

University of Sussex
AQP

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1 CALENDAR OF BUSINESS

2023-24

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
-

Semester One

University of Sussex Winter Graduation		Mon 22 – Fri 26 Jan 2024
	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

Sussex resumes

Semester
two

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 (G.7(ones))TJ0 Tc 35-0.94 Td()TjEMC370 Td()TjEMC >han

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 th aenis

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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 of the University.

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

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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

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

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

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

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 t(5e9eat w)1.7 (i) (

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
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7 VALIDATION PROCESS DOCUMENT

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 visualize 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

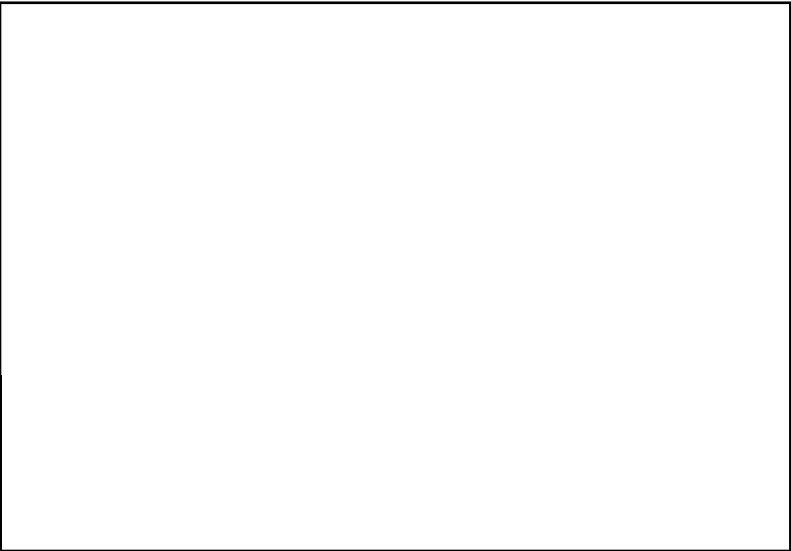
Independent Academic	An appropriately qualified academic from a peer institution. ¹	Will provide both professional scrutiny and externality, ensuring that the Panel has objectivity.
Independent Stakeholder (desirable where there is a clear link to industry)	Where appropriate an external stakeholder may 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 o t7 (80.000.7 (tner)0.7rend (ec)-

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 into the learning and teaching strategy.



7.10 **Outcomes**

The Validating Panel may determine that the proposal should be:

- a) approved without amendment;
- b) a

7B RE-VALIDATION PROCESS

Introduction

Re-

Outcomes

The re-validating panel may determine that the proposal should be:

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 Ma		

middle of a recruitment cycle, where there would be a disruptive impact on existing applicants.

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 programme. (Appendix 7.4) (Appendix 7.4) (Appendix 7.4)

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

All changes to policy and regulations must be agreed with the following members of

9 ANNUAL MONITORING REPORT: TAUGHT COURSE PARTNERSHIPS

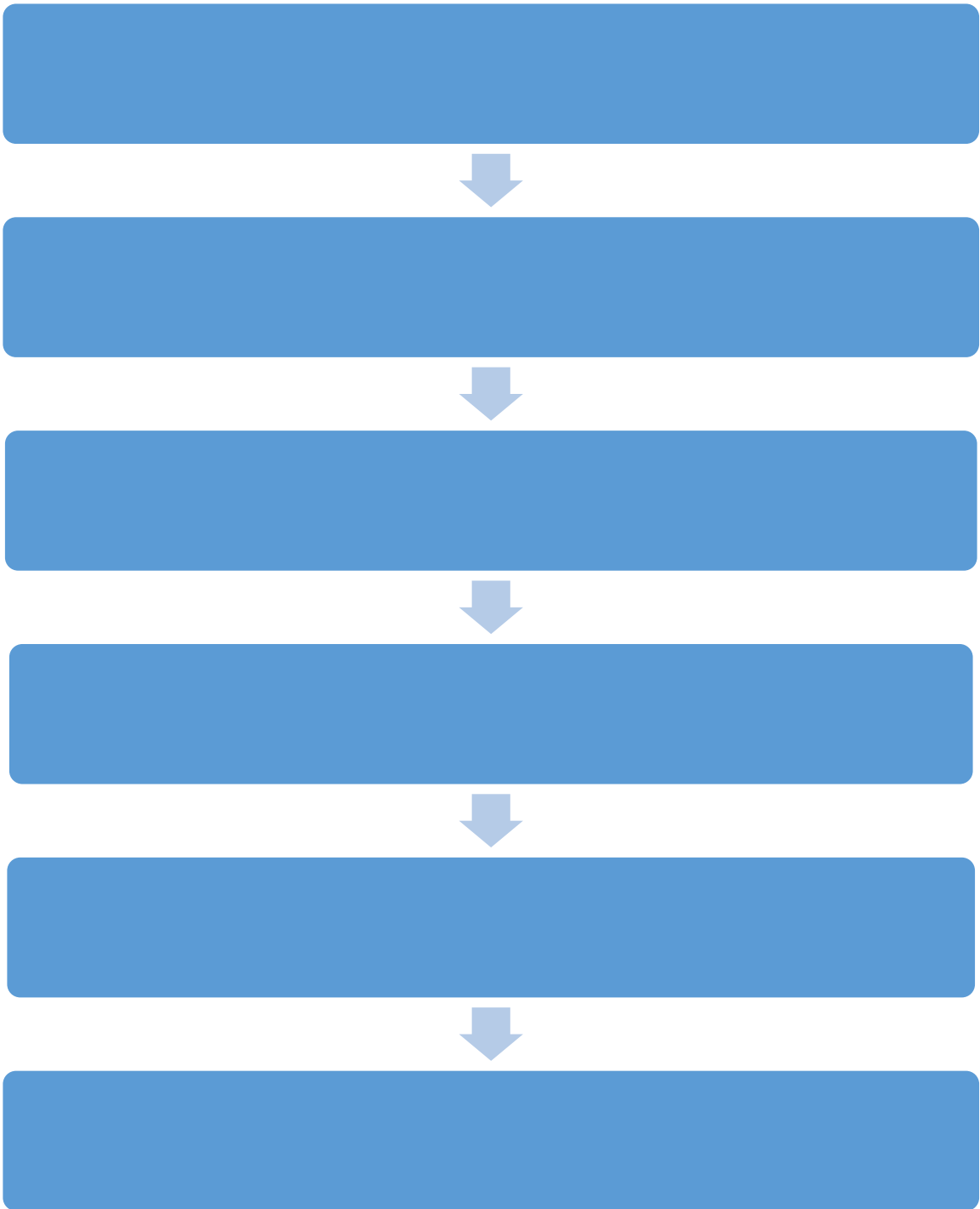
9.1 Overview

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

9.2 Formal consideration of the Annual Monitoring Report



10 PUBLICITY AND MARKETING MATERIALS

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.

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

12 EXTERNAL EXAMINERS

12.1

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.

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 ronatiD 7.02 25(a)1.4 the b4007.91 (t)7the bh as l(s)1.7

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 trans (n)5.1 (t)5o(ar)0.15 5.8(w)p(n (i)-1.)0.15 5.8.40irt01 Tc -0.001 TwET/Artito-1 (d

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

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.

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

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.

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

APPENDIX 2: RECOGNITION OF A PARTNER INSTITUTION¹

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

- Information on how the institution is financed
- Proof of continued solvency
- Privately funded

6. A

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.

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? does	Organisational chart	
	How does this delivery centre deliver this		

	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	
Policies and regulations	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	
	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

and scope of the Partnership Tutor role

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.

Appendix 5: Generic Documentation for Validation / Re-validation
Page 10 of 10
Check List
Ref: 2.1

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	

ACADEMIC QUALITY & PARTNERSHIPS OFFICE

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

The Partner Institution should submit the

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:

SEMESTER 2					
FULL TIME – YEAR 3					
Module Title	FHEQ Level	Credit weighting	Core or Option	New or existing	If t 36612 12066 4632 rn

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, S			

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

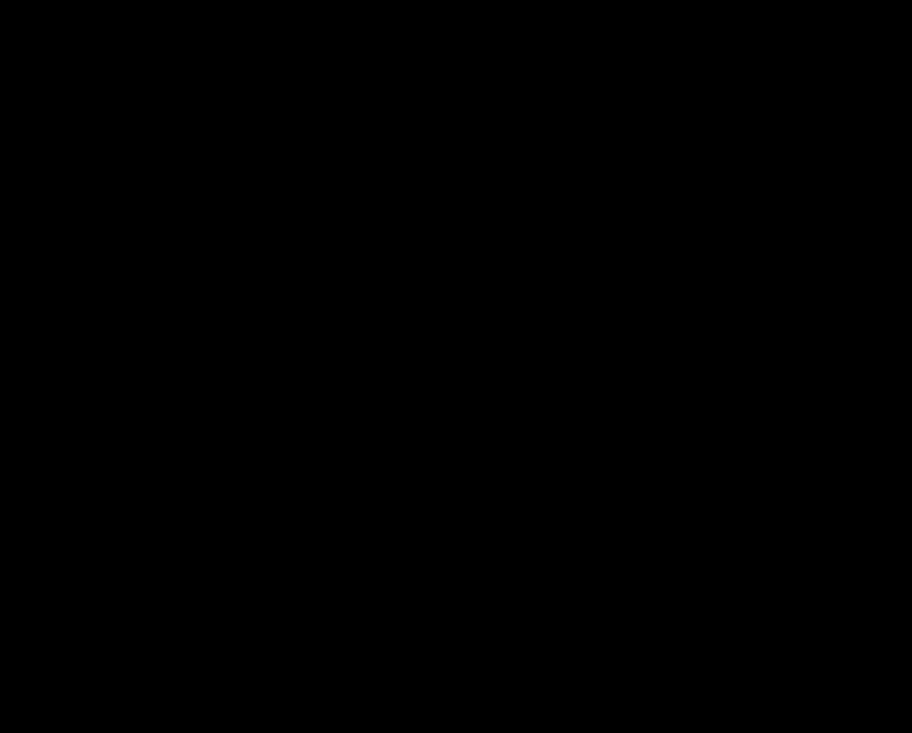
SECTION H: TEACHING AND LEARNING STRATEGY

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 METHODSSee the [guidance](#) document for help completing this section**LAB = Laboratory practical****LEC = Lecture****WRK = Workshop****FWK = Fieldwork****SEM = Seminar****CLA = Class**

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																	



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.

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

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 3					

Module Title

38 154001 Tc

TIME (Please delete if not required)		
Core or Option	New or existing	If there are option groupings, please se
SEMESTER 1 .7 (ail t443.1603.rArtif6 154830652 r1 1)TjE02 3.4 20.5440		

SECTION E: COURSE LEARNING OUTCOMES

Use the prompts in the

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.

—

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

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 METHODSSee 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

LAB = Laboratory practical

LEC = Lecture

WRK = Workshop

FWK = Fieldwork

SEM = Seminar

CLA = Class

PRA = Practical

FLM = Film

Project = PRJ

Please add as required

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

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	
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	

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

Resources and Support

You may find it useful to consult:

- AQP
-

SECTION E: COURSE LEARNING OUTCOMES

Course learning outcomes should be expressed as the minimum achievement of students

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).

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 evidence of developing the Learning Outcomes by the end of the course and then formal assessment of the Learning Outcomes towards A) A) s0CID 1 (

SECTION G: COURSE REGULATIONS

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. For any regulatory queries and advice on derogations, please contact AQP (Partnership).

For any awa wf,77 (er)0.7 (s)-) apprsyontacal awiogatitscercertPDip m【For)0.6 ()-QPì CuerlUeas

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

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

SECTION L: MAP OF COURSE ASSESSMENT <i>(please indicate formative assessments in italic font)</i>		
Year 1, Semester 1		
<table><tr><td>Module Title (and code)</td><td>CoreF C</td></tr></table>	Module Title (and code)	CoreF C
Module Title (and code)	CoreF C	

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	

--

ACADEMIC QUALITY & PARTNERSHIPS OFFICE

APPENDIX 8: PROPOSAL FOR A NEW MODULE – PARTNER INSTITUTIONS

Partner Institution	

LO5	
LO6	
Assessment of students taking module	
Mode of assessment	Subcomponent

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

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

A2. Activity in response to any external reviews/inspections

Include specific activities

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

Include action reference indicator/number

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

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

--

(v) Any other comments on assessment

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 registration¹

B1. Content

--

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.

--

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.

--

B7. Review of peer observation of teaching

--

--

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

Appendix checklist

You must include the following:

- The relevant minute of the senior HE committee within the Partner Institution which considers the Annual Monitoring Reports.
- The previous year's institutional action plan (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)

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.
-

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



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

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: _____		

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 ☐ 4.7 (m) 801

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 ☐	

APPROVAL: University Education Committee

I approve the recommendation on behalf of UEC

S 13.09 f1.52 re2d84on me04.13.82.4 (onA3a2x2.A3a2x2.A09D-.0.48 0 -1.)862.3a2x2.A3a2x2.A3a2x2.A3a2x2.A09D-.0

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

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) (<i>untitled by default</i>)	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

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/adge/partnerships/handbook>

Please refer to

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

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		
Miss	02/10/1991	F	Mariana	Belcombe	Foundation Degree (Arts)		Public Health and Social Care	with		