Partner handbook

2023-24

UNIVERSITY
OF SUSSEX

CONTENTS

1   CALENDAR OF BUSINESS

2023-24		
Semester One	Following items to be received by the University from its partners: • Confirmation of the courses to be delivered during the year*. • List of HE tutors and CVs of any new tutors • Electronic copies of all student handbooks for each validated course. • Calendar of HE-relevant committee dates. • Dates, composition and membership of examination and resit boards. • Confirmation of External Examiner fees. • Copy of complaints and appeals policy and procedure 2023-24	Mon 4 Sept 2023, unless a separate deadline has been agreed with AQP *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.
	Collaborative Provision Approval Committee (CPAC)	8 September 2023
	Teaching at University of Sussex begins (autumn term)	Mon 25 Sept 2023
	Indicative deadline for proposals for major curriculum changes and new modules to validated courses for 2024/25.	Thurs 2 Nov 2023
	Partner Network Day	Wed 15 Nov 2023
	Collaborative Provision Approval Committee (CPAC)	Wed 29 Nov 2023
	Partners to submit a list of names of all students on Sussex-validated courses, and the course they are assigned to, as at 1 December 2022.	Mon 4 Dec 2023
	Partners to submit their Annual Monitoring Report to the University.	Fri 8 Dec 2023
	Teaching at University of Sussex ends (autumn term)	Fri 15 Dec 2023
	University of Sussex winter vacation	Sat 16 Dec 2022 - Sun 7 Jan 2024
	Per capita fee invoice sent by the University to partner institution.	21 Dec 2023
	University of Sussex semester one assessment period	Mon 8 – Sat 20 Jan 2024
University of Sussex intersemester week		Mon 22 – Fri 26 Jan 2023

University of Sussex Winter Graduation	Mon 22 – Fri 26 Jan 2024
Semester two	Partner Annual Monitoring Review Event (PAMRE)	Wed 17 Jan 2023
	Teaching at University of Sussex begins (spring term)	Mon 29 Jan 2024
	Deadline for new course proposals starting 2025/26 for courses recruited through UCAS*	16 February 2024
	Collaborative Provision Approval Committee (CPAC)	Thurs 14 Mar 2024
	University of Sussex spring vacation	Sat 23 Mar – Sun 14 Apr 2024
	Teaching at University of Sussex resumes (summer term)	Mon 15 Apr 2024
	Following items to be received by the University from its partners: • Deadline for External Examiner nominations for 2023/24.	Wed 24 April 2024
	Teaching at University of Sussex ends	Fri 3 May 2024
	Following items to be received by the University from its partners: • Deadline for policy changes (inc. examination and assessment regulations) for implementation in 2024/25.	Fri 24 May 2024
University of Sussex semester two assessment period	Mon 13 May – Sat 1 June 2024
Collaborative Provision Approval Committee (CPAC)	Thurs 6 Jun 2024
University of Sussex Summer Vacation	Sun 2 June 2024 to TBC
University of Sussex Progression & Award Boards (Finalists)	Wed 12 & Thurs 13 June 2024
University of Sussex Progression & Award Boards (Progression)	Wed 26 & Thurs 27 June 2024
University of Sussex Progression & Award Boards (Postgraduate Taught Courses)	Wed 10 & Thurs 11 July 2024
University of Sussex Summer Graduation	Mon 22 – Fri 26 July 2024
University of Sussex Progression & Award Boards (Resit)	Wed 4 & Thurs 5 Sept 2024

AQP, July 2023

*This excludes postgraduate courses, courses not recruited through UCAS and courses due for re-validation.

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, compliant with the Office for Students regulatory framework, 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:

Oliver Craig	Head of Academic Quality & Partnerships	O.Craig@sussex.ac.uk
Kristina Rudge	Partnership Manager responsible for: • Highlands College, Jersey • Roffey Park Institute • West Dean College of Arts and Conservation	K.Rudge@sussex.ac.uk
Rob Boyd	Partnership Manager responsible for: • Study Group (ISC) • Transnational Education (TNE)	R.I.Boyd@sussex.ac.uk
Liz Beddus	Partnership Officer responsible for: • Highlands College, Jersey • Roffey Park Institute • West Dean College of Arts and Conservation	E.Beddus@sussex.ac.uk
Freya Nielsen	Partnership Officer responsible for: • Study Group (ISC) • Transnational Education (TNE)	F.Nielsen@sussex.ac.uk
James Horne	Partnership Officer responsible for: • Study Group (ISC)	J.Horne@sussex.ac.uk
Elizabeth Thurlwell	AQP Assistant	E.Thurlwell@sussex.ac.uk

2.3 Who's Who at Sussex

Mr Sanjeev Bhaskar OBE	Chancellor
Prof Sasha Roseneil	Vice-Chancellor and President
Prof Michael Luck	Deputy Vice-Chancellor and Provost
Dr Tim Westlake	Chief Operating Officer
Prof Kate O'Riordan	Pro-Vice-Chancellor (Education and Students)
Prof David Ruebain	Pro-Vice-Chancellor (Culture, Equality and Inclusion)
Prof Keith Jones	Pro-Vice Chancellor (Research and Enterprise)
Prof Robin Banerjee	Pro-Vice Chancellor (Global and Civic Engagement)
Prof Claire Smith	Deputy Pro-Vice-Chancellor for Education and Innovation
Prof Graeme Pedlingham	Deputy Pro Vice-Chancellor for the Student Experience
Ms Jayne Aldridge	Director for the Student Experience
Miss Denise Cooper	Deputy Director (Academic Services)

AQP, August 2023

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:

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 Team normally attends graduation at the Partner Institution.

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 Team may attend graduation at the Partner Institution.

AQP, August 2023

4 Collaborative Provision Approval Committee (CPAC)

CPAC is a subcommittee of University Education Committee (UEC), which is a subcommittee of Senate. It was designed to ensure that the governance structure for the approval of new collaborative education partnerships and related curriculum development is aligned with the University's approval process for its own courses through the Portfolio Approval Committee.

The Committee will:

- facilitate the initial approval of new domestic and international collaborative education partnerships with institutions based in the UK or overseas and make recommendations to University Executive Team (UET) on whether to give final approval for new partnerships;
- determine the nature of the partnership to be engaged in, according to agreed definitions (potential arrangements could include validation; franchise (sub-contracted); dual, double or joint awards; flying faculty; distance learning or some combination of these);
- receive and approve reports relating to institutional recognition and re-recognition of collaborative education partnerships;
- approve new course proposals or entry points to be delivered at the partner institution under the scope of the partnership agreement;
- note the withdrawal or suspension of partner courses with due consideration of obligations to provide timely notification of such changes to applicants and/or students as applicable;
- make recommendations to UET regarding withdrawal from existing partnerships.

4.1 Institutional Recognition

See **Section 5** for more details on the process of CPAC approval of new partnerships, institutional recognition and re-recognition.

CPAC Stage 1 Template
CPAC Stage 2 Template

4.2 New Courses

Partners may submit new course proposals to CPAC for approval to proceed to validation. See **Section 7** for more details on this process.

New Course Proposal Template (Stage 1)
New Course Proposal Template (Stage 2) (*TNE only*)

4.3 Curriculum Development

See **Section 8** for more details on the major curriculum changes that CPAC will consider.

Course Title Change Proposal

4.4 **Course Withdrawals or Suspensions**

Partners are asked to notify CPAC of any course withdrawals or suspensions using the template below:

Course Withdrawal Form

4.5 **CPAC meeting dates**

CPAC meets termly on the following dates:

Wednesday 29th November 2023
- Partners may submit relevant curriculum changes due to be introduced from September 2024.
- New course proposals for 2024/25 may be accepted on a case-by-case basis.
- Please share draft submissions with the Partnership Manager and Partnership Tutor **four weeks prior** to the meeting date.
- The deadline for final submissions to this meeting is **Wednesday 15th November**.

Thursday 14th March 2024
- Partners may submit new course proposals due to be introduced from September 2025.
- Any curriculum changes due to be introduced in 2024/25 may be accepted on a case-by-case basis.
- Please share draft submissions with the Partnership Manager and Partnership Tutor **four weeks prior** to the meeting date.
- The deadline for submissions to this meeting is **Thursday 29th February**.

Thursday 6th June 2024
- Partners may submit new course proposals or curriculum changes due to be introduced from September 2025.
- Please share draft submissions with the Partnership Manager and Partnership Tutor **four weeks prior** to the meeting date.
- The deadline for submissions to this meeting is **Thursday 23rd May**.

All paperwork for CPAC can be found on the [Partnership website](#).

Please contact the CPAC secretary Kristina Rudge at k.rudge@sussex.ac.uk if you have any questions.

5 INSTITUTIONAL RECOGNITION AND RE-RECOGNITION

5.1 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 Office for Students regulatory framework and 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 a minimum of one academic year.

5.2 Requirements and processes for recognition as a partner suitable to delivery validated courses

Initial Development

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 Team (UET) by the Pro Vice-Chancellor (Education and Students) and the Pro-Vice Chancellor (Global and Civic Engagement).

To reach this stage there will have been a process of initial development and scrutiny of the proposed partner. This will involve professional services and relevant academic colleagues in order to consider the proposal with respect to the University's strategic objectives and (as appropriate) its TNE Principles. This analysis will then form the basis for deciding whether the proposal will advance to the next stage of the scrutiny process.

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.

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 UET (outline case) approval stage. The Institutional Recognition and Course Validation events may also be scheduled.

UET approval stage

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

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

5.3   **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 the Office of the 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[1].

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.

5.4   **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.

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[1] 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.

5.5   **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.

5.6   **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.

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

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, approved.

5.7   **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.

5.8 **Partnership Agreement**

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

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

The Partnership 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.

6   NEW DELIVERY CENTRE APPROVAL FOR RECOGNISED PARTNER INSTITUTIONS

6.1   **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 an initial period of three years and then renewed at five-year intervals. 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.

6.2   **Structure of the process**

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 Team (UET), following receipt of a business case.

Following UET 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.

An initial meeting will take place between AQP and the Partner Institution to discuss the process and the timeline for any site visits.

A panel will be appointed. AQP will co-ordinate the nomination of subject-specialists from the relevant cognate School(s) (or external institution).

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.

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.

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

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.

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.

6.3 **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 University of Sussex academic but, where the University does not offer a particular subject itself, an appropriately	Provides professional scrutiny and commentary on the required resources.

	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.

6.4 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.

6.5 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.

6.6 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.

6.7 **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.

6.8 **Finalising approval**

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

- 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;

- 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;

- 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.

- The Secretary will take responsibility for submitting a report to the Collaborative Provision Approval Committee and for notifying the Partner Institution of final approval.

- 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.

- The centre will be approved again alongside all delivery centres when the Partner Institution next undergoes Institutional Re-recognition.

7 VALIDATION PROCESS DOCUMENT (PARTNERSHIP)

7.1 Introduction

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.

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.

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.

7.2 CPAC Approval

The New Course approval process is a one or two-stage process of approval by the Collaborative Provision Approval Committee (CPAC). This process is designed to ensure that a proposal is a strategic fit for the University, that it is of the appropriate academic quality and that it complies with University policy.

7.21 Validated Courses

New validated courses go through a one-stage process of approval by CPAC prior to validation:

- *Initial Development*
  The proposal lead should consult with the Partnership Manager and the Partnership Tutor to ensure support from both the Academic Quality and Partnerships team and the cognate School.

- *Stage 1 Proposal*
  Once the proposal has been finalised following discussion with the Partnership Tutor and Partnership Manager, partners may then submit a Stage 1 form to the Secretary of CPAC for consideration at the next meeting of CPAC (see meeting dates in Section 4). The Secretary will seek approval from the Head of the cognate School to proceed to CPAC.

- *Approval from CPAC*
  Approval to proceed to validation is determined by 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'.

7.22 TNE Courses

New TNE courses go through an additional stage of approval by CPAC prior to validation. In Stage 2 , the course team is required to submit the amended course proposal in response to Stage 1 feedback and provide further information on resources, employer engagement and value for money. The Finance Business Partner and Admission teams also provide scrutiny at this stage.

7.3   Pre-Validation Support

An initial meeting is held between the Partner Institution and AQP to discuss the validation process and the timeframe for approval.

The Partner Institution is responsible for developing the new course with support from AQP and preparing documentation as required.

AQP will invite the Partner Institution course leads to discuss their draft paperwork with AQP and the Educational Enhancement team approximately one month before the final deadline. This will be an opportunity to receive feedback on any specific queries or advice on assessment design, learning outcomes, or other issues.

7.4   Documentation for submission

The following documentation is required at least six weeks in advance of the validation event for the Panel to consider and discuss with the Course Team:

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 2isualize 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. (See **Appendix 5** *Generic Documentation for Validation/Re-validation* for full list of required generic documentation.)

The AQP Office will check the documentation and may come back to the Course Team with queries if there are any substantial issues or queries with the submission. The Partner Institution has responsibility for meeting the deadline. If they are 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.

AQP will distribute the documentation to the panel.

7.5   **Panel Pre-Meeting**

A pre-validation online 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.

7.6   **Validation Panel**

AQP is responsible for establishing a Validating Panel 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.

Role	Eligibility	Description of role
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. [1]	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.

7.7   **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;
- The Course Convenor must be a member.

7.8   **Validation Event**

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;

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[1] 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.

- 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 minute secretary will record the proceedings of the event.

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

7.9   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	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. 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.	Narrative document, course specification
Consistency of course and module learning outcomes with FHEQ Qualification Descriptors and Subject Benchmark Statements	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. 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. The FHEQ descriptors, Master's degree characteristics and Subject Benchmarks can be viewed on the QAA's website.	Course specification, module specifications
Course regulations	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. 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.	Narrative document, Course specification, module specifications

Teaching, learning and assessment strategy	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.	Primarily course specification, module specifications
	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.	The narrative document may comment on the underlying philosophy
Student experience	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.	Narrative document
Resources	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. 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.	Narrative document, course specification
Impact and sustainability	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. 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.	Narrative document

7.10   **Outcomes**

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.

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 five 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.

7.11   **Post-validation**

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.

7B   RE-VALIDATION PROCESS

Introduction

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

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

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.

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.

Structure of the re-validation process

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.

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'.

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 to six weeks in advance of the event. AQP will distribute the documentation to the panel.

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.

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

Documentation required for re-validation

The following documents are required by the panel at least five to six 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

Outcomes

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. (Students cannot be admitted to the course until the conditions set have
     been satisfied);
c) rejected with advice to its originators as to the reasons for doing so.

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.

8 CHANGES TO COURSES AND POLICIES

8.1 Introduction

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.

8.2 Major curriculum changes to courses

Type of change	Approval authority	Notes	Forms and documents
Major revision of a course	CPAC	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. Following CPAC approval, the revised course will then go through the validation process. For any changes due to be implemented in September 2024, partners should submit proposals for major revisions of a course to AQP (Partnership) by 28th October 2023 for consideration at the November meeting of CPAC.	CPAC New course proposal form Module Forms Existing module specifications Course handbook
Change to a course title	CPAC	A request to change the title of a course is considered to be a major curriculum change. Partners should note that changes are unlikely to be approved for implementation in the	CPAC Title Change form

		middle of a recruitment cycle, where there would be a disruptive impact on existing applicants.	
Changes to mode of study (full-time, part-time and distance learning)	CPAC	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 distance learning, then a validation event may be required. For any changes due to be implemented in September 2024, partners should submit proposals for major revisions of a course to AQP (Partnership) by 28th October 2023 for consideration at the November meeting of CPAC.	Major change to a course or pathway
Changes to course structure or course-level learning outcomes	SEC	A revision to the structure of the course is considered to be a major change. This includes: • Revising the credit weighting of a module; • Adding or removing an optional strand; • The removal or addition of core, optional or elective modules. A revision of the course-level learning outcomes is also considered to be a major change. 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. Proposals to make such changes in time for the next academic year should be submitted to AQP by the indicative date of Thursday 2 November 2023. Proposals submitted later than this will be considered provided that the Partner Institution secures the consent of students impacted by the changes.	Major change to a course or pathway

8.3 **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 2 November 2023.

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.

8.4 **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 2 November 2023 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.

8.5 **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.

8.6 **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 **Friday 26th April 2024** 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:
AQP (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.

8.7   Changes to policies and regulations

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

Relevant form(s) drafted by Partner Institution's module convenor and/or course convenor (or equivalent role)

Form(s) sent to Partnership Tutor for approval. Partnership Tutor should be given a minimum of 10 working days to consider proposals.

Partnership tutor to return proposal to Partner Instituion with approval, or actions to address before the proposal can progress

Partner Institution to secure internal approval, via their relevant HE committee(s).

Proposal sent to AQP for consideration via CPAC or SEC. The committee either approves the proposal or sets actions for completion by Partner Instituion before approval can be given.

Partner Institution informed of outcome by AQP. Committee secretary copied into correspondence and outcomes noted, for information, at next UEC.

AQP, August 2023

9   ANNUAL MONITORING REPORT: TAUGHT COURSE PARTNERSHIPS

9.1   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.

9.2 **Formal consideration of the Annual Monitoring Report**

Senior staff at Partner Institution complete the AMR and it is approved by the highest-level HE committee at the partner

⬇

AMR submitted to Sussex, according to the deadline in the Calendar of Business, together with any missing information requested by AQP

⬇

University Education Committee (UEC) apprised of any institutional-level issues requiring immediate action

⬇

AMR distributed to readers (drawn from the University, Partner Institutions and AQP) in preparation for the Partner Annual Monitoring Review Event (PAMRE)

⬇

PAMRE takes place, with partners and readers present

⬇

Developmental feedback provided to partners and any actions reviewed through Steering Group meetings

AQP, August 2023

10 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 compliance with 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) and the Publications Office (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.

10.1 Guidance for using:

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'.

Terminology for the partnership

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

Full partners	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"
Associate partners	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'.

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 10.2. 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.

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.

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) and Facebook (University of Sussex) handles
- use abbreviations in line with the guidance contained in this section of the handbook.

10.2   **Required to Publish**

Competition and Markets Authority

The consumer law advice published by the Competition and Markets Authority states that Higher Education providers and Further Education colleges are expected to ensure that students are given the information they need in order to make informed decisions about their study, in line with. Prospective students need to be given clear, intelligible, unambiguous and timely information by HE providers so they know in advance what is being offered and can compare different courses and HE

providers.

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/c23061

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.

11   STAFF AT PARTNER INSTITUTIONS

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 4 September 2023, 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.

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.

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 2023/24, please contact Graham Wright in the School of Education and Social Work (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).

12   EXTERNAL EXAMINERS

12.1   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/adqe/standards/externalexaminers

12.2   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 2023/24 is Wednesday 24 April 2024.

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.

12.3   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.[1]
- 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

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[1] *Handbook on the policy and procedures for the external examining of taught courses*, Academic Quality and Partnerships Office 2023-24.

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.

12.4 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.

12.5 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 2023/24 by Monday 4 September 2023.

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.

12.6 **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 2023

13   EXAMINATION & RESIT BOARDS

13.1   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 12th & Thursday 13th June 2024
PAB (PGT main) – Wednesday 10th or Thursday 11th July 2024
PAB (progression) – Wednesday 26th or Thursday 27th June 2024
PAB (UG resit) – Wednesday 40th or Thursday 5th September 2024

13.2   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 4 September 2023.**

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.

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.

13.3   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 March meeting of the University Education Committee.

14 CERTIFICATES, TRANSCRIPTS, GRADUATION & REPLACEMENT CERTIFICATES

14.1 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.

14.2 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.

14.3 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.

14.4 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
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).

14.5 **Replacement/Duplicate Certificates**

Replacement and duplicate certificates can be issued to students upon receipt of a request via the University of Sussex website here and online payment of £30 (plus £35 DHL courier charge where necessary). Students contacting their institution to request a replacement certificate should be directed to the above link.

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.

14.6 **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:

2024

Winter Graduation – 22nd – 26th January 2024

Summer Graduation – 22nd – 26nd July 2024

2025

Winter Graduation – tbc

Summer Graduation - tbc

15 COMPLAINTS AND APPEALS 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).

15.1 Complaints

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

- Level 1 (early resolution at the local level) and Level 2 (formal stage) of the complaints procedure will be with the Partner Institution.

- A student who has exhausted the Partner Institution's procedure and remains dissatisfied can invoke the University's complaints procedure at Level 3. The Partner Institution will inform a student of the right to escalate a complaint to the University, where appropriate.

A student 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.

The University will only review 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.

In order to ensure timely consideration of complaints, Partner Institutions are asked to notify the University of all complaints at Level 2 that meet the criteria for the University to be involved at Level 3.

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.

15.2 Academic Appeals

Students on courses at Partner Institutions who are appealing the outcome of an assessment must follow their own institution's appeals process. A student who is dissatisfied with the final outcome of the appeals process may be able to ask for the decision to be reviewed by the University.

Students must request a review by submitting the Appeal Outcome Review form and supporting evidence to appeals@sussex.ac.uk within 10 University working days of receiving the formal appeal outcome from their institution.

If the case is subject to review by Sussex, the University will consider whether the Partner Institution's academic appeals procedure has been correctly and fairly applied.

The University will not review issues relating to academic judgement as these are not subject to appeal.

15.3 **Independent Review**

The Office of the Independent Adjudicator for Higher Education (OIA) provides an independent scheme for the review of university student complaints and appeals.

A student who is dissatisfied with the University's review outcome may be able to apply for a review of their complaint or appeal by the OIA, provided that their complaint is eligible under its rules.

Students should submit an OIA Complaint Form within 12 months of the date of their original Completion of Procedures letter.

17   FEES AND CHARGES FOR THE ACADEMIC YEAR 2023/24

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

APPENDIX 1: ACADEMIC GOVERNANCE ARRANGEMENTS

Senate

University Education Committee (UEC)

University Executive Team (UET)

School Education Committee (within cognate School)

Collaborative Provision Approval Committee (CPAC)

HE-Committee at Partner Institution

Steering Group

Operational Meeting
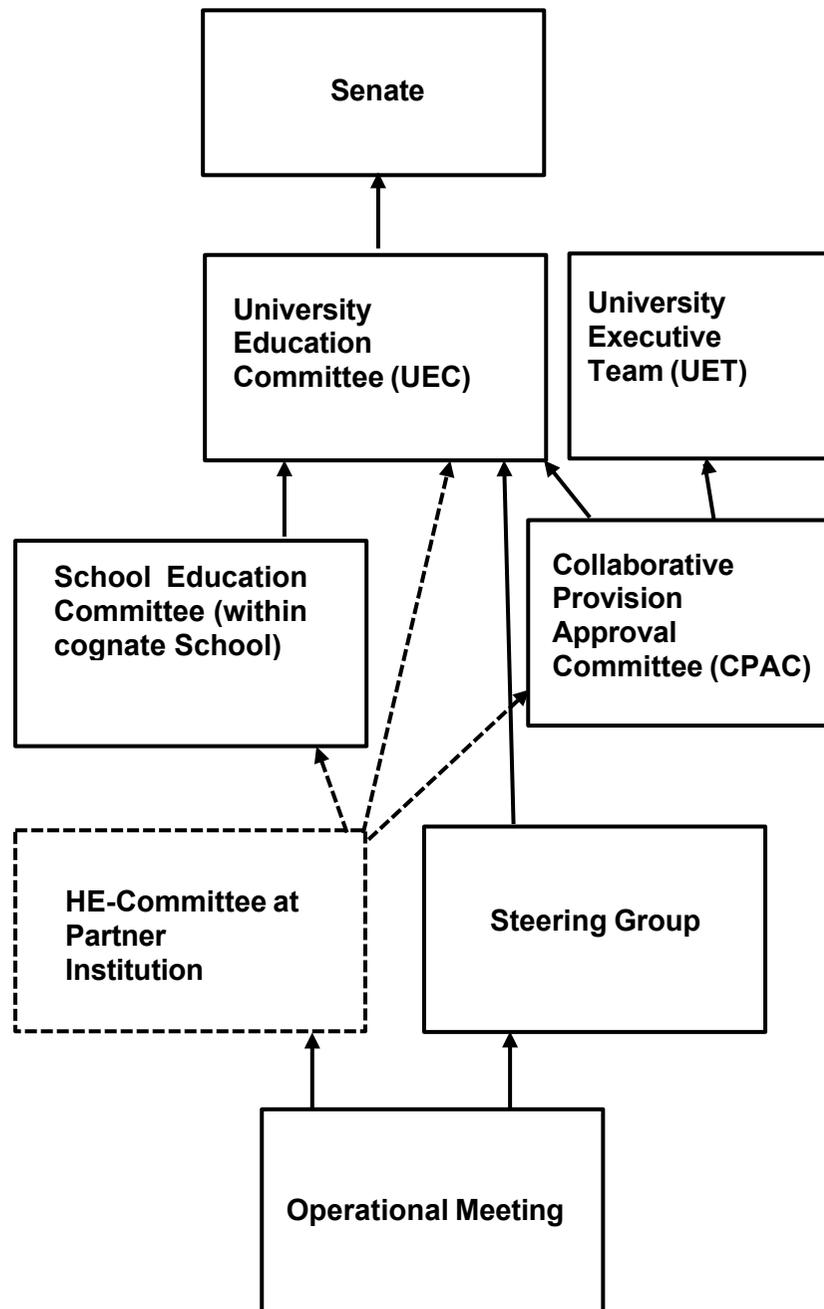
Senate notes the recognition of partner institutions of the University.

UET gives final approval for establishing new partnerships and for withdrawals from existing partnerships.

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 to University Executive Team.

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.

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APPENDIX 2: RECOGNITION OF A PARTNER INSTITUTION[1]

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:

- 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?[2]
- Research and / or consultancy opportunities for staff.
- Equal opportunity and diversity policies.*
- Safeguarding policy.

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[2] 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?[3] [4]
- 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? [5]
- 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? [6]
- 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?

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[3] Core Practice, Learning and Teaching, Quality Code
[4] 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.
[5] Core Practice, Learning and Teaching, Quality Code
[6] 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

Institutional Recognition theme	Specific assurance required	Documentary evidence	Acceptability
Effective management and administrative systems	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?		
Ethos and environment for teaching and learning appropriate to higher education	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	
Appropriate resources to support higher education courses	**Material Resources:**		
	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	
	Human resources:		
	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: • admission and induction of students • keeping of student records and recording marks • assessment of students • conduct and invigilation of examinations	Staff recruitment and development policy Staff CVs	
Policies and regulations	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: 1st September to 31st 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 Education 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:	
	• the requirements for progression from one stage of the course to the next	
	• arrangements for compensation and condonement	
	• regulations on reassessment, which must include:	
	- a requirement that the reassessment of a candidate for an award must normally take place within the maximum period of registration	
	- the number of opportunities for reassessment at each stage of the course	
	- the marks to be carried forward	
	- any effect upon credit	
	• the policy and procedure for addressing mitigating circumstances	
	• the policy and procedure for addressing late submissions	
	• the policy on anonymous marking, arrangements for double marking or other forms of verification	
	• arrangements for intermission	
	• the policy and procedure for dealing with plagiarism, collusion and misconduct	
	• the proportion of work seen by External Examiners	
	• the terms of reference and composition of the examination board, including the minimum number of External Examiners	
	• the award criteria	
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	
1.8	Arrangements for academic support and guidance and the oversight and formal monitoring of student progress	

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

UNIVERSITY OF SUSSEX

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 6 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	
Partner	
Full title (as approved by CPAC) and award of the course	
Academic year of introduction	
FHEQ Level (for the Final Award)	
Name of Course Leader	
Maximum period of registration	
Entry criteria	
Exit awards (see guidance document)	

SECTION B: Narrative of course pedagogical vision and practice (Max 1500 words)
Use the prompts in the guidance to provide a full account of the pedagogy and strategic vision underpinning the course and module design. While you do not need to use the subheadings, it is important that you address each of the areas in your narrative: 61

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

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

Please repeat as required for each subsequent academic year.

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

SECTION D: COURSE LEARNING OUTCOMES

Use the prompts in the **guidance** to complete this section

It is recommended that the Learning Outcomes are broken down into 4 categories: Cognitive Skills, Practical Skills, Transferable Skills and Professional Competencies. Professional Competencies refers to PSRB related learning outcomes only. There is a recommended maximum number of learning outcomes of 10 for PGT and 14 for UG courses.

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

LO1	
LO2	
LO3	
LO4	
LO5	
LO6	
LO7	*(Please add additional rows for further learning outcomes as necessary)*

SECTION E: Course Learning Outcomes Map												
See the guidance document for help completing this section												
Course Learning Outcomes	Title and code of relevant module											
1.												
2.												
3.												
4.												
5.												
6.												
7.												

SECTION F: COURSE REGULATIONS
Please give details of any course-specific criteria for the award.
Please note that all requests for a derogation from the University of Sussex Examination and Assessment Regulations must be submitted to AQP for approval by the Chair of University Education Committee, and cannot be approved by the validation panel. Consult with AQP before submitting the validation paperwork if you have any questions.

For any award(s) associated with this course (e.g. PGDip or PGCert) please state the related learning outcomes below, creating a new list for each award.	
See the guidance document for help completing this section.	
By the end of the course, a successful student should be able to:	
LO1	
LO2	
LO3	
LO4	*(Please add additional learning outcomes as necessary)*

SECTION G: ACCREDITATION AND PSRB
Use the prompts in the guidance to complete this section, if relevant

SECTION H: TEACHING AND LEARNING STRATEGY

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

SECTION I: TEACHING METHODS   See the guidance document for help completing this section

LAB = Laboratory practical	LEC = Lecture	WRK = Workshop	FWK = Fieldwork	SEM = Seminar
CLA = Class	PRA = Practical	FLM = Film	Project = PRJ	

Please add as required

Year 1, Semester 1

	Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:	
	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																

LAB = Laboratory practical		LEC = Lecture		WRK = Workshop		FWK = Fieldwork		SEM = Seminar	
CLA = Class		PRA = Practical		FLM = Film		Project = PRJ			

Please add as required

Year 1, Semester 2

Module (specify whether core or option, and credit weighting)	Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:	
	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)

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

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**
		e.g. ESS 40%, UEX 60%											

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: (Please see https://www.sussex.ac.uk/adqe/standards/examsandassessment for details of assessment modes and definitions)

REP	Report	ESS	Essay	GPN	Group Presentation	MCQ	Multiple Choice Questions
POF	Portfolio	PRE	Presentation	ORL	Oral	CEX	Computer Based Exam
PRB	Problem Set	TAP	Take Away Paper	PRJ	Project	GWS	Group Written Submission
PRA	Practical	REP	Report	DIS	Dissertation		(please add and delete as needed)

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 6 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

SECTION A: KEY DETAILS	
Partner	
Full title and award of the course	
Academic year of introduction	
FHEQ Level (for the Final Award)	
Name of Course Leader	
Maximum period of registration	
Entry criteria	

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

- o Assessment of the quality of the course in operation as demonstrated, for example, by student achievement
- o The rationale for any modifications that have been made to the course since validation
- o Problems encountered in delivering the course as originally planned and strategies that have been used to overcome the problem
- o External developments that may have affected the course
- o A review of course management
- o 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

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

Resources

- o Identified shortfalls in the provision of resources and methods by which these might be overcome
- o 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.

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

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

Please repeat as required for each subsequent academic year.

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

SECTION E: COURSE LEARNING OUTCOMES
Use the prompts in the guidance to complete this section
It is recommended that the Learning Outcomes are broken down into 4 categories: Cognitive Skills, Practical Skills, Transferable Skills and Professional Competencies. Professional Competencies refers to PSRB related learning outcomes only. There is a recommended maximum number of learning outcomes of 10 for PGT and 14 for UG courses.

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

LO1	
LO2	
LO3	
LO4	
LO5	
LO6	
LO7	*(Please add additional rows for further learning outcomes as necessary)*

SECTION F: Course Learning Outcomes Map												
See the **guidance** document for help completing this section												
Course Learning Outcomes	**Title and code of relevant module**											
1.												
2.												
3.												
4.												
5.												
6.												
7.												

SECTION G: COURSE REGULATIONS
Please give details of any course-specific criteria for the award.
Please note that <u>all</u> requests for a derogation from the University of Sussex Examination and Assessment Regulations must be submitted to AQP for approval by the Chair of University Education Committee, and cannot be approved by the validation panel.

For any award(s) associated with this course (e.g. PGDip or PGCert) please state the related learning outcomes below, creating a new list for each award.	
See the guidance document for help completing this section.	
<u>By the end of the course, a successful student should be able to:</u>	
LO1	
LO2	
LO3	
LO4	*(Please add additional learning outcomes as necessary)*

SECTION H: ACCREDITATION AND PSRB
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 I: TEACHING AND LEARNING STRATEGY
Use the prompts in the guidance to provide a full account of the pedagogy and strategic vision underpinning the course and module design. While you do not need to use the subheadings, it is important that you address each of the areas in your narrative:

SECTION J: TEACHING METHODS   See the **guidance** document for help completing this section

LAB = Laboratory practical   LEC = Lecture   WRK = Workshop   FWK = Fieldwork   SEM = Seminar

CLA = Class   PRA = Practical   FLM = Film   Project = PRJ

Please add as required

Year 1, Semester 1

	Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:	
	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																

| LAB = Laboratory practical   LEC = Lecture   WRK = Workshop   FWK = Fieldwork   SEM = Seminar |
| CLA = Class   PRA = Practical   FLM = Film   Project = PRJ |
| Please add as required |

Year 1, Semester 2																
Module (specify whether core or option, and credit weighting)	**Module:** **Credits:** **Core/Option:**		**Module:** **Credits:** **Core/Option:**		**Module:** **Credits:** **Core/Option:**		**Module:** **Credits:** **Core/Option:**		**Module:** **Credits:** **Core/Option:**		**Module:** **Credits:** **Core/Option:**		**Module:** **Credits:** **Core/Option:**		**Module:** **Credits:** **Core/Option:**	
	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

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SECTION K: ASSESSMENT AND FEEDBACK STRATEGY (Max 1000 words)

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

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

See the guidance document for help completing this section

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	
		e.g. ESS 40%, UEX 60%												

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: (Please see https://www.sussex.ac.uk/adqe/standards/examsandassessment for details of assessment modes and definitions)

REP	Report	ESS	Essay	GPN	Group Presentation	MCQ	Multiple Choice Questions
POF	Portfolio	PRE	Presentation	ORL	Oral	CEX	Computer Based Exam
PRB	Problem Set	TAP	Take Away Paper	PRJ	Project	GWS	Group Written Submission
PRA	Practical	REP	Report	DIS	Dissertation		(please add and delete as needed)

University of Sussex

GUIDANCE FOR PARTNERS COMPLETING THE VALIDATION OVERVIEW

The Partner should submit the compiled set of course documentation to the Validation Secretary at **least 6 weeks before the date** set for the Validation Panel.

This guidance does **not** need to be submitted.

SECTION A: KEY DETAILS	
Partner	Name of partner institution
Full title (as approved by CPAC) and award of the course	This should be the title as approved at CPAC Stage 1 (Validation Partnership) or Stage 2 (TNE).
Academic year of introduction	Give the first academic year that the course is expected to run
FHEQ Level (for the Final Award)	For Masters this is Level 7, for Bachelors this is Level 6, for FdA this is Level 5
Name of Course Leader	Give the name of the Course Leader/Director
Maximum period of registration	Give the maximum period of registration permitted for this course in your institution's regulations
Entry criteria	Complete this section using the information from the CPAC Stage 1 (Validation Partnership) or Stage 2 (TNE) proposal
Exit Awards (not to be included in the prospectus), if applicable (PGT only)	For PGT courses give the titles of PGCert and PGDip exit awards if they differ from the main title UG exit awards are not normally named so this field does not need to be completed for UG courses

SECTION C: Narrative of course pedagogical vision and practice (Max 1000 words)

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 academic rationale and reasons for introducing the course, including course aims, 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, relevant 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
- Cohort identity – how will this be built and maintained?

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,
    - Sector recognised standards including FHEQ levels and relevant QAA Subject Benchmarks
- How the relevant subject Benchmark has informed the development of the course
- How the 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
- What support and guidance will be offered to support students to access fieldtrips and placements (including professional placements where relevant)

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

Resources and Support

You may find it useful to consult:
- AQP
- Quality Assurance Agency (QAA)
- Skills Hub (University of Sussex)
- Advance HE
- British Dyslexia Association
- World Blind Union

SECTION D: COURSE STRUCTURE					
FULL-TIME					
Module Title	**FHEQ Level**	**Credits**	**Core or Option**	**New or existing**	**For options, give any groupings and state how many from each group a student will need to choose (e.g. Group 1, choose 2 from 4)**
SEMESTER 1					
Give the module title and for existing modules the code	Give the FHEQ level the module will be taught at	Give the credits for the module.	State whether the module will be core or optional for the course	State whether the module is new or existing	Give the options groups and details of how many options/credits from each group need to be taken. It may be easiest to merge the cells in this column to indicate the groups and then say 'one of these'
SEMESTER 2					
Repeat as above for S2					
Total credits for the year should equal 120 for Bachelors or 180 for Masters					

Please copy and paste additional tables as required for each subsequent academic year.

SECTION E: COURSE LEARNING OUTCOMES

Course learning outcomes should be expressed as the minimum achievement of students successfully completing the course of study. Course Learning Outcomes should be expressed at the level of the award (e.g. level 6 for Bachelors and level 7 for Masters).

Ensure that these are aligned to the FHEQ and the relevant QAA Subject Benchmark.

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

It is recommended that the Learning Outcomes are broken down into 4 categories: Cognitive Skills, Practical Skills, Transferable Skills and Professional Competencies. There is a recommended maximum number of learning outcomes of 10 for PGT and 14 for UG courses.

All Learning Outcomes start 'By the end of the course (or module), a successful student should be able to': Professional Competencies refers to PSRB related learning outcomes only. This means that they should therefore start with an active verb, e.g. 'demonstrate', 'evaluate'.

SECTION F: Course Learning Outcomes Map

Mapping Key for Undergraduate courses:

As Course Learning Outcomes are written at the level of the award these cannot be met by all modules on an Undergraduate course (particularly those in levels 4 and 5).

All modules, including options, should contribute to securing the Course Learning Outcomes, either by formally assessing the Outcome (A) or by allowing students to develop their skills and knowledge (D).

No one module should assess all Course Learning Outcomes and no one Learning Outcome should be assessed by all modules. Students should also be given more than one opportunity to secure a Learning Outcome through formal assessment where compensation and/or condonement may be awarded by the PAB. The exception to this may be the project or dissertation.

The panel will expect to see students developing their skills early in their degree and then formal assessment of the Learning Outcomes towards the end of the degree.

Course Learning Outcomes	Title and code of relevant module											
LO1.												
LO2. *etc*												

SECTION G: COURSE REGULATIONS

Please note that <u>all</u> requests for a derogation from the University of Sussex Examination and Assessment Regulations must be submitted to AQP for approval by the Chair of University Education Committee, and cannot be approved by the validation panel. For any regulatory queries and advice on derogations, please contact AQP (Partnership).

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

This is for associated courses which have been approved by CPAC as an entry route and for named exit awards (where the exit award title is different to the main award title) only.

SECTION H: ACCREDITATION AND PSRB

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.

Please also provide a link to the relevant section of the PSRB website. If accreditation is sought, please detail how your Course learning outcomes have been designed to meet PSRB requirements.

SECTION I: TEACHING AND LEARNING STRATEGY (Max 1000 words)

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:

Teaching and Learning
- A brief overview of the teaching and learning methods to be used on the course that may draw on areas of good and successful pedagogical practice
- 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, needs and backgrounds
- How resources will be used to support student learning and needs, embedding inclusive practice in materials and provision
- How employability and real-world skills will be embedded in the course
- 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
- How students will be supported to become independent learners
- How the curriculum will be informed by staff research interests

Resources and learning environment

o Staff – complement, expertise and development

o Support staff –e.g. Library, Student Support, IT, technical or specialist staff

o Teaching spaces, specialist equipment & specialist facilities (laboratory, studio, workshop, etc.) necessary to support the course

o Library resources necessary to support the course (specific book, journal and media acquisitions)

o Details of relevant multimedia, IT and computing resources necessary for the course

o Equipment needs, e.g. whether new resources will be required to run the course and how these are to be secured.

SECTION J: TEACHING METHODS

1 credit is equal to 10 hours of effort for a student. This is split between contact (teaching) hours and independent study.

Contact hours for each module should reflect the subject discipline and the skills students expect to acquire. Typically contact hours will be higher at lower levels of study to support students on their way to becoming independent learners, and will reduce as students gain skills, experience and autonomy.

There are no university guidelines on expected contact hours due to different expectations and requirements across subject areas.

| LAB = Laboratory practical | LEC = Lecture | WRK = Workshop | FWK = Fieldwork | SEM = Seminar |
| CLA = Class | PRA = Practical | FLM = Film | Project = PRJ | |

Please add as required

Year 1, Semester 1

	Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:	
	Session type	Duration	Session type	Duration	Session type	Duration	Session type	Duration	Session type	Duration	Session type	Duration	Session type	Duration	Session type	Duration
Week 1																
Total hours																

Please copy and paste additional tables as required for each subsequent academic year.

SECTION K: ASSESSMENT AND FEEDBACK STRATEGY (Max 1000 words)

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

Assessment and feedback
- A brief overview of the assessment methods to be used on the course that build on areas of good and successful pedagogical practice, reflecting on their authenticity and inclusivity.
- How employability and real-world skills will be embedded in the assessment strategy
- How do the proposed methods of assessment enable the student to demonstrate that they have met the course learning outcomes?
- How modes of assessment are distributed 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.
- Mechanisms for provision of feedback to students on assessed work, including format, standards and timescale
- How opportunities for feedback and feedforward have been built into the assessment strategy.

SECTION L: MAP OF COURSE ASSESSMENT *(please indicate formative assessments in italic font)*														
Year 1, Semester 1														
Module Title (and code)	**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**
Module title and code if existing	Indicate if core or optional	*Formative assessments in italics*	Contributory assessments include mode, duration or word count and weighting in the appropriate week				Formative assessments are 0% weighted		Total weight of contributory assessments should be 100%				
Year 1, Semester 2														
Module Title (and code)	**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**
		If your institution has an assessment equivalency calculator or similar, please refer to this when designing assessments											

Ensure the assessment key below is updated to include <u>all</u> modes used in the maps above. Please copy and paste additional tables as required for each subsequent academic year.

Key for Assessment Map: (Please see https://www.sussex.ac.uk/adqe/standards/examsandassessment for details of assessment modes and definitions)						
REP	Report	ESS	Essay	GPN	Group Presentation	MCQ	Multiple Choice Questions
POF	Portfolio	PRE	Presentation	ORL	Oral	CEX	Computer Based Exam
PRB	Problem Set	TAP	Take Away Paper	PRJ	Project	GWS	Group Written Submission
PRA	Practical	REP	Report	DIS	Dissertation		(please add and delete as needed)

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

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

Required signatories for approval	Signature	Date
Course Convenor		99
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

Partner Institution	
Proposed Title	
Cognate School at University of Sussex	
Academic year of introduction	
Name of Module Convenor	
Semester (s) in which module will be taught	
Credits	
FHEQ Level (QCF Level for Foundation Courses)	
Min. and max. number of students	

Please give a brief description of the module (max 100 words)**:**

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:

Learning Outcomes (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:

LO1	
LO2	
LO3	
LO4	

LO5	
LO6	

Assessment of students taking module

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

Please indicate the <u>formative</u> 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):

REQUIRED SIGNATORIES (Partner Institution)	SIGNATURE	DATE
Module Convenor		
Chair of highest-level HE Committee at Partner Institution		

REQUIRED SIGNATORIES (University of Sussex)	SIGNATURE	DATE
Partnership Tutor		
Chair of the School Education Committee (SEC)		

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.	
Partner	
Policy Proposer **(name and job title)**	
Effective date of change	

Type of change
Please give a brief rationale for the proposed policy change

Required signatories for approval	Signature	Date
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**

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

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 2022/23 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 2022/23 (include the numbered references from your action plan) and how you are addressing these areas
- how you used the 2022/23 action plan to identify areas for development for the 2023/24 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

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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

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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

A6. Additional points for the attention of the University

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[1]

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 2019/20 and 2020/21 graduating cohorts.

[1] Other partners that collect this data may also complete this section.

(empty box)

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.

(empty box)

B6. Evaluative summary of student satisfaction monitoring and the student experience for each course. This should highlight, in particular:

- the main changes in overall course evaluation scores;
- the modules that have seen the largest increase in student satisfaction scores;
- the modules that have seen the largest decrease in student satisfaction scores;
- a summary of issues arising from Student Representative Forums.

For those partners participating in the National Student Survey (NSS), headline data should be appended.

(empty box)

B7. Review of peer observation of teaching that has taken place during the year.

(empty box)

B8. A synopsis of strengths and issues for each course. Findings should include reference to:
- evaluation of changes resulting from external examiner comments
- evaluations from module/course convenors/leaders
- resources provision
- scholarly activity and staff development activity
- activities undertaken to ensure inclusive teaching and learning and equality of opportunity

<table>
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B9. Areas of good practice that have been identified as having relevance beyond the course concerned.

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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 (2022/23)
- The institutional action plan for 2023/24 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 2023/24 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 11: LIST OF TEACHING STAFF

- Please complete the table below with the current list of HE teaching staff.
- Attach CVs for new members of HE staff.
- Return this form to the AQP Office by **Monday 4th September 2023**.
- Please contact partnership@sussex.ac.uk with any questions.

[NAME OF COLLEGE / INSTITUTION]
[Academic Year]

Name	Course	Full-time / part-time / sessional	Percentage of time dedicated to the course	Other courses	CV included? (for new staff) Y/N

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.			4 September 2023
2	Begins the recruitment process for a new External Examiner. The University cannot 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 or one of its Partner Institutions (including Study Group) within the last five years • have any direct interest in or ties to the University or Study Group • hold more than one other External Examiner position • are from the same department/unit of the same institution as another current external examiner • are UK residents, and will use the UK as their main place of residence throughout their tenure			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	Sends the External Examiner's CV and completed nomination form to partnership@sussex.ac.uk, ensuring the nomination form has been signed by: • Head of School / Department / Partner Institution • Chair of the relevant Partner HE Committee	Receives email and processes the nomination form and CV. **If the nomination is unsuitable, AQP to inform the Partner and request another candidate.**		By deadline of 24 April 2024

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 (UG External Examiners). Please note that External Examiners who are appointed to PGT courses are not required to undertake a 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 and payment for UG External Examiners. **Must prove eligibility to work and live in the UK prior to start date.**	May 2024

7	Emails the newly appointed External Examiner to:
	
	• confirm that the Partner Institution is the External Examiner's first point of contact
	• brief the External Examiner on their responsibilities
	• provide the External Examiner with the dates of the Exam Boards
	• request any additional travel arrangements and/or dietary requirements
	• clarify University contact details as follows:
	  - payment / admin queries to externalexaminers@sussex.ac.uk
	  - reports to partnership@sussex.ac.uk
	  - Contact Partner for all other queries
				May 2024

8		Ensures the External Examiner has received a registration link to Reed a prior to the submission of their report.		

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University of Sussex

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 ☐ PG ☐
Partner Institution		
Reason recommendation sought	New Course ☐ End of contract ☐ If end of contract, please state the **name** and **institution** 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 ☐ No ☐ 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	☐

2	Summary of relevant expertise and experience of the nominee in both the **academic area** of the appointment and **assessment** 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	☐

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	☐

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	☐
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	☐

| 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 | ☐ |
| | | N/A | ☐ |

| 10 | Please confirm that the nominee has not previously acted as External Examiner at Sussex | Confirmed | ☐ |

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

GUIDANCE NOTES ON PROOF OF ELIGIBILITY TO WORK IN THE UK

Please note that all **External Examiners for undergraduate courses** 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. All External Examiners must be UK residents.

AQP, August 2023

APPENDIX 14: PASS LIST TEMPLATE

[NAME OF COLLEGE / INSTITUTION]

Title of Course ....

Date of Examination Board ....

Candidate number	Student Forename(s)	Student Surname	Classification

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 with any questions.

Title	Ensure this is correct and matches the student record, to aid any checks that may be required

Date of Birth	Ensure this is correct and matches the student record, to aid any checks that may be required

Sex	Ensure this is correct and matches the student record, to aid any checks that may be required

Forenames	Must match formal ID, e.g. passport, birth certificate

Family_Name	Must match formal ID, e.g. passport, birth certificate

Attainment	Select from drop-down list

with_Honours	Undergraduate Honours Degree	Select **with Honours** from the drop down list
	Ordinary Undergraduate Degree	With_Honours column is left **blank**
	All other qualifications	With_Honours column is left **blank**

Programme_Award_Title	Undergraduate Degree	Select Award Title **without** the preposition **in** from the drop down list, e.g. Social Work (Jersey)
	Postgraduate Masters	Select Award Title **without** the preposition **in** from the drop down list, e.g. Fine Art
	Undergraduate Foundation Degree	Select Award Title **without** the preposition **in** from the drop down list, e.g. Books and Bindings
	Certificate of Higher Education; Diploma of Higher Education (as an **exit award**) (*untitled by default*)	Award_Title column is left **blank**
	Certificate of Higher Education; Diploma of Higher Education (as an **entry award[1]**)	Select Award Title **with** the preposition **in** from the drop down list, e.g. **in** Applied Interior Design
	Certificate of Higher Education; Diploma of Higher Education (as a **named exit award[2]**)	Select Award Title **with** the preposition **in** from the drop down list, e.g. **in** Interior Design
	Graduate Certificate; Graduate Diploma	Select Award Title **without** the preposition **in** from the drop down list, e.g. Organisational Development
	Postgraduate Certificate; Postgraduate Diploma	Select Award Title **with** the preposition **in** from the drop down list, e.g. **in** Change Leadership
Degree_Class	Undergraduate Degree	Select Degree Class from the drop down list: **First Class; Second Class (Division One); Second Class (Division Two); Third Class**
	Ordinary Undergraduate Degree	Degree_Class column is left **blank**
	Postgraduate Masters	For a pass, leave column **blank**. For a Merit or Distinction, select **with Merit** or **with Distinction** from the drop down list.
	Undergraduate Foundation Degree	For a pass, leave column **blank**. For a Merit or Distinction, select **with Merit** or **with Distinction** from the drop down list.
	Certificate of Higher Education; Diploma of Higher Education (as an **entry award**)	For a pass, leave column **blank**. For a Merit or Distinction, select **with Merit** or **with Distinction** from the drop down list.
	Certificate of Higher Education; Diploma of Higher Education (as a titled or untitled **exit award**)	Degree_Class column is left **blank**
	Graduate Certificate; Graduate Diploma	For a pass, leave column **blank**. For a Merit or Distinction, select **with Merit** or **with Distinction** from the drop down list.
	Postgraduate Certificate; Postgraduate Diploma	For a pass, leave column **blank**. For a Merit or Distinction, select **with Merit** or **with Distinction** from the drop down list.
	Postgraduate Certificate; Postgraduate Diploma (as an **exit award**)	Degree Class column is left **blank**

Board_Date	Complete with date of Award Board

Award_Date	**Leave blank - to be populated by University of Sussex.**

[1] Validated CertHE and DipHE entry awards only
[2] For courses validated with named exit awards only

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

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	