned with the national Framework for Higher Education Qualifications (FHEQ), relevant Subject Benchmark Statements and PSRB requirements as appropriate;
  - a high-quality student experience will be delivered.
- 6.1.2 This process is facilitated through a validation event, based on the principle of enhanced peer evaluation. That is, the curriculum is approved by academic peers both internal and external to the University as well as, where appropriate, external stakeholders. Professional services representatives provide support, with the Academic Quality and Partnerships (AQP) Office assuming the primary role in this regard.
- 6.1.3 Validation enables the development of a curriculum that will provide the highest quality academic experience to students and is aligned to the strategic aims of both the Partner Institutions and those of the University. Approved courses will be effective, sustainable and will incorporate teaching informed by the research strengths, reflective practice and interests of academic staff.

### **6.2 Structure of the Validation Process**

- 6.2.1 Approval to proceed to validation is determined by the University's Collaborative Provision Approval Committee (CPAC). As soon as approval is secured, a new course may be marketed and active recruitment may begin. All marketing material must include a statement that the new course is 'subject to validation'.
- 6.2.2 An initial meeting is held between the Partner Institution and AQP to discuss the validation process and the timeframe for approval, including suggestions for panel membership.
- 6.2.3 The Partner Institution develops the course with support from AQP and prepares documentation as required (see section 6.6).
- 6.2.4 AQP is responsible for establishing a Validating Panel (see section 6.4.) in respect of each proposal and specifying the membership and conduct of such a committee. AQP is also responsible for nominating and appointing the independent members of the Panel.
- 6.2.5 Documentation is sent to AQP five weeks in advance of the event (see 6.6.1). AQP will distribute the documentation to the panel.
- 6.2.6 A pre-validation virtual meeting of University-based members of the panel is held one to two weeks before the validation event. The purpose of the pre-meeting is to enable the Panel to consider the documentation and identify any matters arising which will need discussion at the Event. The Chair will also take the opportunity to assign key issues to Panel members, for them to lead the discussion on that issue at the Event. Student Panel Members will be offered a briefing as a matter of course.
- 6.2.7 The formal validation event is held at the Partner Institution and where necessary

can be held virtually.

The event itself will normally take a half or a full day, depending on the number of proposed courses under consideration and the complexity of the issues that require discussion. The meeting will follow a standard format:

- Tour of relevant resources;
- Private meeting of panel;
- Course Team arrival and introductory remarks from Chair;
- Introduction of the proposal from the Course Team;
- Discussion of the proposal;
- Panel meeting with students at the Partner Institution;
- Panel discussion in private to determine outcome;
- Communication of outcome to Course Team.

The Validation Secretary will record the proceedings of the event.

6.2.8 The costs of validation will be borne by the Partner Institution.

### **6.3 Joint/ Dual/ Double awards**

In the case of a joint, dual or double award, where both institutions have degree awarding powers and will exercise these in relation to that award, a joint Validating Panel will be appointed comprising faculty from both institutions, as well as external representatives. Approval to deliver the course will have to be granted by both institutions. It will be agreed from the outset which will be the primary administering University with responsibility for matters including admissions and registration processes, collection of fees, monitoring of students in debt, the conduct of examinations and assessments, the maintenance of student records and archives, the provision of transcripts, certificates and formal references, the conduct of student complaints and appeals, the administration of the appointment and remuneration of external examiners and the conduct of annual monitoring of courses.

## 6.4 Validation Panel

<b>Role</b>	<b>Eligibility</b>	<b>Description of role</b>
Panel Chair	A PVC, a Head of School, Dean or Director of Teaching and Learning, not from the owning School.	Will chair the validation event and ensure that all elements of the process have been adhered to.
University of Sussex Academic	A senior academic, preferably from a cognate area.	Will provide professional scrutiny and fulfil the peer review function, bringing the perspective of someone familiar with the University.
Independent Academic	An appropriately qualified academic from a peer institution. <sup>1</sup>	Will provide both professional scrutiny and externality, ensuring that the Panel has objectivity.
Independent Stakeholder (desirable where there is a clear link to industry)	Where appropriate an external stakeholder may be included on the panel to represent the needs of employer organisations or targeted recruitment groups.	Will provide commentary on the likely employability of students on the proposed course and will be invited to comment on other areas.
Student Panel Member	Usually a current elected student representative from a similar course.	Will provide feedback and comments from a student perspective on all areas under discussion.
Professional Services Panel Member (desirable)	Usually an Academic Developer not from the owning School(s) and/or, where appropriate, a representative from the Careers and Employability Centre, IT Services, Technology Enhanced Learning or the Library.	Will be able to provide commentary on the resources required, issues concerning the delivery of the course, and other insights based on their specialist professional knowledge.
AQP Panel Member	A manager from the AQP Office.	Will ensure that the proposal is compliant with HE sector standards and University policy and regulations.
Secretary	An officer from the AQP Office.	Will be responsible for the operation and organisation of the event.

## 6.5 Course Team

The course team at the Partner Institution will attend the event in order to present the course and respond to the panel's questions. The Partner Institution is free to choose the composition of the team with the following provisos:

- The team should have a maximum of six members;
- The Director of Teaching and Learning or equivalent must be a member;

<sup>1</sup> The independent academic will not normally be the same person as the external examiner for the course and will not have held a position in connection with the University of Sussex for the previous three academic years.

- The Course Convenor must be a member.

## 6.6 Documentation for submission

The proposing Partner Institution will be required to produce the following documentation at least five weeks in advance, for the Panel to consider and discuss with the Course Team at the validation event:

- i. Validation Overview document (see **Appendix 6a Course Validation Overview Template**) comprising:
  - A narrative section covering the overall vision for the course now and in the future, the intended student experience and the anticipated employability of those who graduate
  - A new course specification
  - Mapping of course learning outcomes to modules
  - Mapping of the course's assessment
  - Mapping of the course's teaching methods

The mapping of learning outcomes helps to demonstrate the academic coherence of the course and how course learning outcomes are met by students undertaking the modules available to them.

The mapping of the course's assessment helps to demonstrate that the students are provided with a sufficiently distributed and diverse set of assessment. The map should also demonstrate how each module learning outcome is met by individual assessments.

The mapping of teaching methods will allow the Panel to visualise the pace of teaching employed across the course and the demands made upon students. The map will also help the Panel understand the resource implications of the course.

- ii. Specifications for all new and existing modules to be validated as part of the course (see **Appendix 8 Proposal for a New Module – Partner Institutions**)
- iii. List of proposed teaching and management staff for the course (see **Appendix 11 List of Staff**)
- iv. Curriculum vitae for each member of staff listed above
- v. The intended Course Handbook for students
- vi. Where a distance learning course is proposed, a presentation of the virtual learning environment for the course is required.
- vii. Generic documentation, i.e. the institution-wide policies and procedures that would be the same for all courses considered for validation. This includes admissions policies and selection processes, assessment regulations, annual monitoring procedures and other institutional procedures and arrangements. (See **Appendix 5 Generic Documentation for Validation/Re-validation** for full list of required generic documentation.)

### 6.6.2 Checklist for compiling documentation

Partners should ensure that they have submitted a complete set of documentation to the Validation Secretary **five weeks** prior to the validation event. The AQP Office will then check the documentation and may come back to the Course Team with queries if there are substantial issues with the submission. The Partner Institution has responsibility for meeting the deadline. If a School is unable to meet the timescale at any point during the process, the validation event will be rescheduled.

When compiling the documentation, Partners should make the following checks to ensure that they are ready to submit:

- The documentation has addressed all key areas for consideration by the Panel
- The documentation is fully completed
- The documentation is presented with clarity and in the format specified.
- The documentation accurately represents the School's proposal. Schools should note that amendments will not be possible once the documentation has been received by the Validation Secretary as this will create delays in the process, hampering the Panel's ability to consider the documentation.

When the Partner is satisfied that they have the final version of this documentation, this should be submitted electronically to the Validation Secretary.

### 6.7 Issues for Consideration

Whilst some topics for discussion will emerge from the documentation, there are a number of key issues which will form the core focus for each validation. In preparing documentation the Course Team should therefore pay particular attention to the following areas:

Key issue	Criteria to be considered by panel	Document
Academic coherence	<p>The panel will wish to see how the structure of the course develops from the point of entry to final outcomes, demonstrating coherence in curriculum design, the pattern of teaching, learning, and assessment.</p> <p>Where non-standard delivery is proposed, this should be signalled in the documentation and in the course team's introduction at the event. The course team should also draw the panel's attention to any operational issues identified.</p>	Narrative document, course specification

<p>Consistency of course and module learning outcomes with FHEQ Qualification Descriptors and Subject Benchmark Statements</p>	<p>The panel will wish to confirm that the course and module learning outcomes meet the FHEQ qualification descriptors (including Master’s level characteristics, where relevant), establishing the standard of student achievement.</p> <p>Where appropriate (undergraduate courses and some postgraduate courses) the panel will also wish to confirm that the relevant Subject Benchmarks Statements are reflected in the course design.</p> <p>The FHEQ descriptors, Master’s degree characteristics and Subject Benchmarks can be viewed on the QAA’s website.</p>	<p>Course specification, module specifications</p>
<p>Course regulations</p>	<p>The panel will wish to confirm that the course regulations for progression, exit awards, and final award/ classification are consistent with the University’s Academic Framework.</p> <p>Requests for derogation(s) from the Framework or other regulations must be highlighted in the documentation and in the Course Team’s introduction at the event.</p>	<p>Narrative document, Course specification, module specifications</p>
<p>Teaching, learning and assessment strategy</p>	<p>The panel will pay close attention to the planned teaching and learning methods, with a particular emphasis on ensuring that the methods of delivery are appropriate to the intended course and module learning outcomes and the intended student cohort. The panel will also consider whether technology-enhanced learning has been integrated.</p> <p>The panel will pay close attention to the choice of assessment modes, with particular emphasis on ensuring that the modes of assessment secure the course and module learning outcomes. The panel will expect to see an appropriate range of assessment modes and information on the timing of assessments, including opportunities for formative feedback and feed-forward.</p>	<p>Primarily course specification, module specifications</p> <p>The narrative document may comment on the underlying philosophy</p>
<p>Student experience</p>	<p>The panel will need to be satisfied that the course as presented will provide students with a high-quality experience. The validation documentation should address how the course will build a cohort identity, support student wellbeing, is inclusive and will enhance the employability of students. Details should be given of the support that students will receive (particular to the course), and how the course will develop them as individuals, linked to graduate employment or further study.</p>	<p>Narrative document</p>

Resources	<p>The panel will seek to verify that all resources required to deliver the course are available (or have been identified and planned). This includes academic and administrative staffing (where relevant); IT and other technical or specialist learning resources; library; space.</p> <p>Course Teams will need to take particular note of any resource issues that were identified during the development process and should address these directly in the covering document.</p>	Narrative document, course specification
Impact and sustainability	<p>The panel will wish to assure itself that the design and delivery of the course contributes positively to the development of the characteristics of a Sussex graduate as set out in the University's Teaching and Learning Strategy.</p> <p>The panel will wish to assure itself that the course is likely to succeed, and to be sustainable over an appropriate period of time. In considering sustainability the panel will take account of projected recruitment, the integration of the course with other provision, and resource requirements.</p>	Narrative document

## **6.8 Outcomes**

- 6.8.1 The Validating Panel may determine that the proposal should be:
- a. approved without amendment;
  - b. approved subject to specific conditions, including the dates by which these should be satisfied. (Note: until the conditions set have been satisfied students cannot be admitted to the course);
  - c. rejected with advice to its originators as to the reasons for doing so.
- 6.8.2 If approved, the Validating Panel will also determine the period of validation after which the course must be re-validated if it is to continue. This will usually be four years in order to allow the course teams for undergraduate courses to reflect on delivery of all three stages (Levels 4-6) prior to re-validation.

## **6.9 Post-validation**

- 6.9.1 Following the validation event the following outputs or actions are expected:
- a. A summary report, confirming the outcome of the validation and any associated conditions of approval, together with a clear and achievable timescale for delivery, will be circulated normally within five working days. The summary report will also include any recommendations for further consideration and any commendations acknowledging best practice. It will also incorporate context for the outcomes;
  - b. A report or action plan from the course team, addressing any conditions and recommendations set, together with supporting or revised documentation, must be submitted to the Secretary by the deadline set;
  - c. The Secretary will liaise with panel members, in particular the Chair, to confirm satisfaction of the conditions and recommendations and completion of the validation process;
  - d. The Secretary will take responsibility for submitting the summary report to the University Education Committee;
  - e. The Partner Institution will send a final definitive version of the validation documentation to be retained by the AQP office. The definitive document is the legally binding contract for each course;
  - f. Courses approved through this process of validation are to be delivered by the Partner Institution only, and under no circumstances is the provision to be sub-contracted to another institution through a separate agreement.

## **6b RE-VALIDATION PROCESS DOCUMENT (PARTNERSHIP)**

### **6b.1. Introduction**

**6b.1.1** Re-validation is the process by which existing courses are periodically reviewed and re-approved by the University.

**6b.1.2** A course re-validation may include substantial change to the structure and content of the course including the introduction of new pathways.

**6b.1.3** This process enables the University to continue to have confidence that academic standards have been secured, that content and learning outcomes are aligned with the national Framework for Higher Education Qualifications (FHEQ), that a high-quality student experience is being delivered, and that opportunities for enhancement are being sought.

**6b.1.4** This process is facilitated through a re-validation event, run in a similar manner to the original validation but focusing on reflective review and proposed course changes.

### **6b.2. Structure of the re-validation process**

**6b.2.1** Re-validation will normally take place according to the timetable determined by the panel when the course was originally validated. However, a request for major course changes may also trigger a requirement from the University for the course to be re-validated.

**6b.2.2** During the academic year in which re-validation is held, all marketing material for the next intake must include a statement that the course is 'subject to re-validation'.

**6b.2.3** Preparation for re-validation will be the same as for validation, although the requirements for documentation are different, as outlined in section 6b.3 below. The requirements for the composition of the panel and the course team are also the same as for validation. Documentation is sent electronically to AQP five weeks in advance of the event. AQP will distribute the documentation to the panel.

**6b.2.4** The standard format for a validation meeting will be followed and the panel will consider the same key issues, focusing on (but not limiting questioning to) the changes being proposed.

**6b.2.5** The costs of re-validation will be borne by the Partner Institution.

### **6b.3 Documentation required for re-validation**

The following documents are required by the panel at least five weeks in advance of the date of re-validation:

- Re-validation Overview Template (see **Appendix 6b Course Re-validation Overview Template**)
- Module specifications for all new and existing modules (see **Appendix 8 Proposal for a New Module – Partner Institutions**)
- List of proposed teaching and management staff for the course (see **Appendix 11 List of Staff**)
- Curriculum vitae for each member of staff

- Generic documentation (see **Appendix 5** *Generic Documentation for Validation/Re-validation* for a full list)
- Revised Course Handbook

#### **6b.4 Outcomes**

**6b.4.1** The re-validating panel may determine that the proposal should be:

- a. approved without amendment;
- b. approved subject to specific conditions, including the dates by which these should be satisfied. (Note: until the conditions set have been satisfied students cannot be admitted to the course);
- c. rejected with advice to its originators as to the reasons for doing so.

**6b.4.2** If approved, the panel will also determine the period of validation after which the course must be re-validated if it is to continue. This will usually be five years.

AQP, August 2022

## 7 CHANGES TO COURSES AND POLICIES

The definitive document produced following institutional recognition or the validation of a course forms part of the legally binding contract for the partnership. There must therefore be no changes of any kind to the course or the policies as described in the definitive document, without the necessary level of approval from the University.

The University's course and module development processes enable changes to be made to validated provision in light of continuous reflection and enhancement of the curriculum.

School Education Committees (SEC) are the bodies with responsibility for the approval of major curriculum changes to modules.

Collaborative Provision Approval Committee (CPAC) has the responsibility for the approval of major curriculum changes relating to new course developments and new partnerships, as well as the approval of new delivery modes and new course titles.

This section of the Handbook provides details on the curriculum change and development processes available to Partner Institutions, the timescale governing when changes can be made, and the authorisation that must be obtained before changes may be implemented.

Changes must be approved in the academic year prior to delivery and allow time for publication to students in advance. Approval cannot be retrospective.

### 7.1 Major curriculum changes to courses

Type of change	Approval authority	Notes	Forms and documents
Major revision of a course	CPAC	<p>If a Partner wishes to change a course so substantially that all stages of the course are affected, then the Partner should submit the revised course to Collaborative Provision Approval Committee as if it were a new course. This applies even where the title of the award is itself unchanged. Such changes will be treated as new courses and will normally only be introduced for new cohorts.</p> <p>Following CPAC approval, the revised course will then go through the validation process.</p> <p>Partners should submit proposals for major revisions of a course to AQP (Partnership) by 28<sup>th</sup> October 2022 for consideration at the November meeting of CPAC.</p>	<p>CPAC New course proposal form</p> <p>Module Forms Existing module specifications Course handbook</p>
Change to a course title	CPAC	<p>A request to change the title of a course is considered to be a major curriculum change.</p> <p>Partners should note that changes are unlikely to be approved for implementation in the middle of a recruitment cycle, where there would be a disruptive impact on existing applicants.</p>	CPAC Title Change form
Changes to mode of study (full-time, part-	CPAC	<p>A request to change the modes of study by which a course is offered to students is considered to be a major curriculum change. Where there is a proposal to offer a course by</p>	Major change to a course or pathway

time and distance learning)		distance learning, then a validation event may be required.  Partners should submit proposals for major revisions of a course to AQP (Partnership) by 28 <sup>th</sup> October 2022 for consideration at the November meeting of CPAC.	
Changes to course structure or course-level learning outcomes	SEC	<p>A revision to the structure of the course is considered to be a major change. This includes:</p> <ul style="list-style-type: none"> <li>• Revising the credit weighting of a module;</li> <li>• Adding or removing an optional strand;</li> <li>• The removal or addition of core, optional or elective modules.</li> </ul> <p>A revision of the course-level learning outcomes is also considered to be a major change.</p> <p>All of these changes are likely to substantially impact on the experience of students taking the course and so must be carefully managed so as to maintain standards.</p> <p>Proposals to make such changes should be submitted to AQP by the indicative date of Thursday 3 November 2022. Proposals submitted later than this will be considered provided that the Partner Institution secures the consent of students impacted by the changes.</p>	Major change to a course or pathway

## 7.2 Major curriculum changes to modules

Definitive elements of modules are those that are approved at the time of validation (or via subsequent modification processes) and are the formal record of the module. Students should have an expectation that the formally approved definitive module will be followed unless the change procedures have been initiated. Unless to the advantage of students, and in consultation with them, changes are not normally introduced until the next offering of a module. Definitive changes to module elements must be formally recorded. Changes to these elements of the module are classed as major owing to their significant impact upon the experience of students taking the module.

Major changes to a module comprise the following:

- Change to module title;
- Change to module description;
- Change to credit value and/or level;
- Change to module learning outcomes;
- Change to assessment modes;
- Change to assessment weightings;
- Change to the breakdown of teaching and learning hours;
- Change to teaching methods

Major curriculum changes require approval from the relevant School Education Committee (SEC), via the submission of a 'Proposal for a Major Change to a Module or Pathway' form **Appendix 7**. Submission should follow the workflow outlined in section 7.5. The AQP Office must receive this form, and the final version of the course for consideration at SECs, by Thursday 03 November 2022.

All major curriculum changes must be agreed with the following members of staff whose signatures are required prior to the submission of the form:

*From the Partner Institution:*

Course Convenor;  
Chair of the highest-level HE committee.

*From the University:*

Partnership Tutor.

The Partnership Tutor will act as the advocate for the proposed change. Please therefore ensure that the tutor has been involved in the development, or is made aware, of the proposed changes.

When completing the form, please ensure that the rationale clearly states why the change is sought and how the change would improve the quality of provision.

**Note that the AQP (Partnership) Office may consider a proposal for change to be too fundamental to be approved via SEC, and that the course would then need to be revalidated.**

The definitive course documentation provided at validation will be updated by the partner, and retained by AQP, to incorporate any changes agreed through this process.

## **7.2 New modules**

Proposals for a new module require approval from the relevant School Education Committee (SEC), via the submission of a 'Proposal for a New Module: Partner Institutions' form **Appendix 8**. Submission should follow the workflow outlined in section 7.5. The AQP Office must receive this form by Thursday 03 November 2022 for consideration at SEC.

Proposals for a new module must be agreed with the following members of staff whose signatures are required prior to the submission of the form:

*From the Partner Institution:*

Module Convenor;  
Chair of the highest-level HE committee.

*From the University:*

Partnership Tutor.

Please ensure that the Partnership Tutor has been involved in the development, or is made aware, of the proposed new module.

The definitive course documentation provided at validation will be updated by the partner, and retained by AQP, to incorporate any changes agreed through this process.

### 7.3 Minor Changes to Curriculum

Indicative elements of modules are those that are illustrative of the way in which a module will be offered at the time of validation. They help the validating panel understand the nature of the module as envisaged. It is understood that indicative module elements will evolve over time with experience of delivery and as such are subject to change. Changes to these elements of the module are classed as minor owing to their moderate impact upon the experience of students taking the module. Even after proposals for minor changes have been approved, the learning outcomes of the module will remain constant, ensuring that students successfully completing the module will still be able to reach the same end point.

Minor changes to a course or pathway comprise the following:

- Change to the reading lists;
- Change to assessment schedules;
- Change to assessment length.

Minor curriculum changes to modules require approval by the highest-level HE committee at the Partner Institution.

Prior to the partners' highest-level HE committee meeting, the proposed changes must be sent to the Partnership Tutor and AQP (Partnership) Manager for scrutiny.

**Note that the AQP (Partnership) Office may consider the proposal to constitute a major change requiring SEC approval.**

The definitive course documentation provided at validation will be updated by the partner, and retained by AQP, to incorporate any changes agreed through this process.

### 7.4 Changes to policies and regulations

Changes to a Partner Institution's policies relating to validated provision must be approved by the University's Education Committee (UEC) via the submission of the 'Proposal for a Change to Policy' form **Appendix 9**.

The documentation must be received by the AQP Office by **Wednesday 03 May 2023** for consideration at UEC.

All changes to policy and regulations must be agreed with the following members of staff whose signatures are required prior to the submission of the form:

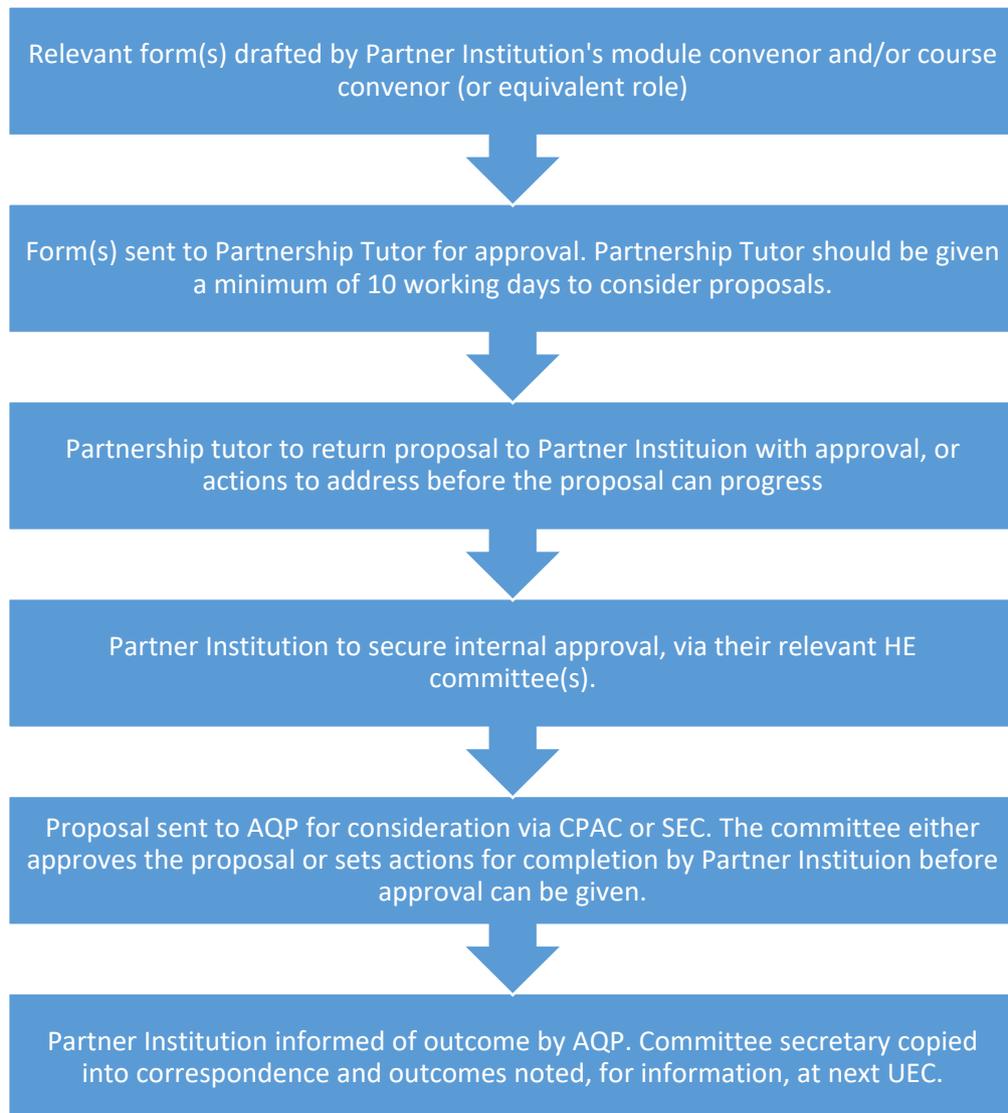
*From the Partner Institution:*  
Chair of the highest-level HE committee.

*From the University:*  
ADQE (Partnership) Manager.

**Note that policies need to be in place in time for their introduction to a new cohort and cannot be approved for retrospective application to students already on courses without the written permission of all students involved.**

## 7.5 Changes to policies and regulations

The below represents the process by which major changes to curriculum and new modules should be proposed:



## **8 ANNUAL MONITORING REPORT: TAUGHT COURSE PARTNERSHIPS**

### **Overview**

The University requires its Partner Institutions to submit an annual report reflecting on the outcomes of its ongoing monitoring and enhancement processes for validated courses.

This is one of three main processes for assuring the academic standards and the quality of students' learning opportunities for taught courses delivered by Partner Institutions (the others being Institutional Re-recognition and Course Re-validation). These processes are overseen by the Collaborative Provision Approval Committee (CPAC) and University Education Committee (UEC).

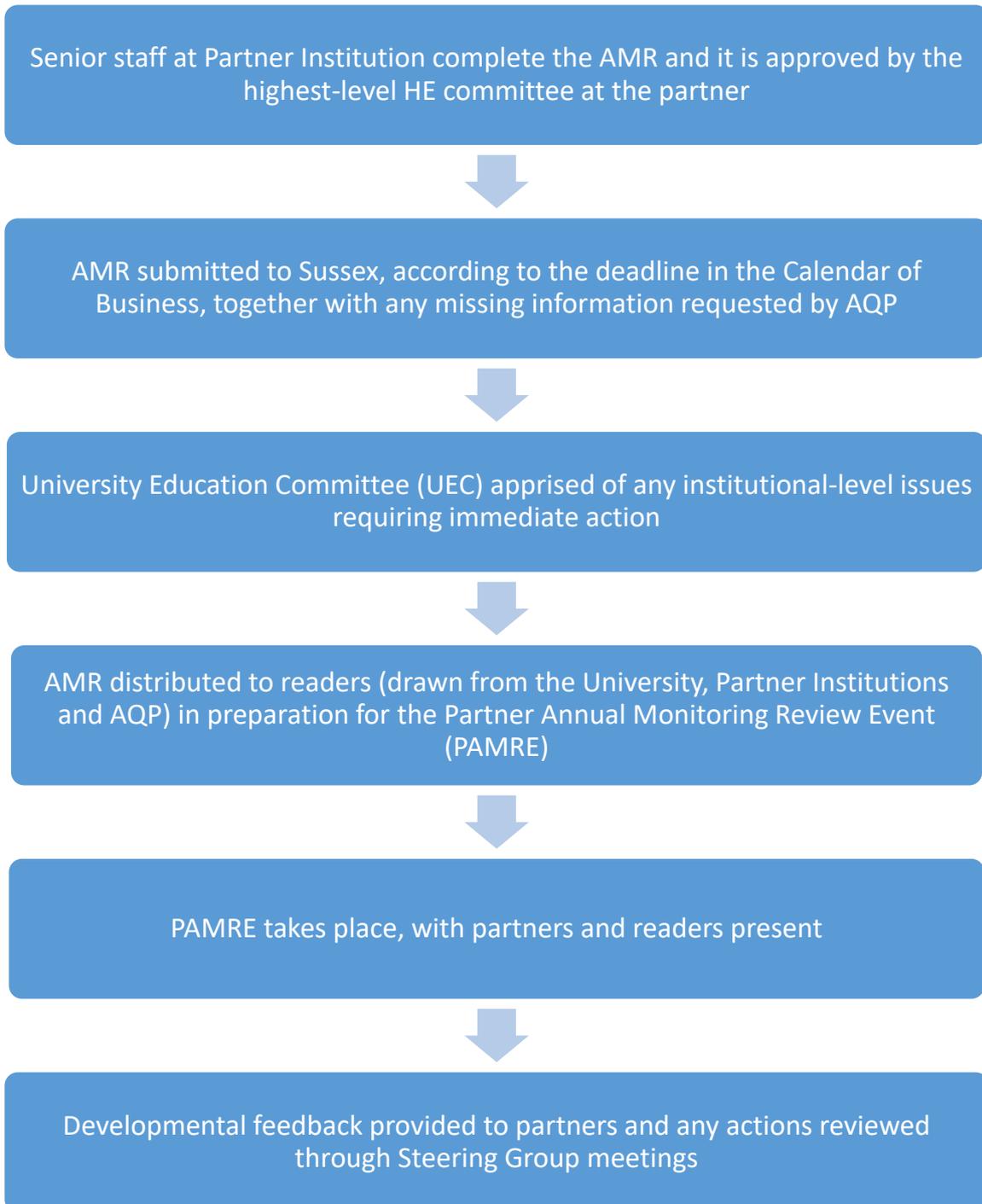
The Annual Monitoring Report (AMR) comprises qualitative and quantitative data at both institutional and course-level. Partners provide an institutional action plan which builds on the plan provided in the previous year and flags actions that:

- are aspects of good practice which are considered worthy of wider dissemination;
- relate to broad matters arising from external examiners' reports;
- are part of wider enhancement plans being deployed by the course teams (or Schools, where applicable);
- are issues that need addressing at partner or University level.

The report should be analytical rather than descriptive and draw upon a range of evidence. Statements should be clearly referenced to supporting evidence.

The AMR is considered at the yearly Partner Annual Monitoring Review Event (PAMRE), which focusses on enhancing the partner's educational provision. This event is held in collaboration with external contributors and members of the wider University community. Following the event, developmental feedback is provided to the partner and this is reported to UEC and further considered through Steering Group meetings.

## Formal consideration of the Annual Monitoring Report



AQP, August 2022

## 9 PUBLICITY AND MARKETING MATERIALS

The AQP (Partnership) Office will ensure the accuracy of the public information, publicity and promotional activity provided to registered and prospective students on collaborative courses where this pertains to the partner's relationship with the University. In addition, the Publications Office will advise on the correct use of the University's name and logo. Through this approval process the University assures itself of alignment with the Advice and Guidance on Admissions, Recruitment and Widening Access in the QAA Quality Code and its obligations under Consumer Protection law.

In line with our agreement with Partner Institutions, it is vital that all publicity and marketing materials are sent to both the AQP (Partnership) Office ([partnership@sussex.ac.uk](mailto:partnership@sussex.ac.uk)) and the Publications Office ([publications@sussex.ac.uk](mailto:publications@sussex.ac.uk)) for prior approval. This includes information on:

- partner websites;
- signage;
- artwork;
- prospectuses;
- student handbooks;
- social media.

We aim to ensure that material is checked and approved within one week of receipt.

### Guidance for using:

#### 9.1 The University's Name

The University must always be referred to as 'University of Sussex', never 'Sussex University' or 'Sussex Uni' in official documents. After the first mention in the same context, it is acceptable to use 'Sussex'.

#### 9.2 Terminology for the partnership

When referring to the partners' relationship with the University, the correct terminology should be used:

<b>Full partners</b>	The Partner Institution is:	"A full partner of the University of Sussex"
		"An affiliated partner of the University of Sussex"
	Courses validated by the University are:	"Validated by the University of Sussex"
	Students on Sussex-validated courses are:	"Affiliate students of the University"
<b>Associate partners</b>	Courses validated by the University are:	"Validated by the University of Sussex"
	Students on Sussex-validated courses are:	"Affiliate students of the University"

**Note that courses that have been approved by the University's Collaborative Provision Approval Committee (CPAC) to proceed to validation but are yet to**

**complete the validation process can be publicised with the clause ‘subject to validation’.**

### **9.3 The University of Sussex logo**

Partners are welcome to publish the University of Sussex logo alongside a partnership mention in line with the terminology in 9.2. The logo should appear below or alongside the partnership mention where it appears on the website or publication.

The Sussex logo should not appear as a co-brand or equal brand to that of the partner, e.g. the Sussex logo should not be applied as the main brand or cover brand in marketing literature. Note that associate partners cannot use the University brand at institution-level.

Please contact the University of Sussex to request the use of the University’s logo each time you need it for publication. Please send your request, along with a link or PDF showing the context of the logo’s appearance and the format/colour required to: [publications@sussex.ac.uk](mailto:publications@sussex.ac.uk).

We will aim to respond to logo requests at short notice, but to ensure a response, please allow 7-10 days before your publication deadline.

The Sussex logo is available in black on a white background, blue on a white background or in white with a clear background that can be placed over any strongly contrasting plain colour.

We ask that you do not stretch or squash the logo or overlay it with other graphics or photography and please ensure that it always appears in an appropriate resolution for the publishing medium.

We ask that you do not store copies of the Sussex logo on servers or disseminate it in any way.

### **9.4 Social Media**

Language can be less formal on social media as we can use abbreviations and shorthand, but it is important to retain the partner’s branding, sense of identity and to represent the partnership correctly.

When using social media:

- tag the University’s Twitter ([@uniofsussex](https://twitter.com/uniofsussex)) and Facebook (University of Sussex) handles
- use abbreviations in line with the guidance contained in this section of the handbook.

### **9.5 Required to Publish**

#### *Competition and Markets Authority*

Higher Education Providers and Further Education Colleges are expected to publish detailed information about course delivery and costs in line with the Competition and Markets Authority advice. Higher education consumer law advice can be found [here](#) on the government website. *Unistats / Discover Uni*

Data for Unistats is collected prospectively, being submitted in May-August on courses which will be commencing in the following academic year. Information on the submission process and deadlines for collection can be found on the HESA website: <https://www.hesa.ac.uk/collection/c21061>

The Unistats record is collected to aid prospective higher education students in making a decision about what and where to study. Unistats collection provides comparable information about full or part-time undergraduate courses and contains information that prospective students have identified as most important to inform their decisions about future study. This data is then joined to other datasets, such as National Student Survey and Graduate Outcomes, to generate a range of course information. This is published by HESA as open data and included on the [Discover Uni](#) website. Discover Uni is a student information website from the Office for Students (OfS) which includes data on graduate outcomes and student satisfaction, as well as advice and guidance.

The Unistats collection allows providers to resubmit their data at any point during the collection. Providers are required to update their data submissions throughout the year if their course offering changes. Information submitted to HESA in this way will be included in weekly updates to the open data and the Discover Uni website.

## 10 STAFF AT PARTNER INSTITUTIONS

### 10.1 Staff changes

It is important that the AQP (Partnership) Office is notified of changes to teaching staff and that CVs of new members of HE staff are provided using the form **Appendix 11: List of Teaching Staff**. This is required for the University to ensure that new staff members are sufficiently qualified to deliver programmes as validated.

**Appendix 11: List of Teaching Staff Form** must be completed by Monday 5 September 2022, outlining whether teaching staff are full-time, part-time or sessional staff, and their time commitment to the course (as a percentage). CVs of new members of teaching staff should be attached to the form.

### 10.2 Recruitment and qualifications

It is the responsibility of the Partner Institution to recruit, appoint, induct and develop staff to assure the standard of delivery of courses. Teaching staff on validated and franchised courses at Partner Institutions will normally be qualified to a level at least one above the level at which they are teaching and/ or have attained recognition from a professional body at an appropriate level.

### 10.3 Staff development opportunities

The Postgraduate Certificate in Learning and Teaching in Higher Education (PGCertHE) is a professional qualification offered at the University of Sussex and at Partner Institutions (subject to availability). Details can be found here: <http://www.sussex.ac.uk/adqe/enhancement/devawardsrecognition/pgcerthe>

For administrative queries relating to the PGCertHE, and to confirm the fee for 2022/23, please contact Graham Wright in the School of Education and Social Work ([gw277@sussex.ac.uk](mailto:gw277@sussex.ac.uk)).

Organisational Development at the University of Sussex also provides regular development events open to all faculty and staff. An indication of courses on offer is available via <https://www.sussex.ac.uk/organisational-development/>

There is occasionally a small charge for Organisational Development courses which you can either book through the AQP (Partnership) Office or directly with Organisational Development ([sdu@sussex.ac.uk](mailto:sdu@sussex.ac.uk)).

## 11 EXTERNAL EXAMINERS

### 11.1 Procedures

The University's procedures for External Examiners are detailed in the *Handbook on the policy and procedures for external examining of taught courses*. This is the definitive document on external examining at the University and is updated annually. It is available at: <http://www.sussex.ac.uk/adge/standards/externalexaminers>

### 11.2 Nomination of External Examiners

Nominations must be submitted on the 'Nomination of External Examiners for Partner Institutions' form in **Appendix 13**.

Nominations must be received at least four months before the expiry of the previous examiner's tenure. As stated in the Calendar of Business (Section 1), the final date for submission of nominations for 2022/23 is Wednesday 26 April 2023.

We welcome informal discussion of the suitability of an External Examiner before completion of the form. Please be aware that the nomination procedure can be a lengthy one and that, occasionally, a candidate may be unsuitable.

AQP will inform the Partner Institution once a nominee is approved. The Partner Institution will contact the examiner to induct them into the role.

### 11.3 Appointment of External Examiners

External Examiners are appointed by the University Education Committee. The principles underpinning the criteria for the appointment of External Examiners:

- require that External Examiners have knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- require that External Examiners are sufficiently qualified and have sufficient expertise and experience in both discipline-specific and assessment matters;
- support the exercise of objective, impartial and independent judgements about awards made by the University
- avoid arrangements which result in undue reliance on the nomination of External Examiners from any one university and arrangements where there is a known conflict of interest.<sup>1</sup>
- All External Examiners will need to show evidence that they are legally entitled to work and reside in the United Kingdom. They will be required to use the UK as their main residence throughout their tenure

<sup>1</sup> *Handbook on the policy and procedures for the external examining of taught courses*, Academic Quality and Partnerships Office 2022-23.

The University is unable to accept applications from those who:

- have previously been appointed as an External Examiner at the University of Sussex;
- have been a member of staff or student within the University of Sussex or one of its Partner Institutions within the last five years;
- have any direct interest in or ties to the University or the Partner Institution;
- hold more than one other External Examiner position;
- are from the same department/unit of the same institution as another current External Examiner.

#### **11.4 Reporting Process**

External Examiners submit an annual report to the University using a standard form within six weeks of the final assessment board.

Each report will be received by the AQP office at the University and an acknowledgement sent to the External Examiner. At this stage, a copy is sent to the Partner Institution. A summary of issues and comments from reports is submitted to the University Education Committee.

Upon receipt of the report, the Partner Institution then prepares an action plan that addresses each issue raised by External Examiners; giving a clear reason where no action is proposed. The External Examiner's report and the proposed action plan is appended to the Annual Monitoring Report and submitted to the University Education Committee.

The University Education Committee considers the reports and associated action plans and either endorses them or requests further action.

The Partner Institution is responsible for writing to External Examiners informing them of the action that has been taken or is planned. A copy of this letter is also sent to the AQP (Partnership) Office.

AQP is responsible for writing to External Examiners informing them of actions taken or planned in response to institutional-level concerns raised in their annual report.

In the following year's annual examination board report, the Partner Institution should confirm that all action has been implemented or that the progress of implementation is being monitored.

#### **11.5 Fees and payment**

Fee levels are set by each Partner Institution and we recommend that the University's fee payment calculation is used, as described in the *Handbook on the policy and procedures for the external examining of taught courses*.

Partner Institutions must confirm External Examiners' fees for 2022/23 by Monday 5 September 2022.

The payment of External Examiners' fees is arranged by the AQP office, and these are later recouped from the Partner Institution. This payment is made directly into External Examiners' bank accounts upon receipt of a satisfactory report.

Payment of expenses is the responsibility of the Partner Institution and External Examiners should be informed of this when they visit.

### **11.6 Replacement of External Examiners**

The process for replacing External Examiners at Partner Institutions is outlined in Appendix 12: 'Process for Replacing External Examiners'. The document details the length of the process and the responsibilities of the Partner, AQP Office and the External Examiner.

AQP, August 2022

## 12 EXAMINATION & RESIT BOARDS

### 12.1 Chairing examination and resit boards

Examination boards will be chaired by a senior member of University faculty nominated by the University Education Committee. An observer from the AQP office will usually attend.

For this reason, please avoid clashes with the University's own exam boards, which are to take place as follows:

PAB (finalist) – Wednesday 7<sup>th</sup> or Thursday 8<sup>th</sup> June 2023

PAB (PGT main) – Wednesday 5<sup>th</sup> or Thursday 6<sup>th</sup> July 2023

PAB (progression) – Wednesday 21<sup>st</sup> or Thursday 22<sup>nd</sup> June 2023

PAB (UG resit) – Wednesday 30<sup>th</sup> or Thursday 31<sup>st</sup> August 2023

### 12.2 Dates, composition and membership of examination and resit boards

For each examination board please provide:

- the date and time of the board;
- the composition of the board (i.e. the role of the members such as Internal Examiner, External Examiner, one member from another subject);
- the list of members, indicating alongside their name the role they play in the composition of the examination board (e.g. R.E. Klein, Chair; M Drinkwater, Internal Examiner).

This information is to be received by the AQP Office by **Monday 5 September 2022**.

Please ensure that the composition of the examination board is consistent with that approved in any validation documents or provide a brief rationale proposing alterations.

**N.B It is good practice for exam board members not to be involved in Misconduct Panels or the consideration of academic appeals pertaining to that board.**

### 12.3 Annual examination board reports

The examination board report, External Examiner reports and the associated action plans are incorporated into the main Annual Monitoring Report (**Appendix 10**) which is considered at the February meeting of the University Education Committee.

## **13 CERTIFICATES, TRANSCRIPTS, GRADUATION & REPLACEMENT CERTIFICATES**

### **13.1 Production of Award Certificates**

The University is responsible for producing award certificates for students on validated courses at its Partner Institutions and does so following the receipt of the relevant Pass Lists and certificate spreadsheet. It is good practice for Pass Lists and spreadsheets to be sent to the AQP office within a couple of days of the Examination Board. These documents must be thoroughly checked for accuracy before they are sent to AQP in order for the certificates to be produced correctly and on time.

### **13.2 Pass Lists**

The Pass List is a legal document that indicates the successful completion of a degree. Pass Lists are confidential and not published to students.

The AQP (Partnership) Office is responsible for having the Pass Lists signed by the Chair of the Exam Board, and the Chair of the University Education Committee. In the case of undergraduate and postgraduate degrees, pass lists are also signed by the Vice-Chancellor or their nominee (who thereby confers the degree).

When submitting the Pass Lists, Appendix 14: Pass List Template should be used.

### **13.3 Spreadsheets**

The Spreadsheets contain information on the candidate including their name, title, date of birth, sex, attainment and programme award title. Information on the spreadsheets is transferred directly onto the certificates.

Appendix 15: Instructions for Completion of Certificate Spreadsheets and Appendix 16: Template for the Production of Degree Certificates should be used to produce the spreadsheets.

Examples of completed spreadsheets can be found in Appendix 17: Spreadsheet Proforma for the Production of Degree Certificates.

### **13.4 Diploma Supplements (Transcripts)**

For students on *validated* courses, the issuing of diploma supplements (transcripts) is the responsibility of the Partner Institution. These should be issued to graduands (and other award holders) soon after the final examination boards as they are often necessary for graduands to prove their attainment to other educational institutions and employers.

For students on *franchised* courses, transcripts are issued by the University. Partner Institutions do not need to take any action.

The format and content of diploma supplements is clearly set out by the European Commission at [https://ec.europa.eu/education/diploma-supplement\\_en](https://ec.europa.eu/education/diploma-supplement_en). This includes links to diploma supplement examples. Please be aware that the 'additional information' issued by NARIC, and required as an attachment to the main pages of the diploma supplement, is updated from time to time.

Please contact the AQP (Partnership) Office if you would like to see a copy of the University's diploma supplement and for updated NARIC information.

The Partner Institution must keep records to allow the issuing of duplicate diploma supplements on request at a nominal cost (as a guide, the University charges £15 for a duplicate transcript, including postage, plus an additional £2 for further copies ordered at the same time).

### **13.5 Replacement/Duplicate Certificates**

Replacement and duplicate certificates can be issued to students upon receipt of a request via the online shop [here](#) and online payment of £30 (plus £35 DHL courier charge where necessary).

The certificates bear the signature of the Vice-Chancellor of the University of Sussex and that of the College Principal or equivalent. Electronic signatures are used on the certificates.

### **13.6 Award Ceremonies & Graduation**

Please kindly consult with the AQP (Partnership) Office before setting dates of graduation/award ceremonies for your institution so that the attendance of senior University staff members can be requested.

These are the University's dates for winter and summer graduations for the next two years:

#### **2023**

Winter Graduation – 23<sup>rd</sup> – 27<sup>th</sup> January 2023

Summer Graduation – 17<sup>th</sup> – 21<sup>st</sup> July 2023

#### **2024**

Winter Graduation – 22<sup>nd</sup> – 26<sup>th</sup> January 2024

Summer Graduation - 22<sup>nd</sup>- 26<sup>th</sup> July 2024

## 14 COMPLAINTS FOR STUDENTS ON PROGRAMMES VALIDATED BY THE UNIVERSITY

Partners are requested to submit the latest version of their student complaints and appeals regulations to the Partnership Office at the start of each academic year. This will be shared with the Office for Student Complaints, Conduct and Funding (SCCF).

Students on courses at Partner Institutions must initially follow the partner's complaints procedures.

The University will only consider complaints that raise specific concerns about matters directly affecting:

1. the quality of a student's learning opportunities and/or
2. the academic standards of its awards.

This could be the delivery of teaching and learning or its associated resources (e.g. library provision).

The University will not become involved if a complaint covers other aspects of a student's experience or relates to the Partner Institution's services. For example, these might be concerns about pastoral provision, accommodation, or finance.

The Partner Institution will inform a student of the right to escalate a complaint to the University, where appropriate.

### **For students where the Partner Institution (delivery provider) is a member of the Office of the Independent Adjudicator (OIA) scheme:**

- Level 1 (early resolution at the local level) and Level 2 (formal stage) of the complaints procedure will be with the Partner Institution. If a student remains dissatisfied following Level 2, a Level 3 review will be carried out by the University.
- In order to ensure timely consideration of complaints, Partner Institutions will notify the University of all complaints at Level 2 that meet the criteria for the University to be involved at Level 3.

### **For students where the Partner Institution (delivery provider) is not a member of the OIA scheme:**

- A student who has exhausted the Partner Institution's procedure and remains dissatisfied can invoke the University's complaints procedure at Level 3. They can request a review by filling in the [partner institution complaint review form](#) within 21 days of receiving formal notification of the completion of the Partner Institution's procedures.

All Level 3 reviews are conducted by the Director for the Student Experience. If, after considering a complaint at Level 3 against the criteria set, the Director for the Student Experience decides to undertake further investigation, s/he will consult senior officers at the Partner Institution as well as the University's Academic Quality and Partnerships Office.

Students then seeking an independent review through the OIA should note that any complaint at that stage would be in respect of the University's procedures and not those of the Partner Institution.

## **15 ENHANCEMENT AND ENGAGEMENT**

### **15.1 Partnership Tutors**

A Partnership Tutor is identified by the cognate School within the University for each Partner Institution. Note that some partners offer courses across a range of subject areas and so may have more than one cognate School.

The role of the Partnership Tutor is to provide academic input, acting as a critical friend to the relevant course team(s) at the partner. The role descriptor for the Partnership Tutor is included as Appendix 4.

### **15.2 Partner Network Events**

Partner Network Events are organised by the Partnership Office to provide a forum in which all our partners have the opportunity to meet one another and discuss relevant and current issues. They also provide an opportunity to meet other University of Sussex colleagues with whom staff at Partner Institutions may not come into contact on a regular basis.

The next Partner Network Events will take place virtually in the 2022/23 academic year.

Partners are encouraged to suggest themes for future events in order to ensure they remain valuable and interesting. Speakers may be University staff, members of our partner colleges or external contacts.

The events aim to foster a real sense of a network between the University and all the Partner Institutions, and we encourage a variety of teaching and support staff to attend.

### **15.3 Partner Annual Monitoring Review Event (PAMRE)**

PAMRE is an annual one-day event organised by the AQP (Partnership) Office which focuses on enhancing Partners' education provision through the consideration of Annual Monitoring Reports. The event is held in collaboration with external contributors and members of the wider University community. Following the event, developmental feedback is provided to the partner.

The next Partner Annual Monitoring Review Event takes place on **Wednesday 18<sup>th</sup> January 2023**.

### **15.4 Student Representatives**

Student representatives are a very important part of the quality assurance process. Partner Institutions are reminded of the need to ensure that there is student representation on all relevant committees. These representatives should be elected by their peers and should be trained and supported appropriately.

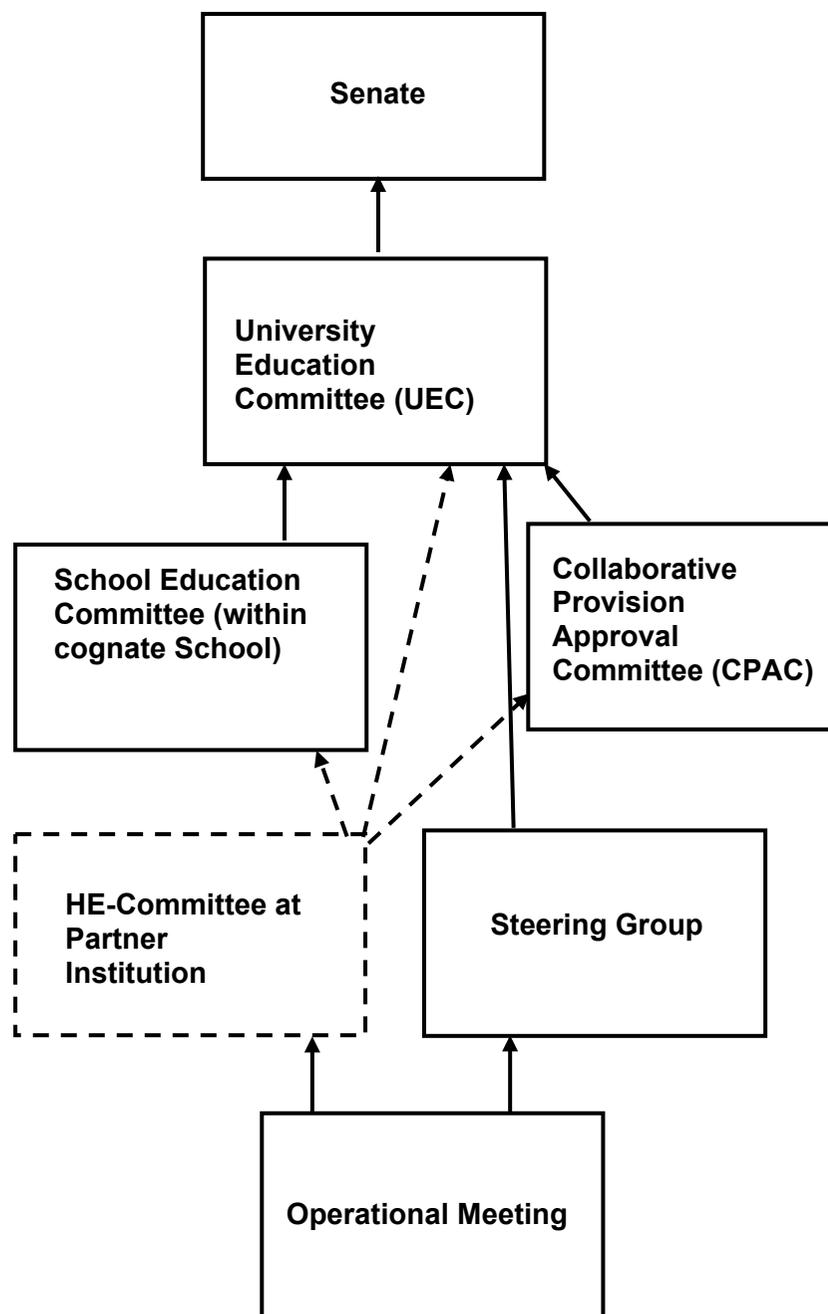
The University of Sussex Students' Union provide guidance on the role and training of Student Representatives on its website:

<http://www.sussexstudent.com/student-reps/>

Additional information can be requested from [partnership@sussex.ac.uk](mailto:partnership@sussex.ac.uk)

## **16 FEES AND CHARGES FOR THE ACADEMIC YEAR 2022/23**

Fees and charges are set out in the Agreement between the University and the Partner Institution.



**Senate** notes the recognition of partner institutions of the University.

**UEC** approves the appointment of external examiners for all University awards as well as determining policy and procedures relating to such appointments.

**UEC** receives all business (excluding curriculum changes) in relation to the partners of the University with whom there is validated and franchised provision.

**CPAC** is a sub-committee of University Education Committee. It facilitates the initial approval of new collaborative education partnerships and makes recommendations on the recognition of affiliated institutions.

**CPAC** approves new course proposals to proceed to validation, suspends and withdraws courses to be delivered at the partner institution.

**School Education Committee** is a sub-committee of University Education Committee.

**SEC** considers all major changes to the curriculum of Sussex validated courses.

**Steering Group**, chaired by the Pro-Vice-Chancellor, Education and Students, or their nominated deputy, is held at least once per year between the University and its partner institutions to discuss strategic matters. The main objective is to maintain and develop the relationship between the two institutions and to be a forum for the exchange of information and sharing of good practice.

**Operational meetings** are attended by officers from the University and the partner institution where day-to-day business can be dealt with. Some partnership arrangements may differ.

## **APPENDIX 2: RECOGNITION OF A PARTNER INSTITUTION<sup>1</sup>**

For an institution to be approved as suitable for the delivery of courses leading to awards of the University, a full risk assessment will be carried out by the Recognition Panel based on a) the submission from the prospective partner providing evidence and contextual evaluation addressing the issues set out below, b) documentary evidence of formal institutional policies and procedures and c) the recognition event.

It may be that some of the documentation required already exists, whereas other documents may need to be written specifically. It is important that documents demonstrate the extent to which the partner organisation can operate at a level appropriate to the delivery of higher education and interact properly with the awarding institution in the assurance of academic standards.

The documentation should be laid out addressing the following areas:

### **1. REPUTATION AND STANDING OF THE PROPOSED PARTNER**

The University must be satisfied of the good standing of the prospective partner and of its capacity to fulfil its designated role in the arrangement. Information and evidence which the prospective partner should provide should include (but not be restricted to):

- Information regarding the legal status of the institution and legal jurisdiction in which the partnership agreement will apply
- Details of its capacity in law to contract with the University
- Information on partnerships with other HEIs in the recent past
- Copies of external audits / reviews over the last three years
- Details of the institution's adherence to anti-corruption, anti-bribery and ethical business policies and legislation, including the Bribery Act 2010, Consumer Rights Act 2015, Modern Slavery Act 2015, Data Protection Act 2018, and Prevent Duty.

### **2. COMPATIBLE AND COMPLEMENTARY EDUCATIONAL OBJECTIVES WITH THE UNIVERSITY**

The Panel must establish whether the missions and educational objectives of the two institutions are compatible. The prospective partner must provide:

- The mission statement
- The current strategic plan
- Prospectus
- Range of existing courses
- The size and nature of the student body
- The number and nature of teaching and other staff
- Details of any external requirements, such as PSRBs and in-country regulatory requirements, with which the course and/or students will have to comply.

### **3. FINANCIAL STABILITY**

The University must be satisfied that the prospective partner is financially stable. The prospective partner must provide:

<sup>1</sup> Guided by the UK Quality Code for Higher Education.

- Information on how the institution is financed
- Proof of continued solvency
- Privately funded organisations should provide bankers' references and published accounts for the last three years
- Partners receiving funding from the Office for Students should provide audited accounts for the same period

#### **4. EFFECTIVE MANAGEMENT AND ADMINISTRATIVE SYSTEMS**

The Panel must assess whether there are effective and accountable management systems and whether appropriate administrative infrastructures are in place to support the delivery of courses leading to the University's awards. The prospective partner must provide information to address the following:

- What management structure is in place (giving details of the roles and responsibilities of officers)?
- What organisational and academic structures are in place?
- What is the committee structure (details of constitution and terms of reference)?
- Where does responsibility lie for the admission and induction of students and for the keeping of student records? Is there adequate administrative support for these functions? What systems are in place to ensure equality of opportunity within the admissions process?
- Who has the responsibility for the organisation of the assessment of students? Is the administrative support adequate?
- Are there reliable, accurate and systematic arrangements for recording marks and confirming student results?
- What are the arrangements for the conduct and invigilation of examinations and are they consistent with University principles?
- What are the arrangements for data collection and are they adequate for the University's requirements?
- Is there a student protection plan?

#### **5. ETHOS AND ENVIRONMENT FOR TEACHING AND LEARNING APPROPRIATE TO HIGHER EDUCATION**

The Panel must assess whether there is an ethos and environment appropriate to higher education. The following information should be supplied at a minimum:

- Is there a Teaching and Learning strategy and how has its implementation been monitored and evaluated?
- Are all students provided with the support they need to succeed in and benefit from higher education?<sup>2</sup>
- Research and / or consultancy opportunities for staff.
- Equal opportunity and diversity policies.\*
- Safeguarding policy.

<sup>2</sup> Expectation for Quality, Learning and Teaching, Quality Code

## 6. APPROPRIATE RESOURCES TO SUPPORT HIGHER EDUCATION COURSES

The Panel must ensure that the prospective partner has sufficient and appropriate resources to deliver a high-quality academic experience. The prospective partner should provide evidence to address the following issues:

- Are there sufficient appropriately qualified and skilled staff to deliver the existing and proposed portfolio?<sup>3 4</sup>
- Under what form of contract are staff employed?
- What are the arrangements for induction, appraisal, promotion and staff development?
- What arrangements are made for the training of staff new to teaching?
- What are the grievance, harassment and disciplinary procedures for staff?
- Is there appropriate technical and administrative support available?
- Are there sufficient and appropriate facilities (including teaching accommodation), learning resources (including Library and IT provision) and student support services to deliver a high-quality academic experience?<sup>5</sup>
- What social facilities are there for HE students?
- What are the services in place for students in relation to welfare, counselling, CEIG (career education, information and guidance) and students with disabilities?
- What arrangements are in place for academic support and personal tutoring?
- Is there an overall strategy for the deployment of learning resources?
- How are resources allocated?

## 7. QUALITY ASSURANCE AND ENHANCEMENT PROCESSES

The Panel must assess the appropriateness of the quality assurance and quality enhancement processes. The prospective partner should describe and provide evidence on the following:

- How the organisation has engaged with the UK Quality Code for the assurance of academic quality and standards in higher education. Mapping documents should be provided indicating how institutional practices relate to the expectations and core practices of the Quality Code.
- What is the process for course and module approval?
- What are the annual monitoring procedures?
- What are the periodic review procedures?
- What are the processes for student evaluation and engagement in the quality of their educational experience?<sup>6</sup>
- How is student progression monitored?
- What are the external examining arrangements\* – nomination procedures, induction, involvement in assessment?
- Are there effective mechanisms for the review of assessment regulations?
- How does the institution set, maintain and develop its academic standards?

<sup>3</sup> Core Practice, Learning and Teaching, Quality Code

<sup>4</sup> The expectation is that any staff who contributes in a substantial way to the teaching on courses approved on a franchised or validated basis would normally be qualified to a level of at least one above the level at which they are teaching, or have attained recognition from a professional body, at an appropriate level.

<sup>5</sup> Core Practice, Learning and Teaching, Quality Code

<sup>6</sup> Core Practice, Learning and Teaching, Quality Code

## **8. REGULATORY FRAMEWORK AND ACADEMIC POLICIES AND PROCEDURES**

The Panel must assess whether there is an appropriate regulatory framework in place together with academic policies and procedures. In key areas these must be consistent with University principles. The prospective partner must provide the following information and documents:

- Admissions policies and procedures\*
- Assessment policies and procedures\*
- Examination board regulations; procedures for appointment of boards
- Misconduct and plagiarism policies and procedures\*
- Grievance, harassment and disciplinary procedures for students\*
- Induction policy and procedures
- Complaints and appeals procedures\*
- Any regulatory requirements in the country of planned delivery with which the course and/or students will have to comply, if appropriate
- Details of any PSRB accreditation being sought, if appropriate
- Policies on promotional materials
- Information and handbooks given to the students

Policies marked with \* should be consistent with the University's normal principles and relate to the UK Quality Code as appropriate.

**ACADEMIC DEVELOPMENT & QUALITY ENHANCEMENT OFFICE (PARTNERSHIP)  
APPENDIX 3: NEW DELIVERY CENTRE: ASSURANCES**

<b>Institutional Recognition theme</b>	<b>Specific assurance required</b>	<b>Documentary evidence</b>	<b>Acceptability</b>
<b>Effective management and administrative systems</b>	What management structure is in place at this delivery centre (giving details of the roles and responsibilities of officers)?	Organisational chart	
	What organisational and academic structures are in place at this delivery centre?	Organisational chart	
	How does this delivery centre feed into the partner institution's existing committee structures?	Governance chart	
	What are the arrangements for data collection and are they adequate for the University's requirements?		
<b>Ethos and environment for teaching and learning appropriate to higher education</b>	How does the Partner Institution ensure that delivery from this centre is aligned with its Teaching and Learning strategy and how will this be monitored and evaluated?	Governance chart (including quality assurance)  Teaching and Learning Strategy	
	Are the same opportunities available at this delivery centre for staff to conduct research and / or consultancy?	Staff development policy	
	Do the same equal opportunity and diversity policies apply in this delivery centre?	Equal opportunity and diversity policies	
<b>Appropriate resources to support higher education courses</b>	<b>Material Resources:</b>		
	Is the teaching and learning accommodation appropriate for delivering the existing and proposed course portfolio?	Learning resources strategy	

	Are the Library and IT provision appropriate to HE for staff and students?	Learning resources strategy	
	What social facilities are there for HE students?	Learning resources strategy	
	What services are in place for students in relation to welfare, counselling, careers information and students with disabilities?	Learning resources strategy	
	Overall, is this a safe working environment for students and staff?	Learning resources strategy	
<b>Human resources:</b>			
	Is there sufficient academic/professional capacity within the delivery centre to deliver learning and teaching for the existing and proposed course portfolio?	Staff recruitment and development policy Staff CVs	
	Under what form of contract are staff employed?	Summary/overview of staffing contracts Staff CVs	
	Is there appropriate technical support available?	Staff CVs	
	Is there adequate administrative support for the: <ul style="list-style-type: none"> <li>• admission and induction of students</li> <li>• keeping of student records and recording marks</li> <li>• assessment of students</li> <li>• conduct and invigilation of examinations</li> </ul>	Staff recruitment and development policy Staff CVs	
<b>Policies and regulations</b>	Confirmation that policies and regulations affecting students and staff are consistent at institution-level and that there are no unique arrangements for this delivery centre.		YES/NO

## ACADEMIC QUALITY & PARTNERSHIPS OFFICE

### APPENDIX 4: PARTNERSHIP TUTOR ROLE DESCRIPTION

**Purpose of role:** Partnership Tutors act as the liaison point between their School and subject specialists at their allocated Partner Institution. They act as critical friends during course development and as controls on quality and alignment with University policy and practice during delivery of the course. This complements the role played by External Examiners and allows us to ensure that standards are properly upheld for students studying on Sussex-validated courses. Partnership Tutors may not always have the in-depth subject knowledge to fully support curriculum development of Sussex-validated courses at the Partner Institution, but they will co-ordinate provision of this expertise by their School, liaising with the Director of Teaching and Learning or Head of School as appropriate. In support of the goals described, Partnership Tutors may be asked to attend committees, working groups, or other events connected to their Partner Institution's activities and to read associated documentation.

**Appointed by:** Partnership Tutors are appointed by their Head of School; the course(s)/pathway(s) covered by their role will be determined in consultation with AQP.

**Appointment commencement period:** 1<sup>st</sup> September to 31<sup>st</sup> July.

**Tenure:** Minimum 2 years.

**Indicative time commitment:** 0.1 FTE.

**Letter of appointment:** Upon appointment Partnership Tutors will receive a letter from AQP laying out their duties in more detail and identifying their counterpart in the Partner institution. Precise duties will differ depending on the course(s)/pathway(s) Partnership Tutors have responsibility for or the nature of the Partner Institution they will be working with. These differences will have previously been outlined by AQP to the Heads of School to enable them to make the most appropriate appointment to the post.

**Point of contact:** AQP will keep in contact with Partnership Tutors throughout their tenure to clarify the role, answer any queries they have, and to update them on relevant information or invite them to meetings. Whilst Partnership Tutors (or their nominee) act as subject specialists as regards partner's course development, AQP Managers will act as more generic academic advisers.

**Handover:** It is hoped that the outgoing Partnership Tutor will arrange for a handover to the new Partnership Tutor to enable learning gained from year to year to be preserved and to better help the new Partnership Tutor adapt to their role.

**Remuneration:** Schools receive £5000 per Partnership Tutor. This compensates the School for the time the Partnership Tutor spends on work related to the Partner Institution.

**Unavailability:** In the event that a Partnership Tutor will be unexpectedly unavailable during a time that they are required to undertake activities with their Partner Institution they should notify their line manager who should then notify AQP and liaise with their Head of School to find a suitable temporary replacement.

**Role reports into:** Each Partner Institution has a University Steering Group overseeing its activity. Partnership Tutors' reports and feedback will be discussed at these, but the nature

and scope of the Partnership Tutor role is ultimately overseen by the University Education Committee.

**Illustrative Partnership Tutor Activities (not an exhaustive list):**

- Advocating for partner curriculum changes at School Teaching and Learning Committee
- Reading the relevant sections of partner's Annual Monitoring Report to provide feedback to AQP
- Meeting with staff and students at the Partner Institution at least once a term, ensuring that the conditions of (re)validation are being carried out and that staff are up-to-date with subject/sector developments and training
- Providing an annual report on the Partner Institution's activities in relation to the course(s)/pathway(s) overseen to identify best practice or areas requiring development
- Available as a Steering Group member
- Available to attend Board of Study meetings
- Available as panel member for (re)validations
- Available as reader of a partner's full Annual Monitoring Report

## ACADEMIC QUALITY & PARTNERSHIPS OFFICE

### APPENDIX 5: GENERIC DOCUMENTATION FOR VALIDATION / RE-VALIDATION

All procedures and regulations must take account of the appropriate sections of the QAA Quality Code for the assurance of academic quality and standards in higher education.

Generic Documentation		Check List
1.1	Admissions policies and selection processes	
1.2	Assessment regulations, including:	
	<ul style="list-style-type: none"> <li>• the requirements for progression from one stage of the course to the next</li> </ul>	
	<ul style="list-style-type: none"> <li>• arrangements for compensation and condonement</li> </ul>	
	<ul style="list-style-type: none"> <li>• regulations on reassessment, which must include:                             <ul style="list-style-type: none"> <li>- a requirement that the reassessment of a candidate for an award must normally take place within the maximum period of registration</li> <li>- the number of opportunities for reassessment at each stage of the course</li> <li>- the marks to be carried forward</li> <li>- any effect upon credit</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>• the policy and procedure for addressing mitigating circumstances</li> </ul>	
	<ul style="list-style-type: none"> <li>• the policy and procedure for addressing late submissions</li> </ul>	
	<ul style="list-style-type: none"> <li>• the policy on anonymous marking, arrangements for double marking or other forms of verification</li> </ul>	
	<ul style="list-style-type: none"> <li>• arrangements for intermission</li> </ul>	
	<ul style="list-style-type: none"> <li>• the policy and procedure for dealing with plagiarism, collusion and misconduct</li> </ul>	
	<ul style="list-style-type: none"> <li>• the proportion of work seen by External Examiners</li> </ul>	
	<ul style="list-style-type: none"> <li>• the terms of reference and composition of the examination board, including the minimum number of External Examiners</li> </ul>	
	<ul style="list-style-type: none"> <li>• the award criteria</li> </ul>	
1.3	Procedures for the nomination and operation of External Examiners	
1.4	Teaching and Learning policy	
1.5	Annual monitoring procedures	
1.6	Procedures and methods to monitor, reflect on and develop courses with input from stakeholders, particularly students	
1.7	Complaints and appeals procedures	
1.8	Arrangements for oversight and formal monitoring of student progress	

<b>1.9</b>	Opportunities for academic support and guidance	
<b>1.10</b>	Pastoral support	
<b>1.11</b>	Opportunities for personal development planning (e.g. skills/careers)	
<b>1.12</b>	Inclusive pedagogical approaches to support all students and address needs of students with protected characteristics	

**ACADEMIC QUALITY & PARTNERSHIPS OFFICE**

**APPENDIX 6a: COURSE VALIDATION OVERVIEW TEMPLATE – PARTNER INSTITUTIONS**

The Partner Institution should submit the **compiled set of course documentation** as listed below to the Validation Secretary at **least 5 weeks before the date** set for the Validation Panel.

- Completed Validation Overview document
- Module specifications for all new and existing modules (see **Appendix 8** *Proposal for a New Module – Partner Institutions*)
- List of proposed teaching and management staff for the course (see **Appendix 11** *List of Teaching Staff*)
- Curriculum vitae for each member of staff
- Generic documentation (see **Appendix 5** *Generic Documentation for Validation/Re-validation* for a full list)
- Course Handbook

SECTION A: KEY DETAILS	
<b>Partner</b>	
<b>Full title and award of the course</b>	
<b>Academic year of introduction</b>	
<b>FHEQ Level</b>	
<b>Name of Course Leader</b>	
<b>Maximum period of registration</b>	

## **SECTION B: Narrative of course pedagogical vision and practice (Max 1500 words)**

Please use the prompts below to provide a full account of the pedagogy and strategic vision underpinning the course and module design. While you do not need to use these subheadings, it is important that you address each of these areas in your narrative:

### **Background**

- The rationale and reasons for introducing the course, the relationship to the institution's plans and how the course differs from or complements existing or related courses
- The overall vision for the course now and in the future
- Sites where the course is to be delivered
- An account of the process of course development and approval within the institution, including reference to the institution's internal validation or review report and a summary of responses to any conditions and recommendations imposed by the internal panel
- Any external commentary directly relevant to the proposed course, for example reports of inspections.

### **Students**

- Numbers, characteristics, needs – consideration of protected characteristics, abilities and trends in student performance, achievement and progression
- Recruitment, retention, progression and achievement – consideration of market research
- The intended student experience
- Attributes and anticipated destinations of course graduates (employability, skills, criticality, civic and social contribution etc., future careers)
- How student views and feedback have been and will be taken into account in the design and development of this course

### **Curriculum**

- An explanation of the curriculum framework where this leads to a number of exit points and awards. A discussion of the curriculum content, its coherence, breadth, depth and progression.
- How do the course learning outcomes address
  - the institution's Teaching and Learning Strategy,
  - external generic policy around FHEQ levels
  - external subject-related policies such as the QAA Subject-Area Benchmarks and other relevant professional or statutory body criteria
- How curriculum is appropriate to the abilities and needs of anticipated students
- How will curriculum promote achievement and progression of all learning outcomes at the intended level(s)

### **Support and guidance**

- Opportunities for academic support and guidance, curricular choices
- Opportunities for personal development planning (skills development and career planning for instance)
- Pastoral support
- Inclusive pedagogical approaches to support all students and address needs of students with protected characteristics
- Sources of support beyond the course available to students

**Communication, management and enhancement**

- Details of course management arrangements
- How information will be communicated to students and staff
- How students will be made aware of the expectations of them and their responsibilities as learners
- Methods to monitor, reflect on and develop the course with input from colleagues and students

<b>SECTION C: COURSE STRUCTURE</b>					
<b>FULL TIME – YEAR 1</b>					
<b>Module Title</b>	<b>FHEQ Level</b>	<b>Credit weighting</b>	<b>Core or Option</b>	<b>New or existing</b>	<b>If there are option groupings, please detail these</b>
<b>SEMESTER 1</b>					
<b>SEMESTER 2</b>					
<b>FULL TIME – YEAR 2</b>					
<b>Module Title</b>	<b>FHEQ Level</b>	<b>Credit weighting</b>	<b>Core or Option</b>	<b>New or existing</b>	<b>If there are option groupings, please detail these</b>
<b>SEMESTER 1</b>					
<b>SEMESTER 2</b>					

<b>FULL TIME – YEAR 3</b>					
<b>Module Title</b>	<b>FHEQ Level</b>	<b>Credit weighting</b>	<b>Core or Option</b>	<b>New or existing</b>	<b>If there are option groupings, please detail these</b>
<b>SEMESTER 1</b>					
<b>SEMESTER 2</b>					
<b>Total credits for the year should equal 120 for Undergraduate or 180 for Postgraduate</b>					

Please repeat as required for each subsequent academic year.

<b>POSTGRADUATE ONLY PART TIME (Please delete if not required)</b>					
<b>Module Title</b>	<b>FHEQ Level</b>	<b>Credit weighting</b>	<b>Core or Option</b>	<b>New or existing</b>	<b>If there are option groupings, please detail these</b>
<b>YEAR 1, SEMESTER 1</b>					
<b>YEAR 1, SEMESTER 2</b>					
<b>YEAR 2 SEMESTER 1</b>					
<b>YEAR 2, SEMESTER 2</b>					
<b>Total credits for this course should equal 180</b>					

## SECTION D: COURSE LEARNING OUTCOMES

Course learning outcomes should be expressed as the minimum achievement of students successfully completing the course of study. The course learning outcomes will be used as the basis for full course development and you should identify outcomes in the areas of both knowledge and skills.

Please ensure that these are aligned to the FHEQ Level of the qualification and the relevant Subject Benchmark.

**For guidance on writing learning outcomes that meet QAA standards, please see <https://www.sussex.ac.uk/adqe/curriculum/learning-outcomes>**

By the end of the course, a successful student should be able to:

LO1	
LO2	
LO3	
LO4	
LO5	
LO6	
LO7	<i>(Please add additional learning outcomes as necessary)</i>

**SECTION E: Course Learning Outcomes Map**

**Mapping Key for Undergraduate courses:**

A = where course learning outcomes are expected to be demonstrated through assessment

D = undergraduate courses only – where students are formally assessed on their developing skills and knowledge in relation to a specific learning outcome, as Course Learning Outcomes are written at the level of award and so will not be met in full at levels 4 & 5. This allows the panel to see how all modules contribute to the Course Learning Outcomes without the student being able to secure the award from taking one or two modules.

Course Learning Outcomes	Title and code of relevant module											
1.												
2.												
3.												
4.												
5.												
6.												
7.												

**SECTION F: QAA SUBJECT BENCHMARK**

Name of QAA Benchmark (if applicable)

Please indicate how the course meets the benchmark standards through the outcomes of the course

**SECTION G: COURSE REGULATIONS**

Please give details of any course-specific criteria for the award.

If relevant, please identify any named exit awards and the specific requirements for each.

For any exit award(s) associated with this course please state the related learning outcomes below, creating a new list for each exit award (e.g. one list for PGDip and another list for PGCert etc.)

By the end of the course, a successful student should be able to:

LO1

LO2

LO3

LO4 *(Please add additional learning outcomes as necessary)*

Please indicate whether there are plans to seek external accreditation of the course. If so, please identify the intended body and whether you intend to seek accreditation as part of the validation process, once the course has been validated, or after the course is running.

## SECTION H: TEACHING AND LEARNING STRATEGY

Please use the prompts below to provide a full account of the teaching and learning strategy for the course:

### Teaching

- The link between chosen teaching methods and the curriculum's content, aims and learning outcomes
- How the selected teaching methods take into consideration the students' abilities and needs
- How resources will be used to support student learning and needs, embedding inclusive practice in materials and provision
- Details of any placements, trips or visits, including specific aims and learning outcomes, criteria and approval processes for suitable placements, responsibility for finding and arranging placement, and supervision arrangements
- Arrangements for preparing and supervising students undertaking dissertations or projects.
- Responsibilities of students.
- Any areas of good and successful pedagogical practice that can be shared from existing modules across the curriculum

### Resources and learning environment

- Staff – complement, expertise and development
- Support staff –e.g. Library, Student Support, IT, technical or specialist staff
- Teaching spaces, specialist equipment & specialist facilities (laboratory, studio, workshop, etc.) necessary to support the course
- Library resources necessary to support the course (specific book, journal and media acquisitions)
- Details of relevant multimedia, IT and computing resources necessary for the course
- Equipment needs, e.g. whether new resources will be required to run the course and how these are to be secured.

**SECTION I: TEACHING METHODS**

**LAB = Laboratory practical**

**LEC = Lecture**

**WRK = Workshop**  
Please add as required

**FWK = Fieldwork**

**SEM = Seminar**

**Year 1, Semester 1**

Module (specify whether core or option, and credit weighting)	Module:		Module :		Module:											
	Session type	Length														
Week 1																
Week 2																
Week 3																
Week 4																
Week 5																
Week 6																
Week 7																
Week 8																
Week 9																
Week 10																
Week 11																
<b>Total hours</b>																

**LAB = Laboratory practical      LEC = Lecture      WRK = Workshop      FWK = Fieldwork      SEM = Seminar**  
 Please add as required

**Year 1, Semester 2**

Module (specify whether core or option, and credit weighting)	Module:		Module :		Module:											
	Session type	Length														
Week 1																
Week 2																
Week 3																
Week 4																
Week 5																
Week 6																
Week 7																
Week 8																
Week 9																
Week 10																
Week 11																
<b>Total hours</b>																

Please repeat as required for each subsequent academic year.

## SECTION J: ASSESSMENT AND FEEDBACK STRATEGY (Max 1000 words)

Please use the prompts below to provide a full account of the assessment and feedback strategy for the course:

### Assessment and feedback

- How methods of assessment are aligned with the intended learning outcomes of the course, teaching methods and resources
- How modes of assessment and feedback are aligned across the course, providing students with opportunities to develop and re-apply skills
- Rationale behind balance and scheduling of formative and summative assessments in terms of student development across a course and how assessment will be used for learning as well as measurement of learning.
- Mechanisms for provision of feedback to students on assessed work, including format, standards and timescale
- Areas of good and successful assessment and feedback practice that can be shared from existing modules across the curriculum

**SECTION K: MAP OF COURSE ASSESSMENT (please indicate formative assessments in italic font)**

**Year 1, Semester 1**

Module Title	Core/Option	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	AB1
		<i>e.g. ESS 40%, UEX 60%</i>											

**Year 1, Semester 2**

Module Title	Core/Option	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	AB2

Please repeat as required for each subsequent academic year.

**Key for Assessment Map:**

COR	Course Report	ESS	Essay	EXC	Exercise	GPN	Group Presentation
POF	Portfolio	PRE	Presentation	UEX	Unseen Exam	(please add, delete or use alternative modes as required)	

See [here](#) for guidance on assessment modes.

**ACADEMIC QUALITY & PARTNERSHIPS OFFICE**

**APPENDIX 6b: COURSE REVALIDATION OVERVIEW TEMPLATE – PARTNER INSTITUTIONS**

The Partner Institution should submit the **compiled set of course documentation** as listed below to the Validation Secretary at **least 5 weeks before the date** set for the Validation Panel.

- Completed Revalidation Overview document
- Module specifications for all new and existing modules (see **Appendix 8** *Proposal for a New Module – Partner Institutions*)
- List of proposed teaching and management staff for the course (see **Appendix 11** *List of Staff*)
- Curriculum vitae for each member of staff
- Generic documentation (see **Appendix 5** *Generic Documentation for Validation/Re-validation* for a full list)
- Revised Course Handbook

<b>SECTION A: KEY DETAILS</b>	
<b>Partner</b>	
<b>Full title and award of the course</b>	
<b>Academic year of introduction</b>	
<b>FHEQ Level</b>	
<b>Name of Course Leader</b>	
<b>Maximum period of registration</b>	

## **SECTION B: Reflective and evaluative review of the course (Max 1000 words)**

Please use the prompts below to provide a full account of the course as it has been delivered to date. While you do not need to use these subheadings, it is important that you address each of these areas in your review:

### **Course overview**

- Assessment of the quality of the course in operation as demonstrated, for example, by student achievement
- The rationale for any modifications that have been made to the course since validation
- Problems encountered in delivering the course as originally planned and strategies that have been used to overcome the problem
- External developments that may have affected the course
- A review of course management
- Statistical data, to include for each year of the course's operation on a cohort basis:
  - target numbers
  - number of applications
  - number of enrolments
  - entry qualifications
  - withdrawal rates
  - progression
  - first destination data
  - analysis and discussion of the data.

### **Enhancement**

- The results of student evaluations of the course during the period of validation and subsequent action taken by the partner
- External Examiner Reports for the period of validation, University comments on them, and responses sent to external examiners
- The strengths and weaknesses of the course as perceived by staff, students and external examiners
- Any external review or employer reports and the responses to them
- The institution's responses to the University's commentary on annual monitoring reports

### **Resources**

- Identified shortfalls in the provision of resources and methods by which these might be overcome
- The need for further staff development in particular areas and how this will be addressed.

**SECTION C: Summary of proposed changes (Max 1000 words)**

Please provide a summary of proposed modifications to the course with the background and rationale for any changes.

Where appropriate, include examples of student work.

<b>SECTION D: COURSE STRUCTURE</b>					
<b>FULL TIME – YEAR 1</b>					
<b>Module Title</b>	<b>FHEQ Level</b>	<b>Credit weighting</b>	<b>Core or Option</b>	<b>New or existing</b>	<b>If there are option groupings, please detail these</b>
<b>SEMESTER 1</b>					
<b>SEMESTER 2</b>					
<b>FULL TIME – YEAR 2</b>					
<b>Module Title</b>	<b>FHEQ Level</b>	<b>Credit weighting</b>	<b>Core or Option</b>	<b>New or existing</b>	<b>If there are option groupings, please detail these</b>
<b>SEMESTER 1</b>					
<b>SEMESTER 2</b>					

<b>FULL TIME – YEAR 3</b>					
<b>Module Title</b>	<b>FHEQ Level</b>	<b>Credit weighting</b>	<b>Core or Option</b>	<b>New or existing</b>	<b>If there are option groupings, please detail these</b>
<b>SEMESTER 1</b>					
<b>SEMESTER 2</b>					
<b>Total credits for the year should equal 120 for Undergraduate or 180 for Postgraduate</b>					

Please repeat as required for each subsequent academic year.

<b>POSTGRADUATE ONLY PART TIME (Please delete if not required)</b>					
<b>Module Title</b>	<b>FHEQ Level</b>	<b>Credit weighting</b>	<b>Core or Option</b>	<b>New or existing</b>	<b>If there are option groupings, please detail these</b>
<b>YEAR 1, SEMESTER 1</b>					
<b>YEAR 1, SEMESTER 2</b>					
<b>YEAR 2 SEMESTER 1</b>					
<b>YEAR 2, SEMESTER 2</b>					
<b>Total credits for this course should equal 180</b>					

## SECTION E: COURSE LEARNING OUTCOMES

Course learning outcomes should be expressed as the minimum achievement of students successfully completing the course of study. The course learning outcomes will be used as the basis for full course development and you should identify outcomes in the areas of both knowledge and skills.

Please ensure that these are aligned to the FHEQ Level of the qualification and the relevant Subject Benchmark.

**For guidance on writing learning outcomes that meet QAA standards, please see <http://www.sussex.ac.uk/adqe/curriculum/learning-outcomes>**

By the end of the course, a successful student should be able to:

**LO1**

**LO2**

**LO3**

**LO4**

**LO5**

**LO6**

**LO7**

**SECTION F: Course Learning Outcomes Map**

**Mapping Key for Undergraduate courses:**

A = where course learning outcomes are expected to be demonstrated through assessment

D = undergraduate courses only – where students are formally assessed on their developing skills and knowledge in relation to a specific learning outcome, as Course Learning Outcomes are written at the level of award and so will not be met in full at levels 4 & 5. This allows the panel to see how all modules contribute to the Course Learning Outcomes without the student being able to secure the award from taking one or two modules.

Course Learning Outcomes	Title and code of relevant module											
1.												
2.												
3.												
4.												
5.												
6.												
7.												

**SECTION G: QAA SUBJECT BENCHMARK**

<b>Name Of QAA Benchmark (if applicable)</b>	
--	--

**Please indicate how the course meets the benchmark standards through the outcomes of the course**

--

**SECTION H: COURSE REGULATIONS**

**Please give details of any course-specific criteria for the award.**

--

**If relevant, please identify any named exit awards and the specific requirements for each.**

--

For any exit award(s) associated with this course please state the related learning outcomes below, creating a new list for each exit award (e.g. one list for PGDip and another list for PGCert etc.)

By the end of the course, a successful student should be able to:

<b>LO1</b>	
------------	--

<b>LO2</b>	
------------	--

<b>LO3</b>	
------------	--

<b>LO4</b>	<i>(Please add additional learning outcomes as necessary)</i>
------------	---

**Please indicate whether there are plans to seek external accreditation of the course. If so, please identify the intended body and whether you intend to seek accreditation as part of the validation process, once the course has been validated, or after the course is running.**

--

## SECTION H: TEACHING AND LEARNING STRATEGY

Please use the prompts below to provide a full account of the teaching and learning strategy for the course:

### Teaching

- The link between chosen teaching methods and the curriculum's content, aims and learning outcomes
- How the selected teaching methods take into consideration the students' abilities and needs
- How resources will be used to support student learning and needs, embedding inclusive practice in materials and provision
- Details of any placements, trips or visits, including specific aims and learning outcomes, criteria and approval processes for suitable placements, responsibility for finding and arranging placement, and supervision arrangements
- Arrangements for preparing and supervising students undertaking dissertations or projects.
- How students will be made aware of the expectations of them and their responsibilities as learners
- Any areas of good and successful pedagogical practice that can be shared from existing modules across the curriculum

### Resources and learning environment

- Staff – complement, expertise and development
- Support staff –e.g. Library, Student Support, IT, technical or specialist staff
- Teaching spaces, specialist equipment & specialist facilities (laboratory, studio, workshop, etc.) necessary to support the course
- Library resources necessary to support the course (specific book, journal and media acquisitions)
- Details of relevant multimedia, IT and computing resources necessary for the course
- Equipment needs, e.g. whether new resources will be required to run the course and how these are to be secured.

**SECTION I: TEACHING METHODS**

**LAB = Laboratory practical**

**LEC = Lecture**

**WRK = Workshop**  
Please add as required

**FWK = Fieldwork**

**SEM = Seminar**

**Year 1, Semester 1**

Module (specify whether core or option, and credit weighting)	Module:		Module :		Module:											
	Session type	Length														
Week 1																
Week 2																
Week 3																
Week 4																
Week 5																
Week 6																
Week 7																
Week 8																
Week 9																
Week 10																
Week 11																
Total hours																

LAB = Laboratory practical		LEC = Lecture		WRK = Workshop		FWK = Fieldwork		SEM = Seminar									
Please add as required																	
Year 1, Semester 2																	
Module (specify whether core or option, and credit weighting)	Module:		Module :		Module:		Module:		Module:		Module:		Module:		Module:		
	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	Session type	Length	
Week 1																	
Week 2																	
Week 3																	
Week 4																	
Week 5																	
Week 6																	
Week 7																	
Week 8																	
Week 9																	
Week 10																	
Week 11																	
Total hours																	

Please repeat as required for each subsequent academic year.

## SECTION J: ASSESSMENT AND FEEDBACK STRATEGY (Max 1000 words)

Please use the prompts below to provide a full account of the assessment and feedback strategy for the course:

### Assessment and feedback

- How methods of assessment are aligned with the intended learning outcomes of the course, teaching methods and resources
- How modes of assessment and feedback are aligned across the course, providing students with opportunities to develop and re-apply skills
- Rationale behind balance and scheduling of formative and summative assessments in terms of student development across a course and how assessment will be used for learning as well as measurement of learning.
- Mechanisms for provision of feedback to students on assessed work, including format, standards and timescale
- Areas of good and successful assessment and feedback practice that can be shared from existing modules across the curriculum

**SECTION I: MAP OF COURSE ASSESSMENT (please indicate formative assessments in italic font)**

**Year 1, Semester 1**

Module Title	Core/Option	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	AB1
		<i>e.g. ESS 40%, UEX 60%</i>											

**Year 1, Semester 2**

Module Title	Core/Option	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	AB2

Please repeat as required for each subsequent academic year.

**Key for Assessment Map:**

COR	Course Report	ESS	Essay	EXC	Exercise	GPN	Group Presentation
POF	Portfolio	PRE	Presentation	UEX	Unseen Exam	(please add, delete or use alternative modes as required)	

See [here](#) for guidance on assessment modes

**ACADEMIC QUALITY & PARTNERSHIPS OFFICE**

**APPENDIX 7: PROPOSAL FOR A MAJOR CHANGE TO A MODULE OR A PATHWAY**

Major changes to a module or unit comprise the following: change to module title; change to module learning outcomes; change to assessment mode; change to assessment weightings.

The changes will be considered for approval by School Education Committee (SEC).  
Please attach a final version of the module/unit for consideration.

<b>Partner</b>	
<b>Module or Unit Convenor</b>	
<b>Partner Contact</b>	
<b>Award Title</b>	
<b>Current Module or Unit Title</b>	
<b>Current Module or Unit code</b>	
<b>Semester(s) in which module is taught</b>	
<b>Credits</b>	
<b>Effective date of change</b>	

<b>Type of change</b>	
<b>Details of change, including the impact of the change on the existing course structure, teaching strategy, course learning outcomes and assessment modes</b>	
<b>Please give a brief rationale for the proposed change</b>	

Required signatories for approval	Signature	Date
Course Convenor		
Chair of the highest-level HE committee at the Partner Institution		
Chair of the School Education Committee (SEC)		

**ACADEMIC QUALITY & PARTNERSHIPS OFFICE**

**APPENDIX 8: PROPOSAL FOR A NEW MODULE – PARTNER INSTITUTIONS**

<b>Partner Institution</b>	
<b>Proposed Title</b>	
<b>Cognate School at University of Sussex</b>	
<b>Academic year of introduction</b>	
<b>Name of Module Convenor</b>	
<b>Semester (s) in which module will be taught</b>	
<b>Credits</b>	
<b>FHEQ Level (QCF Level for Foundation Courses)</b>	
<b>Min. and max. number of students</b>	
<b>Please give a brief description of the module (max 100 words):</b>	
<b>Please list all of the courses that will utilise this module (please include the course title, indicate whether the module is core or optional to that course, the stage at which the module will be taken, and also confirm that the Course Convenor has been consulted as to the appropriateness of the module's inclusion on that course:</b>	
<b>Learning Outcomes</b> (these should be aligned to the course learning outcomes and measurable through the formal assessment indicated below. A 15-credit module should have no more than four learning outcomes, whilst a 30-credit module should have no more than six learning outcomes.	
By the end of the module, a successful student should be able to:	
<b>LO1</b>	
<b>LO2</b>	
<b>LO3</b>	
<b>LO4</b>	
<b>LO5</b>	
<b>LO6</b>	
<b>Assessment of students taking module</b>	

Mode of assessment	Subcomponent (where applicable)	Learning outcomes assessed	Duration or word length	Week of submission	Submission point	Weighting

Please indicate the **formative** assessment for students taking the module

Mode of assessment	Duration or word length	Week of submission

**Resit mode of assessment** (please include duration or word length)

--

**Teaching Methods and Contact Hours**

Teaching method	Number of sessions	Duration of sessions	Taught in weeks (and frequency per week if appropriate)	Total hours

Independent study to be undertaken by students:

Please ensure that the contact and independent study hours add up to the credit weighting of the modules x 10 hours (15cr = 150hrs):

**If this module will require additional resources to facilitate delivery, please confirm the outcome of consultations held with the management team at the partner institution and IT services (as appropriate):**

--

<b>REQUIRED SIGNATORIES (Partner Institution)</b>	<b>SIGNATURE</b>	<b>DATE</b>
Module Convenor		
Chair of highest-level HE Committee at Partner Institution		
<b>REQUIRED SIGNATORIES (University of Sussex)</b>	<b>SIGNATURE</b>	<b>DATE</b>
Partnership Tutor		
Chair of the School Education Committee (SEC)		



UNIVERSITY  
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**ACADEMIC QUALITY & PARTNERSHIPS OFFICE**

**APPENDIX 9: PROPOSAL FOR A CHANGE TO POLICY**

Proposed major changes to policy must be approved by the University Education Committee (UEC).	
Please attach a final version of the policy for consideration.	
<b>Partner</b>	
<b>Policy Proposer (name and job title)</b>	
<b>Effective date of change</b>	

<b>Type of change</b>
<b>Please give a brief rationale for the proposed policy change</b>

<b>Required signatories for approval</b>	<b>Signature</b>	<b>Date</b>
Policy Proposer		
Chair of highest-level HE committee meeting at Partner Institution		
AQP (Partnership) Manager		
Chair of University Education Committee (UEC)		

**ACADEMIC QUALITY & PARTNERSHIPS OFFICE**  
**APPENDIX 10: ANNUAL MONITORING REPORT (AMR) TEMPLATE**  
**FOR TAUGHT COURSE PARTNERSHIPS**

<b>Partner Institution:</b>	
<b>Academic year for reporting:</b>	
<b>Courses delivered in this academic year:</b>	
<b>Courses not delivered in this academic year:</b>	
<b>Author:</b>	
<b>Date of report:</b>	
<b>AMR approved by (within Partner Institution):</b>  <i>The relevant minute of the senior HE committee within the Partner Institution which considers the Annual Monitoring Reports, should be appended.</i>	

## **Section A: INSTITUTION-LEVEL REPORT**

As readers may not be familiar with your institution, the first time you use an acronym explain it in full with the acronym in brackets, then refer to it by initials.

For example, Annual Monitoring Report (AMR).

### **A1. Reflective executive summary**

Reviewing the last academic year, provide a summary of the key issues from your 2021/22 institutional action plan (you should also include the action plan in the Appendix).

In writing this summary you may wish to consider including:

- the areas for development identified in 2021/22 (include the numbered references from your action plan) and how you are addressing these areas
- how you used the 2021/22 action plan to identify areas for development for the 2022/23 academic year
- areas of good practice or improvements (include data to support this)
- how you have used data analysis to identify positive and negative trends, particularly within the context of broader subject-area, institutional or sector-wide developments or issues

### **A2. Activity in response to any external reviews/inspections**

Include specific activities

### **A3A. Which key actions have been achieved from the previous year's institutional action plan?**

Include action reference indicator/number

Include the previous year's institutional plan in the appendix of this report

### **A3B. Which actions have not been achieved from the previous year's institutional action plan and why?**

Include action reference indicator/number

**A4. Report on appeals and complaints received during the year.**

Please list all appeals and complaints that were considered at the formal stage, as well as providing an evaluative summary.

**A5. Annual report on the conduct and outcomes of assessment**

Include both of the following in the appendix of the AMR:

- all External Examiner Reports
- a separate proposed External Examiner action plan or with actions incorporated into the institutional action plan

(i) Issues raised at the Module Assessment Board(s) (or equivalent)

(ii) Operational effectiveness (conduct of the Progression and Award Board(s) (or equivalent), timing, marks arrays, operational issues)

(iii) Application of institutional regulations

Please comment on the following:

- Borderline candidates
- Condoned credit
- Exceptional circumstances (late submission, non-submission, absence, impairment), including statistical data on the number of cases where evidence has been submitted and the proportions of these submissions that were successful
- Trailed resits/resits/repeat stage
- Marking and moderation

(iv) External Examiner comments regarding regulations or assessment procedures

(v) Any other comments on assessment

<b>A6. Additional points for the attention of the University</b>

## **Section B: COURSE LEVEL-REPORT**

### **Statistical data**

The statistical data in B1 and B2 below is required on a cohort basis, course-by-course. Data must show three years' figures for trend analysis and be presented by:

- Domicile
- Ethnicity
- Age on entry (mature)
- Entry qualification type
- Gender
- Disability

All partner institutions must provide data for B1.

Only provide data for:

- B2 if you are a partner delivering courses that lead to Sussex awards
- B3 if you are a partner who is either OfS registered or seeking OfS registration<sup>1</sup>

### **B1. Continuation and non-continuation data by Stage/Level.**

This should include the continuation rate (against starters) and the reasons for non-continuation.

### **B2. Completion data**

This should include the completion rate (against starters) and the reasons for non-completion.

### **B3. Degree outcome data, by award classification.**

### **B4. Evaluative summary of progression of leavers into employment and/or further study.**

Data from the Graduate Outcomes survey should be appended for the 2018/19 and 2019/20 graduating cohorts.

<sup>1</sup> Other partners that collect this data may also complete this section.

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<b>B5. Brief report contextualising the statistics in B1, B2 and B3 (if applicable), highlighting any exceptional results and identifying points of concern and the action to be taken.</b>

<b>B6. Evaluative summary of student satisfaction monitoring and the student experience for each course.</b> This should highlight, in particular: <ul style="list-style-type: none"><li>• the main changes in overall course evaluation scores;</li><li>• the modules that have seen the largest increase in student satisfaction scores;</li><li>• the modules that have seen the largest decrease in student satisfaction scores;</li><li>• a summary of issues arising from Student Representative Forums.</li></ul> For those partners participating in the National Student Survey (NSS), headline data should be appended.

<b>B7. Review of peer observation of teaching</b> that has taken place during the year.

<b>B8. A synopsis of strengths and issues for each course.</b> Findings should include reference to: <ul style="list-style-type: none"><li>• evaluation of changes resulting from external examiner comments</li><li>• evaluations from module/course convenors/leaders</li><li>• resources provision</li><li>• scholarly activity and staff development activity</li><li>• activities undertaken to ensure inclusive teaching and learning and equality of opportunity</li></ul>
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<b>B9. Areas of good practice</b> that have been identified as having relevance beyond the course concerned.

**Appendix checklist**

**You must include the following:**

- The relevant minute of the senior HE committee within the Partner Institution which considers the Annual Monitoring Reports.
- The previous year’s institutional action plan (2021/22)
- The institutional action plan for 2022/23 building on the areas noted in A2 above. It should include actions that:
  - a) are aspects of good practice which are considered worthy of wider dissemination;
  - b) relate to broad matters arising from external examiners’ reports;
  - c) are part of wider enhancement plans being deployed by the course teams (or Schools, where applicable);
  - d) are issues that need addressing at partner or University level.

The following template shows the minimum detail required:						
Reference	Issue	Source of issue	Planned action	Lead responsibility	Target date	Progress

- Action plan for 2022/23 in response to external examiner reports (unless these actions are incorporated into the institutional action plan)
- All External Examiner Reports
- Headline data from the National Student Survey (NSS) for those partners who participate
- Graduate Outcomes survey data, by course, on progression into employment or further study after fifteen months (for those partners who are OfS registered or seeking OfS registration)



**ACADEMIC QUALITY & PARTNERSHIPS OFFICE**  
**APPENDIX 12: PROCESS FOR REPLACING EXTERNAL EXAMINERS**

Task No.	Responsibility			Timeline
	Partner	AQP Office	External Examiner	
1	Confirms External Examiner fees for the current academic year by the deadline provided in the Calendar of Business.			5 September 2022
2	<p>Begins the recruitment process for a new External Examiner. The University cannot accept applications from those who:</p> <ul style="list-style-type: none"> <li>• have previously been appointed as an External Examiner at the University of Sussex</li> <li>• have been a member of staff or student within the University or one of its Partner Institutions (including Study Group) within the last five years</li> <li>• have any direct interest in or ties to the University or Study Group</li> <li>• hold more than one other External Examiner position</li> <li>• are from the same department/unit of the same institution as another current external examiner</li> <li>• are UK residents, and will use the UK as their main place of residence throughout their tenure</li> </ul>			AQP must receive nominations at least 4 months before the expiry of the previous examiner's tenure.
3	HE Approval Committee sits to approve the External Examiner nomination.			Dependent on date of relevant Partner HE Approval Committee.
4	<p>Sends the External Examiner's CV and completed nomination form to <a href="mailto:partnership@sussex.ac.uk">partnership@sussex.ac.uk</a>, ensuring the nomination form has been signed by:</p> <ul style="list-style-type: none"> <li>• Head of School / Department / Partner Institution</li> <li>• Chair of the relevant Partner HE Committee</li> </ul>	<p>Receives email and processes the nomination form and CV.</p> <p><b>If the nomination is unsuitable, AQP to inform the Partner and request another candidate.</b></p>		By deadline of 26 April 2023

Task No.	Responsibility			Timeline
	Partner	AQP Office	External Examiner	
5		Emails the newly appointed External Examiner and the Partner informing them of the external examiner's appointment, attaching the appointment letter with details of Right to Work check.		Dependent on when the External Examiner is appointed.
6	Receives confirmation that the External Examiner has been approved.		Receives appointment letter and information regarding Right to Work check. <b>Must prove eligibility to work and live in the UK prior to start date.</b>	May 2023
7	<p>Emails the newly appointed External Examiner to:</p> <ul style="list-style-type: none"> <li>• confirm that the Partner Institution is the External Examiner's first point of contact</li> <li>• brief the External Examiner on their responsibilities</li> <li>• provide the External Examiner with the dates of the Exam Boards</li> <li>• request any additional travel arrangements and/or dietary requirements</li> <li>• clarify University contact details as follows: <ul style="list-style-type: none"> <li>- payment / admin queries to <a href="mailto:externalexaminers@sussex.ac.uk">externalexaminers@sussex.ac.uk</a></li> <li>- reports to <a href="mailto:partnership@sussex.ac.uk">partnership@sussex.ac.uk</a></li> <li>- Contact Partner for all other queries</li> </ul> </li> </ul>			May 2023
8		Ensures the External Examiner has submitted their Right to Work documents prior to the submission of their report.		

## APPENDIX 13: NOMINATION OF EXTERNAL EXAMINERS FOR PARTNER INSTITUTIONS

Please refer to notes on page 14 of the *Handbook on the policy and procedures for the external examining of taught courses* and return the completed document to the Academic Quality & Partnerships Office.

**PLEASE ENSURE THAT THE FORM IS COMPLETED IN FULL AND THAT A CURRENT CV IS ATTACHED**

DETAILS OF POST TO BE FILLED	
Course title(s)	
Award (BA/ BSc / MA/ MSc etc.)	UG <input type="checkbox"/> PG <input type="checkbox"/>
Partner Institution	
Reason recommendation sought	New Course <input type="checkbox"/> End of contract <input type="checkbox"/> If end of contract, please state the <b>name</b> and <b>institution</b> of examiner being replaced:
DETAILS OF NOMINEE FOR THE ABOVE APPOINTMENT – NB All External Examiners appointed will be asked to complete a right to work check and must reside in the UK throughout their tenure.	
Proposed dates of appointment (normally 4 years)	From: _____ to _____
Title:	Forename(s): _____ Surname: _____
Current Academic Post/Employment:	
Department or Faculty:	
Address for Correspondence:	
Post Code:	
e-mail address:	Tel number:
Has the nominee ever been a registered student, External Examiner or employee of the University of Sussex (or the Partner Institution)? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please provide details: _____ (Needed for data recording purposes)	

Please complete all sections of the form and ensure that all boxes are ticked

1	Please confirm that the nominee has indicated informally a willingness to serve in the above capacity	Confirmed <input type="checkbox"/>
2	Summary of relevant expertise and experience of the nominee in both the <b>academic area</b> of the appointment and <b>assessment</b> of courses and programmes	
3	If the nominee works outside Higher Education and does not have appropriate assessment expertise, please indicate if there is another External Examiner for that subject with appropriate assessment expertise	
4	Please confirm that the nominee does not have any direct interest in, or ties to, the university or (Partner Institution) or its staff	Confirmed <input type="checkbox"/>
5	If there are research links between the nominating department/interdisciplinary group/partner institution, please indicate the nature of the link and the way in which the department/interdisciplinary group/Partner Institution has satisfied itself that such a link does not endanger the potential objectivity of the relationship	
6	Please confirm that the nominee is not from a department in a university where a member of the inviting university department (or Partner Institution) is serving as an External Examiner	Confirmed <input type="checkbox"/>
7i	Please confirm that the nominee will not be holding more than one other External Examiner appointment at the time of the proposed appointment (i.e. only one other UG or PG appointment may be held).	Confirmed <input type="checkbox"/>
7ii	If any other External Examiner appointments are held at taught level, please provide name of institution and course examined.	
8	Please confirm that the previous External Examiner was not from the same institution as the nominee	Confirmed <input type="checkbox"/>

9	If the nominee is either a former member of staff or Sussex student, please confirm that at least five years have elapsed since their staff appointment/student registration ended	Confirmed	<input type="checkbox"/>
		N/A	<input type="checkbox"/>

10	Please confirm that the nominee has not previously acted as External Examiner at Sussex	Confirmed	<input type="checkbox"/>
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**RECOMMENDATION: Partner Institution**

I recommend the appointment as External Examiner for the period indicated as set out above

Signed:  
(Head of School/Department/Partner Institution)

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

**RECOMMENDATION: Partner HE Committee**

I recommend the appointment on behalf of the Partner HE Committee

Signed: \_\_\_\_\_ (Chair) Date: \_\_\_\_\_

**APPROVAL: University Education Committee**

I approve the recommendation on behalf of UEC

Signed: \_\_\_\_\_ (Chair of UEC) Date: \_\_\_\_\_

**GUIDANCE NOTES ON THE NOMINATION OF EXTERNAL EXAMINERS**

Guidance notes regarding the procedures to be followed and the information which is required can be found in sections B and C of the University's *Handbook on the Policy and Procedures for the External Examining of Taught Courses*.

Copies of the Handbook and all forms are available from the Academic Quality and Partnerships Office and can be downloaded from <http://www.sussex.ac.uk/adqe/standards/externalexaminers>

Please ensure that all the relevant sections are completed. Any queries about completion of the form may be addressed to: [partnership@sussex.ac.uk](mailto:partnership@sussex.ac.uk)

## GUIDANCE NOTES ON PROOF OF ELIGIBILITY TO WORK IN THE UK

Please note that all External Examiners are required to provide evidence that they are legally entitled to live and work in the UK **before** they commence employment with the University of Sussex. External Examiners must be UK residents.

AQP, August 2022

**APPENDIX 14: PASS LIST TEMPLATE**

**[NAME OF COLLEGE / INSTITUTION]**

Title of Course .....

Date of Examination Board .....

<b>Candidate number</b>	<b>Student Forename(s)</b>	<b>Student Surname</b>	<b>Classification</b>

Subject to ratification by the University of Sussex, I approve, on behalf of the **[title of course]** Examination Board, the award of the named course to the candidate(s) listed above:

Signed .....  
*(Chair of Examination Board)*

Date .....

I approve, on behalf of the University Education Committee, the award of the named course to the candidate(s) listed above:

Signed .....  
*(Chair of the University Education Committee)*

Date .....

**[The following sentence should only be included for Bachelors and Masters degrees; for other awards, please remove it]**

I confer upon the above named student(s) the degree of **[title of award and course]**.

Signed .....  
*(Nominee of the Vice-Chancellor)*

Date .....

## APPENDIX 15: INSTRUCTIONS FOR COMPLETION OF CERTIFICATE SPREADSHEETS

- Using **Appendix 16: Template for the Production of Degree Certificates** worksheet, enter the details exactly as they should appear on the certificate.
- Work from left to right, using drop down lists where they exist.
- Follow the instructions below to ensure the data is accurate and in the correct format.
- Send the spreadsheet to the AQP Office electronically. Please contact [partnership@sussex.ac.uk](mailto:partnership@sussex.ac.uk) with any questions.

<b>Title</b>	Ensure this is correct and matches the student record, to aid any checks that may be required	
<b>Date of Birth</b>	Ensure this is correct and matches the student record, to aid any checks that may be required	
<b>Sex</b>	Ensure this is correct and matches the student record, to aid any checks that may be required	
<b>Forenames</b>	Must match formal ID, e.g. passport, birth certificate	
<b>Family Name</b>	Must match formal ID, e.g. passport, birth certificate	
<b>Attainment</b>	Select from drop-down list	
<b>with_Honours</b>	Undergraduate Honours Degree	Select <b>with Honours</b> from the drop down list
	Ordinary Undergraduate Degree	With_Honours column is left <b>blank</b>
	All other qualifications	With_Honours column is left <b>blank</b>

<b>Programme_Award_Title</b>	Undergraduate Degree	Select Award Title <b>without</b> the preposition <b>in</b> from the drop down list, e.g. Event Management
	Postgraduate Masters	Select Award Title <b>without</b> the preposition <b>in</b> from the drop down list, e.g. Event Management
	Undergraduate Foundation Degree	Select Award Title <b>without</b> the preposition <b>in</b> from the drop down list, e.g. Event Management
	Certificate of Higher Education; Diploma of Higher Education	Award_Title column is left <b>blank</b>
	Graduate Certificate; Graduate Diploma	Select Award Title <b>without</b> the preposition <b>in</b> from the drop down list, e.g. Event Management
	Postgraduate Certificate; Postgraduate Diploma	Select Award Title <b>WITH</b> the preposition <b>in</b> from the drop down list, e.g. <b>in</b> Event Management

<b>Degree_Class</b>	Undergraduate Degree	Select Degree Class from the drop down list: <b>First Class; Second Class (Division One); Second Class (Division Two); Third Class</b>
	Ordinary Undergraduate Degree	Degree_Class column is left <b>blank</b>
	Postgraduate Masters	For a pass, leave column <b>blank</b> . For a Merit or Distinction, select <b>with Merit</b> or <b>with Distinction</b> from the drop down list.
	Undergraduate Foundation Degree	For a pass, leave column <b>blank</b> . For a Merit or Distinction, select <b>with Merit</b> or <b>with Distinction</b> from the drop down list.
	Certificate of Higher Education; Diploma of Higher Education	Degree_Class column is left <b>blank</b>
	Graduate Certificate; Graduate Diploma	For a pass, leave column <b>blank</b> . For a Merit or Distinction, select <b>with Merit</b> or <b>with Distinction</b> from the drop down list.
	Postgraduate Certificate; Postgraduate Diploma	For a pass, leave column <b>blank</b> . For a Merit or Distinction, select <b>with Merit</b> or <b>with Distinction</b> from the drop down list.

<b>Board_Date</b>	Complete with date of Award Board
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<b>Award_Date</b>	Leave blank - to be populated by University of Sussex.
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## **APPENDIX 16: TEMPLATE FOR THE PRODUCTION OF DEGREE CERTIFICATES**

### **Instructions**

The Excel document can be downloaded from the Partnerships website:

<http://www.sussex.ac.uk/adqe/partnerships/handbook>

Please refer to **Appendix 15: Instructions for Completion of Certificate Spreadsheet** and **Appendix 17: Proforma for the Production of Degree Certificates** in the Partner Handbook. Once the Certificate Data tab is completed according to instructions and thoroughly checked, please return to [partnership@sussex.ac.uk](mailto:partnership@sussex.ac.uk)

AQP, August 2022

## APPENDIX 17: PROFORMA FOR THE PRODUCTION OF DEGREE CERTIFICATES

### Examples of the certificate spreadsheet for different qualifications

The certificate spreadsheet is available electronically (see *Appendix 16: Template for the Production of Degree Certificates* and *Appendix 15: Instructions for Completion of Certificate Spreadsheets*). This needs to be completed according to the following template guidelines and sent back to us electronically. Please ensure all data is accurate. The data you supply will be used in the production of individual certificates and may be referred to for the purposes of confirming an individual's qualification.

#### 1.1 Undergraduate Degree

Title	Date of Birth	Sex	Forenames	Family_Name	Attainment	with_Honours	Programme_Award_Title	Degree_Class	Board_Date	Award_Date
Mrs	22/07/1990	F	Anne	Lister	Bachelor of Arts	with Honours	Event Management	First Class	7 June 2019	
Mr	14/05/1997	M	Arnold	Murray	Bachelor of Music	with Honours	Popular Music Performance	Second Class (Division One)	9 September 2019	
Miss	02/10/1991	F	Mariana	Belcombe	Bachelor of Arts	with Honours	Business with Finance	Second Class (Division Two)	2 July 2019	
Mr	30/11/1985	M	Alan Mathison	Turing	Bachelor of Arts	with Honours	Early Childhood Studies	Third Class	15 September 2019	
Ms	17/01/1992	F	Eliza	Raine	Bachelor of Arts		Fine Art		4 June 2019	

\*An Ordinary Degree

#### 1.2 Postgraduate Masters

Title	Date of Birth	Sex	Forenames	Family_Name	Attainment	with_Honours	Programme_Award_Title	Degree_Class	Board_Date	Award_Date
Ms	02/10/1991	F	Mariana	Belcombe	Master of Arts		Conservation Studies		7 June 2019	
Mr	30/11/1985	M	Alan Mathison	Turing	Master of Fine Art		Fine Art	with Merit	9 September 2019	
Miss	17 /01/1992	F	Eliza	Raine	Master of Music		Music Business Management	with Distinction	2 July 2019	
Mr	04/04/1980	M	Christopher	Morcom	Master of Science		People and Organisational Development		15 September 2019	

### 1.3 Undergraduate Foundation Degree

Title	Date of Birth	Sex	Forenames	Family_Name	Attainment	with_Honours	Programme_Award_Title	Degree_Class	Board_Date	Award_Date
Ms	17/01/1992	F	Eliza	Raine	Foundation Degree (Arts)		Film Production		2 July 2019	
Mr	04/04/1980	M	Christopher	Morcom	Foundation Degree (Science)		Environmental Science	with Merit	15 September 2019	
Miss	02/10/1991	F	Mariana	Belcombe	Foundation Degree (Arts)		Public Health and Social Care	with Distinction	7 June 2019	

### 1.4 Certificate of Higher Education; Diploma of Higher Education

Title	Date of Birth	Sex	Forenames	Family_Name	Attainment	with_Honours	Programme_Award_Title	Degree_Class	Board_Date	Award_Date
Miss	02/10/1991	F	Mariana	Belcombe	Certificate of Higher Education				4 June 2019	
Mr	30/11/1985	M	Alan Mathison	Turing	Diploma of Higher Education				22 February 2020	

### 1.5 Graduate Certificate; Graduate Diploma

Title	Date of Birth	Sex	Forenames	Family_Name	Attainment	with_Honours	Programme_Award_Title	Degree_Class	Board_Date	Award_Date
Ms	17/01/1992	F	Eliza	Raine	Graduate Certificate		Coaching		2 July 2019	
Mr	04/04/1980	M	Christopher	Morcom	Graduate Diploma		Conservation Studies	with Merit	15 September 2019	
Miss	02/10/1991	F	Mariana	Belcombe	Graduate Certificate		Organisational Development	with Distinction	7 June 2019	

### 1.6 Postgraduate Certificate; Postgraduate Diploma

Title	Date of Birth	Sex	Forenames	Family_Name	Attainment	with_Honours	Programme_Award_Title	Degree_Class	Board_Date	Award_Date
Miss	02/10/1991	F	Mariana	Belcombe	Postgraduate Certificate		in People and Organisational Development		4 June 2019	
Mr	30/11/1985	M	Alan Mathison	Turing	Postgraduate Diploma		in Human Resource Management	with Merit	22 February 2020	
Mrs	22/07/1990	F	Anne	Lister	Postgraduate Certificate		in Learning and Teaching	with Distinction	7 June 2019	