

**Partnership Office**  
University of Sussex  
Sussex House, Falmer  
Brighton BN1 9RH  
United Kingdom  
[www.sussex.ac.uk](http://www.sussex.ac.uk)

University of Sussex

**University of Sussex**  
Partnership Office

# Partner handbook

## 2012-13

**US**  
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Partner handbook 2012-13

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## Foreword

Dear partners,

Welcome to the 2012/2013 Partner Handbook. We thought it might be useful to highlight some areas of particular importance and any major changes or inclusions in this version of the Handbook.

- **Approvals process for new academic courses**

All courses must be approved by the New Academic Course (NAC) committee prior to development. A copy of the initial Outline Proposal Form can be obtained from the Partnership Office. Once approval has been given to the outline, then the Stage 2 form (also available from the PO) should be completed and returned to the Partnership Office, who will forward to the Head of School where there is closest curriculum synergy for their approval. Once that has been gained, the form will be submitted to NAC. If approval is given for the development of the course, then a validation schedule can be discussed with the PO.

- **Change of nomenclature**

As advised earlier this year, with effect from academic year 2012/13, what previously had been known as programmes and courses within the University will now be called courses and modules, to better reflect the national norm. Partners do not have to mirror the University's terminology.

- **Student Handbooks**

Partners are asked to submit a copy of a student handbook for each validated course electronically to the PO by the beginning of the academic year for our records.

- **Casual Workers**

The University is now obliged to retain certain information on all people who are employed on a casual or occasional basis, such as external examiners and external assessors. Our forms have been adapted to allow this information to be provided. Information required each time is date of birth, home address and confirmation that someone is allowed to work in the UK. These changes are to allow the University to comply with the UK Border Agency Tier 2 regulations.

- **Annual Monitoring Report**

The University will be looking at its own annual monitoring process during the coming year and the PO will have input into the developments of any revised process, and partners will be consulted. In the meantime, the process remains as in previous years. We ask that you please use the template on page 20, which can be provided electronically to you.

Please do not hesitate to contact the team in the Partnership Office if there is anything you would like to discuss.

May I wish you, and all your students, a very successful and enjoyable academic year.



Sara Parker  
Head of Partnerships

**University of Sussex**  
**Partnership Office**  
**Partner Handbook 2012/13**

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## **Calendar of business for 2012/13**

The following to be received by the University -

### **Prior to the start of the academic year**

- Signed copy of the Annual Operational Agreement.
- Confirmation of the courses to be delivered during the year.
- CVs for all new members of teaching staff, as well as a list of courses detailing the staff members delivering the course, stating whether they are full-time, part-time or sessional and what percentage of their week is dedicated to that course (where applicable).
- Electronic copies of student handbooks for each validated course.

### **By 15 October 2012**

- Annual Report on Examinations appending external examiner reports and action plans.

### **By first week of January 2013**

- A list of the names of all students on Sussex-validated courses as at 1 December 2012<sup>1</sup>, by course and year, indicating whether full or part time, and total numbers for each course.

### **By 14 January 2013**

- Annual Monitoring Report – a template can be found on page 20.
- Details of dates, composition and membership of all examination boards.

### **By end of January 2013**

- Copies of partners' correspondence in response to external examiner reports.

### **By mid-April 2013**

- Details of proposed validations for the academic year 2012/13.

### **Other business**

- Collaborative Provision Committee will meet in October 2012, March 2013 and May 2013. Please see page 36 for details.
- External Examiner nominations – to be received at least four months before expiry of current examiner's tenure.

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<sup>1</sup> unless an alternative date has been agreed with the Partnership Office

- A minimum of one Steering Group meeting to be held annually.
- Two operational meetings a year (or more when required).
- Meetings with the link tutor(s).
- All draft publicity material relating to validated courses to be approved by the University.
- All minutes (or extracts) from HE-relevant committees to be received by the University.

# Policy on Admission with Advanced Standing, Accreditation of Prior Learning and Exemptions from Undergraduate and Taught Postgraduate Courses

*Please note that students on Sussex-validated provision cannot be admitted to the final year of a course. This refers to L6 of a three-year undergraduate course where the only exception is for students who successfully achieved the progression requirements from a Sussex-validated foundation degree to enter the top-up year at L6. This regulation also applies to L5 of foundation degree courses. To be in a position to receive a degree or foundation degree from the University of Sussex, students must have studied for at least two years on a Sussex-validated course.*

## 1 Introduction

The University's policy is based on the following premises:

1.1 The University confers awards for completion of courses of study that have specific characteristics. It does not accredit general learning towards generic awards.

1.2 Any specification of possible credit transfer is not an entitlement for an existing or prospective student. The criteria below state the minimum requirements for study at Sussex in order to be eligible for a Sussex award (and hence the maximum credit which may be imported), but the opportunity to do so will depend both on the specific requirements of each course and the individual case. Students must satisfy both general credit (the total number and level of credits appropriate to the point in the course at which entry is sought) and specific credit (i.e. the specific prerequisites or requirements of a course).

1.3 The learning experience within a course is cumulative. Degree classification is based on that cumulative experience with the assessment weighted towards the final year of an undergraduate course. Since the current classification system is likely to continue in the foreseeable future, any process of credit transfer must also take account of assessment policy in terms of differential weighting of levels or proportions of courses. Similarly at taught Masters level the policy must acknowledge the importance accorded to the dissertation.

1.4 In order, therefore, to preserve the standards and characteristics of the University's awards, the following criteria should be specified for each qualification:

- the minimum proportion of credit (including any specific level) which should be taken at Sussex post registration for the award and, as a consequence, the maximum amount of credit which can be imported
- the minimum proportion of assessment which should arise from work completed at Sussex and conducted by the University.

## 2 Credits required to be undertaken at Sussex post registration for an award

2.1 There should be an absolute minimum, irrespective of course, of 60 credits (at the appropriate level) which must be undertaken at the University of Sussex (or at a college affiliated to the University in the case of validated courses) post registration for an award

which will guarantee an academic experience provided by the University (or specifically approved by the University in the case of validated courses).

2.2 Above this absolute minimum, the proportion of credit which must be undertaken on a course at Sussex (or a course validated by the University of Sussex) should vary depending on the award and length of the course as follows:

Taught MPhil: 120 credits at level M

Masters degrees: 90 credits at M level

Postgraduate Diploma: 60 credits at level M

Postgraduate Certificate: full credit of course must be taken at Sussex

Graduate Diploma: 60 credits of which 36 must be at level 3

Graduate Certificate: full credit of course must be taken at Sussex

Integrated Masters degrees (480 credits): 240 credits minimum (90 at level 3 and 90 at level M)

Undergraduate degrees (480 credits): 240 credits minimum (at level 3 or 2/3)

Undergraduate degrees (360 credits): 120 credits minimum (at level 3 or 2/3)

Undergraduate Diploma: 120 credits at level 2

Undergraduate Certificate (120 credits): 60 credits at level 1

Undergraduate Certificate: full credit of course must be taken at Sussex

2.3 The balance of credits required for an award may be imported up to these levels subject to the provisions in para 5 below.

2.4 Exceptions to the above (2.1-2.3) may be approved by University Teaching and Learning Committee for courses where students may be accumulating credit by individual modules as part of continuing education or professional development where:

- (a) all courses required for the full award are listed in the course specification;
- (b) at least one specified course is taken post-registration for the award;
- (c) the maximum credit requirement for the award is 120 credits.
- (d) In considering approving exceptions, University Teaching and Learning Committee will give priority to those courses engaging in lifelong learning and professional development areas.
- (e) Approval cannot be applied retrospectively at the level of the award (this does not preclude courses taken as part of the pre-registration stage of

the course, and before the approval of the award, being allowed to contribute.)

### 3 Assessment requirements and exemption from courses/ admission with advanced standing

3.1 The minimum amount of assessment to be undertaken at and conducted by the University of Sussex (or by a college affiliated to the University providing a validated course) should be 50% (of the weighted assessment) of that specified for any given award in order to verify it as, and guarantee the standard as, a University of Sussex award.

3.2 This 50% must include:

3.2.1 the dissertation for Masters courses

3.2.2 the assessment associated with the highest level credits in the course as follows:

- level M for postgraduate diplomas and certificates
- level 3 for undergraduate degrees
- level 2 for undergraduate diplomas
- level 1 for undergraduate certificates

### 4 "Top-up" arrangements

4.1 It is not permissible to "top-up" a postgraduate diploma to a Masters award by admission with advanced standing to take only the dissertation, except in the case of a Sussex postgraduate diploma holder wishing to upgrade to a Masters award where the two awards are part of a single integrated course. In these circumstances it is permissible to take the balance of credits required for the Masters degree.

4.2 It is permissible to "top-up" from a BSc/BEng to an MEng/MPhys/MMath/MChem/MComp

MEng by admission with advanced standing provided that:

4.2.1 a minimum of 120 credits are taken at Sussex (or a college affiliated to the University of Sussex)

4.2.2 that all the year 3 and year 4 courses specific to the MEng/MPhys/MMath/MChem/MComp are taken at Sussex or will have been satisfied by prior learning

4.2.3 that the requirement for 50% of the assessment for the award to be conducted by Sussex is honoured (see 3 above).

4.3 A "top-up" from an Ordinary to an Honours degree is permissible provided that a minimum requirement of 120 credits are taken at Sussex (or a college affiliated to the University in the case of validated courses).

## 5 Procedures for considering applications for admission with advanced standing and accreditation of prior learning

5.1 When considering an application for admission with advanced standing, consideration must be given to whether the applicant's prior learning satisfies:

5.1.1 the general credit required for direct entry at a given level or stage of the course (i.e. the applicant has accumulated the required number of credits at the appropriate level, thereby demonstrating an overall standard of attainment appropriate for progression to the next level)

5.1.2 the specific credit required for the course concerned (i.e. there must be an appropriate match of prerequisite knowledge, of subject content, and of learning outcomes between the prior learning of the applicant and the prior levels/years of the course at the University of Sussex).

It may be that an applicant satisfies the general credit requirements (e.g. 120 credits at level 1 required for progression to stage 2) but does not fully meet the specific credit requirements which give exemption from the approved course and entry to stage 2 of a course (e.g. a match for specific course which is a prerequisite for stage 2 work may not be found in the applicant's credit portfolio).

In these circumstances, an applicant may be admitted with advanced standing but be required to take the requisite course (and credits) in addition to the regular course of study for stage 2 of the course.

5.2 The applicant is required to produce the evidence of the prior learning (in the form of authorised transcripts). It is for the University to determine whether or not the general and specific credit of the course at Sussex has been satisfied and whether or not the student has the ability to complete the course.

5.3 Decisions on admission with advanced standing must be taken by individual academic units in accordance with the usual procedures for admission, and must involve the officers normally responsible for admissions, including the academic officers responsible for the course to which admission is sought and where marks are to be imported for the purposes of an award, consultation with and approval by the Chair of the relevant Exam Board.

5.4 Where students are admitted with advanced standing and marks are imported, the assessment weightings approved for the Sussex award will be applied to any imported marks (for the purposes of the award assessment) and not those attributed by the originating institution.

5.5 The period of time for which credit remains valid is discipline-specific. Decisions on the "shelf-life" of credit to be imported must be made on a course basis and must be taken into account by the officers considering individual applications for admission with advanced standing and accreditation of prior learning.

## 6 Exemptions from elements of courses for students registered at Sussex

6.1 Students registered on a course of study at Sussex may, with the permission of the Dean, be exempted from part of the course and be permitted to study abroad or at another university provided that:

6.1.1. the courses proposed to be taken are relevant and that their outcomes coincide with those of the Sussex course and are of at least equivalent credit value and level

6.1.2. that the requirements for minimum amounts of credit to be undertaken at Sussex are satisfied (see 2.2. above)

6.1.3. that the requirement for 50% of the assessment for the award to be conducted by Sussex is satisfied (see 3 above) and that the approval of the relevant exam board chair is obtained where marks are to be imported for the purposes of the award.

6.2 Thus, such exemptions may be granted at any point in the first or second years of an undergraduate course provided that any prerequisites for the course are satisfied. The approval of the exam board is also required for study abroad for part of the second year where marks from assessments contribute to the classification. Part or all of the final year may be spent abroad provided that the course of study/learning experience during the period abroad is defined by Sussex, that its objectives coincide with those of the Sussex course, that the University of Sussex measures whether the objectives of the learning experience have been met and that the requirement for 50% of the assessment for the award to be conducted by Sussex (see 3 above) is honoured. The approval of the Dean and the exam board must be obtained.

Approved by the Academic Audit Committee, 42nd meeting

Approved Taught Programmes Committee, 20th meeting

**UNIVERSITY OF SUSSEX**

**PARTNERSHIP OFFICE**

**ANNUAL OPERATIONAL AGREEMENT  
2012/13**

*with Name of Partner Institution*

<b>Service</b>	<b>Service Level Provision</b>	<b>Partner's Responsibilities</b>
Provision of Calendar of Business 2012/13	To provide, prior to the start of the autumn term, an accurate Calendar of Business relating to partnership activity for 2012/13.	To provide to the University the required documentation and other material described in the Calendar of Business by the dates specified and to provide to the external examiner the relevant information set out in the Partner Handbook 2012/13.
Partner Handbook	To provide to the partner institution a revised and updated version of the Partner Handbook prior to the beginning of the academic year.	To take account of the procedures, policies and so on contained within the Partner Handbook and ensure all relevant staff are conversant with the content.
Appointment of external examiner(s) and related administration	To administer fully the appointment of new external examiners, and the continuing appointment of ongoing examinerships, prior to the start of the academic year.	To provide to the University at least four months before the end of an external examiner's tenure a completed nomination form for a replacement examiner.
External examiner report administration and follow-up	To receive the annual external examiner reports via the office of the Vice-Chancellor. An acknowledgement will be sent to the examiner by the University on behalf of the VC. The Partnership Office will send an electronic copy to the partner institution and will arrange for the payment of the external	

	<p>examiner's fee normally within 4 weeks of receiving the report and it being judged to be suitable. Any significant issues identified by the University within reports will be discussed with the Pro-Vice-Chancellor with responsibility for collaborative provision and, where appropriate, followed up with the partner institution.</p>	
Student handbooks	To receive and review the student handbooks for the 2012/13 academic year.	To provide electronic copies of student handbooks for each validated course.
HE Committee minutes	To receive copies of minutes (or extracts of minutes) of committee meetings where HE matters relating to Sussex-validated courses are discussed and decisions made. These may be shared with Collaborative Provision Committee.	To provide the PO with copies of the minutes of the committee where HE matters are discussed, particularly Sussex validated courses. Copies should be sent in a timely fashion.
Organisation of operational meeting	To organise two operational meetings per annum, the first normally in the autumn term and the second in the spring. Operational meetings will be held at either institution by agreement and may, again by agreement, exceed two annually. The University will contribute to the drawing up of the meetings' agendas, will produce alternately the notes of the meeting and will follow up on relevant action points to the agreed timescale.	To contribute to the drawing up of the meetings' agendas, to produce alternately the notes of the meetings and to follow up on relevant action points to the agreed timescale.
Organisation and servicing of the annual Steering Group meeting	To provide a comprehensive, professional service in the setting up and administering of the partnership's annual Steering Group meeting, normally held in the	To work with the University in agreeing a date for the meeting, the list of members and the meeting's agenda and to follow up on relevant

	summer term.	action points to the agreed timescale.
Annual monitoring	To offer support to the partner institution on the production of the quantitative and qualitative annual monitoring report, to receive the report in January 2013 and to ensure that it is available for the Collaborative Provision Committee's consideration at its February 2013 meeting.	To provide a report that meets the University's requirements as set out in the latest Partner Handbook by 14 January 2013 and to respond appropriately to any requests made by the Collaborative Provision Committee in response to the report by the date specified by the Committee in its written response.
Examination Board administration and processing of the Annual Report on Examinations	To receive in January 2013 the dates, composition and membership of examination boards to be held in 2012/13 and to report this to the Collaborative Provision Committee at its February 2013 meeting. To receive in October 2013 the Annual Report on Examinations, with external examiner reports and action plans appended, and to submit this to the Collaborative Provision Committee, via the Committee's Secretary, for its meeting in the autumn term of 2012/13.	To provide to the University by 14 January 2013 details of the dates, composition and membership of examination boards to be held in 2012/13. To ensure that the University receives an Annual Report on Examinations that meets the University's requirements by 15 October 2012 and, in the 2012/13 Examination Board report, that the chair reports appropriately on the 2011/12 action plan and its implementation.
Appointment of link tutor and related administration	To appoint an appropriate link tutor (or tutors) as the academic link between the University and the partner institution and to provide the link tutor(s) with the latest approved terms of reference for the role. The Partnership Office will ensure the link tutors are paid in a timely manner for all work undertaken. Link	To work with the link tutor, meeting at least twice annually, to facilitate positive developments, where possible, within the academic framework within which the validated provision is offered.

	tutors are asked to provide to the Collaborative Provision Committee a report on an annual basis.	
Approval for new courses	To provide advice and guidance on the completion of the proposal forms as well as details of meeting dates of the New Academic Courses (NAC) sub-committee. Brief the relevant Heads of School to seek approval for the further development of any proposed course for validation. When approval for development is given, agree a validation schedule.	Complete the appropriate forms and submit to the PO in time to meet the deadlines provided for inclusion in the papers for the New Academic Courses sub-committee meeting. Work with the University to agree a validation schedule once approval for development of a course has been granted.
Approval of curriculum and other changes	To receive proposed course amendments and changes to regulations governing validated provision and policies relating to the course(s) or the affiliated institution. Where required, and where possible, the University will advise on matters relating to curriculum and other proposed changes and will liaise with academic colleagues and colleagues within the University's administration to provide the best and most accurate advice and information possible in a manner and to a timescale that facilitates a smooth approval process.	To provide to the University a rationale for the change plus relevant supporting documentation to a timescale set out in the Partner Handbook 2012/13.
Recording of student names and numbers on validated courses and related financial administration.	To receive a list of student names and numbers (by course cohort) as at 1 December 2012 (unless agreed otherwise) in the first week of January 2013 and to arrange for the invoicing of the partner institution for the annual fee based on these	To provide by the first week of January 2013 a list of student names and numbers (by course cohort) as at 1 December 2012 (unless agreed otherwise) and to indicate whether study is

	<p>numbers.</p> <p>To advise partners of any changes to fees and annual charges during the summer term of the academic year before revised charges come into effect.</p>	<p>part- or full-time.</p> <p>To ensure that the annual invoices are paid within the timescale set by the Finance Department of the University.</p>
Staffing	<p>To maintain an up to date file of the CVs of all teaching staff delivering validated provision at partner institutions.</p>	<p>To notify the University of changes to key staff delivering validated provision, providing CVs for newly appointed teaching staff and updated CVs for staff when appropriate.</p>
Reviewing of the partner institution's publicity material and prospectuses.	<p>To review the partner institution's draft publicity material and prospectuses where mention is made of provision validated by the University of Sussex, ensuring that all relevant information is accurate and that the correct University logo has been used. To advise the partner institution within ten days of receipt of the draft of any required amendments.</p>	<p>To submit for review in good time all relevant draft publicity material and prospectuses where mention is made of provision validated by the University.</p>
Updating the partner institution on developments in the HE sector	<p>To update the partner institution on a regular basis, either through the termly operational meetings or independently, on matters affecting the sector, for example revisions to sections of the QAA's Quality Code.</p>	<p>To take account of important developments in the sector and to incorporate these into course and institutional documentation, as appropriate.</p>
Course validation and revalidation	<p>To offer a professional, comprehensive course validation and revalidation service as set out in the University's <i>Partnership Procedures: <u>Validation and revalidation of taught courses at partner institutions</u></i> and the Partner Handbook 2012/13.</p>	<p>To follow the guidelines for validation and revalidation as set out in the University's <i>Partnership Procedures: <u>Validation and revalidation of taught courses at partner institutions</u></i> and the Partner Handbook 2012/13.</p>

Institutional recognition and rerecognition	To offer a professional, comprehensive institutional recognition and rerecognition service as set out in the University's <i>Partnership Procedures: Recognition and rerecognition of partner institutions providing validated provision</i> and the Partner Handbook 2012/13.	To follow the guidelines for recognition and rerecognition as set out in the University's <i>Partnership Procedures: Recognition and rerecognition of partner institutions providing validated provision</i> and the Partner Handbook 2012/13.
Memorandum of Agreement	To arrange signature of the Memorandum of Agreement by both parties following recognition or rerecognition of a partner institution and ensure that all appropriate University staff are conversant with the content and the responsibilities of both parties.	To ensure that all staff managing or delivering the University's validated provision are conversant with the content of the Memorandum of Agreement and the responsibilities of both parties.

Signed on behalf of [*name of partner institution*]:

.....  
 Name  
 Title

Signed on behalf of the University of Sussex

.....  
 Sara Parker  
 Head of Partnerships

## Annual Returns

Partners are asked to ensure that they supply the following to the Partnership Office on an annual basis and by the dates stated:

- Confirmation of the courses to be delivered during the year, prior to the start of the academic year. Please see page 4 for details.
- A list of all staff teaching for the year, course by course, and accompanying CVs where staff are new, prior to the start of the academic year as detailed on page 4.
- Signed copy of the Annual Operational Agreement to be returned prior to the start of the academic year. Please see page 11 for details.
- Electronic copies of student handbooks.
- At the beginning of January, a submission of the names of all students on validated courses as at 1 December<sup>1</sup> by course and year, along with totals for each course indicating the number of students and whether they are full or part time.
- Draft prospectuses and any other marketing / publicity material pertaining to University of Sussex validated and franchised courses for approval prior to final print.
- Annual Examination Board report by 15 October 2012.
- Annual Monitoring report by 14 January 2013.

Please see page 4 for a full calendar of business.

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<sup>1</sup> unless an alternative date has been agreed with the Partnership Office

## Annual Monitoring

1. The University requires its partner institutions to monitor courses and courses on an annual basis and submit a report of this monitoring process for consideration by its Collaborative Provision Committee. **The template to be completed follows over the page.** The following notes are for guidance in completing the template.
2. The annual monitoring report will comprise both qualitative and quantitative data, plus a reflective executive summary.
3. The qualitative report should summarise the outcomes of the monitoring process within the partner institution, identifying highlights and issues for action. The report should include:
  - a formal statement from the partner institution certifying that the monitoring process has been comprehensively and satisfactorily carried out, identifying the courses for which reports have been received and listing any omissions (with revised submission dates).
  - a synopsis of the findings for each course, to include student feedback, evaluation of changes resulting from external examiner comments, resource provision, staff development etc, together with an action plan detailing the actions identified, how they will be achieved, by whom and when.
  - a statement of any generic issues identified.
  - areas of good practice or prominent strengths that have been identified as having relevance beyond the course concerned.
  - a review of peer observation of teaching that has taken place during the year.
  - the previous year's action plan, which should be appended identifying those actions that have been achieved and, where they have not, further explanation.

Where appropriate, the relevant minute of the senior committee within the organisation that considers the annual monitoring reports should be included.

4. The quantitative report will provide statistical data on a cohort basis, course by course, and, where possible, showing three years' figures (to allow trend analysis). However, where a partner is already generating data returns for other requirements, these should be adopted where possible, provided there is sufficient parity with the requirements of the University. The template attached is for undergraduate courses; for postgraduate courses, please use the same template and add first degree under entry qualifications and change the degree classification under the exit cohort. Partners are asked to ensure that percentages are added (as shown in the example in the template).
5. Note that Point 4 of the annual monitoring report template asks for a brief report to accompany the data, contextualising the statistics, highlighting any exceptional results and identifying points of concern and the action to be taken. Point 2 requests a reflective executive summary, looking back over the last academic year and contextualising the data within broader institutional and subject-area developments

and issues. The use of diagrams is required to clarify the outcomes and ensure trends are more easily identified.

6. The Partnership Office is very happy to offer support to partners to ensure that the report conforms to requirements and is a useful document for you as well as the University.
7. The annual monitoring reports for 2011/12 should reach the Partnership Office by **Monday 14 January 2013**.

…… This is the template to be completed for annual monitoring ……

**University of Sussex**  
**Collaborative Provision Committee**  
**Annual Monitoring Report**

**Overview**

The University requires its partner institutions to monitor courses on an annual basis and submit a report of this monitoring process for consideration by Collaborative Provision Committee.

This form should be returned to the Partnership Office **by Monday 14 January 2013**

<b>Partner Institution:</b>	
<b>Approved by:</b>	
The relevant minute of the senior committee within the organisation that considers the annual monitoring reports should be appended.	

<b>1. Statement</b> certifying that the monitoring process has been comprehensively and satisfactorily carried out, identifying the courses this report covers and listing any omissions (with revised submission dates).

<b>2. Reflective executive summary</b> reviewing the last academic year and contextualising the report's data within broader institutional and subject-area developments and issues.

### 3. Statistical data

This should be provided on a cohort basis, course by course, and, where possible, showing three years' figures (to allow trend analysis).

This template is for undergraduate courses; for postgraduate courses, please use the same template and add first degree under entry qualifications and change the degree classification under the exit cohort.

Course: XXXXXXXXX

Progression/ Withdrawals	Entry Cohort 2009/10			Entry Cohort 2010/11			Entry Cohort 2011/12		
	Year/Level 1 On course	Year/Level 2 Withdrawals On course	Year/Level 3 Withdrawals On course	Year/Level 1 Withdrawals On course	Year/Level 2 Withdrawals On course	Year/Level 3 Withdrawals On course	Year/Level 1 Withdrawals On course	Year/Level 2 Withdrawals On course	Year/Level 3 Withdrawals On course
Overall numbers	50	7 (14%) 43	3 (7%) 40	0					
<i>Reasons for Withdrawal</i>									
Academic	3	1							
Financial	1	1							
Personal	1	1							
Transfer	1								
Other	1								
<i>Domicile</i>									
UK	45 (90%)		3						
Non-UK EU	3 (6%)								
Non-EU	2 (4%)								
<i>Gender</i>									
Male	21 (42%)		1						
Female	29 (58%)		2						
<i>Ethnicity</i>									
White*	40 (80%)		3						
Black/Minority Ethnic*	10 (20%)								
Not known	0								
<i>Entry quals</i>									
A/AS level	37 (74%)		2						
Access	6 (12%)		1						
BTEC	1 (2%)								
HND/HNC	0								
Other UK	1 (2%)								
Non-UK qual	5 (10%)								
<i>Mature</i>									
Under 21	44		3						
Over 21	6								
Total w/d for entry cohort				10 (20%)					

\*'White' = White/White British/Irish/Other White background; 'Black & Minority Ethnic' = All other backgrounds

Course: XXXXXXXXX

Outcomes	Exit Cohort 2009/10				Exit Cohort 2010/11				Exit Cohort 2011/12										
	Total finalists	1sts	2.i	2.ii	3rd & other	Finalist failure	Total finalists	1sts	2.i	2.ii	3rd & other	Finalist failure	Total finalists	1sts	2.i	2.ii	3rd & other	Finalist failure	
Overall numbers							40	4 (10%)	20 (50%)	10 (25%)	4 (10%)		40	4 (10%)	20 (50%)	10 (25%)	4 (10%)	2 (5%)	
<i>Domicile</i>																			
UK																			
Non-UK EU																			
Non-EU																			
<i>Gender</i>																			
Male																			
Female																			
<i>Ethnicity</i>																			
White*																			
Black/Minority Ethnic*																			
Not known																			
<i>Entry quals</i>																			
A/AS level																			
Access																			
BTEC																			
HND/HNC																			
Other UK																			
Non-UK qual																			
<i>Mature</i>																			
Under 21																			
Over 21																			

**4. Brief report contextualising the statistics above**, highlighting any exceptional results and identifying points of concern and the action to be taken.

--

**5. The previous year's institutional action plan** should be copied here or appended, identifying those actions that have been achieved and, where they have not, further explanation.

--

**6. A synopsis of the findings including strengths and issues for each course.** Findings should include reference to:

- student feedback
- evaluation of changes resulting from external examiner comments
- evaluations from unit/course/ organisers /convenors /leaders
- resources provision
- scholarly activity and staff development activity
- activities undertaken to ensure equality of opportunity
- activity relating to College and national initiatives and in response to any other reviews/inspections

**7. An institutional action plan** building on the areas noted in 5 above, using the template below.

Issue	Source of issue	Planned action	Lead responsibility	Target date	Progress

**8. A summary of generic issues identified.**

--

**9. Areas of good practice and prominent strengths** that have been identified as having relevance beyond the courses concerned.

--

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

--

**11. Report on appeals and complaints received during the year.** Please list all appeals and complaints as well as providing an evaluative summary.

--

**12. Additional points for the attention of the University**

--

**13. Strategic and proposed partnership developments**

--

**Author:** .....

**Date:** .....

## Award Ceremonies

Would you kindly consult with the Partnership Office before setting dates of 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 4 years:

Winter Graduation - Thursday 24 and Friday 25 January 2013  
Summer Graduation - Tuesday 09, Wednesday 10, Thursday 11 and Friday 12 July 2013  
Winter Graduation - Wednesday 29, Thursday 30 and Friday 31 January 2014  
Summer Graduation - Tuesday 08, Wednesday 09, Thursday 10 and Friday 11 July 2014  
Winter Graduation - Wednesday 28, Thursday 29 and Friday 30 January 2015  
Summer Graduation - Tuesday 07, Wednesday 08, Thursday 09 and Friday 10 July 2015  
Winter Graduation - Wednesday 27, Thursday 28 and Friday 29 January 2016  
Summer Graduation - Tuesday 12, Wednesday 13, Thursday 14 and Friday 15 July 2016

You will note that the ceremonies will be earlier in July following change to the academic year from July 2013.

Please also ensure that, if you plan to hand out certificates at your award ceremonies (some partners provide dummies), there is sufficient time between your final exam board and the ceremony to allow us to produce the certificates. Please liaise with us to ensure that we know of any particularly tight deadlines.

# Certificates: Procedures for the Production of Award Certificates

Please note the following points to help us to produce your students' award certificates correctly and on time.

## 1. Before the exam board

Please ensure that you have the correct **pass list** proformas. If in doubt, do get in touch. You also need to have the correct **spreadsheets** before the exam board.

### 1.1 Pass lists

Pass lists show only pass candidates (failed candidates should not appear). Pass lists will need to be signed by the Chair of the relevant Exam Board and then sent to us for signature by the Chair of the University's Collaborative Provision Committee and, in the case of undergraduate and postgraduate degrees, also by the Vice-Chancellor or his nominee (who thereby confers the degree).

### 1.2 Spreadsheets

As there are several spreadsheets, please ensure that you use the correct one. Examples of these follow. Choose the appropriate spreadsheet for the qualification. Note that different courses that lead to the same level of qualification may share one spreadsheet. Foundation degrees are not honours degrees and require their own spreadsheet.

We take the information from the spreadsheet and transfer this electronically to the certificates. Therefore it must be received in exactly the form stated. As well as correct student names and dates, we need certain items to be in capitals and the dates to be written in a certain way. The examples of spreadsheets show how the information needs to be supplied (note, for example, that the qualification, such as MASTER OF ARTS or FOUNDATION DEGREE (ARTS), is written in capitals). See also the notes that follow the spreadsheets at the end of this section (7.6).

## 2. What you need to send us

After the exam board, please provide the signed pass lists (signed by the Chair of the Exam Board) and the appropriate spreadsheets. Although we require all marks sheets to be signed by the external examiner at the exam board, we do not generally require sight of these.

These documents need to be thoroughly checked before they are sent to us. It is the responsibility of the partner institution to ensure that they are correct.

Pass lists need to be sent by post and spreadsheets sent electronically. It helps us to know when these are likely to arrive, as our Student Systems office needs to plan its workload. Although we will do our utmost to process them as quickly as possible, there may be a delay due to pressure of work at certain times of year.

We check the certificates and send them to you by registered post. We would ask that you also check them and let us know straight away if there are any problems.

### **3. Retrievals**

All retrievals also need the signature of the external examiner on the marks sheets although we do not generally need sight of this.

### **4. Duplicate certificates**

We can issue duplicate certificates to students upon receipt of a completed form and payment of £30. Methods of payment are described on the relevant forms. Duplicate certificates are marked as such on the reverse but still bear the University's seal. The forms to arrange for a duplicate certificate can be obtained from the Partnership Office.

### **5. Electronic signature**

The certificates bear the signature of the University Registrar and Secretary and that of the College Principal or equivalent. We use electronic signatures on the certificates.

**6. Example of a pass list**

(NAME OF COLLEGE / INSTITUTION)

Title of Course.....

Date of Examination Board .....

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

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

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

Date:.....

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

Signed .....  
*(Chair of Collaborative Provision 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 .....

7. Examples of the five spreadsheets for different qualifications. These are all available electronically and need to be completed according to the guidelines that follow, and sent back to us electronically.

7.1 First Degree (BA, BSc) qualifications

NAME OF PARTNER INSTITUTION: ABC College										
<i>This spreadsheet is for undergraduate First Degree (BA, BSc) qualifications ONLY</i>										
Please ensure ALL data is completely 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										
Family Name	Forenames	Title	Date of Birth	Sex	Attainment	with Honours	Course Award Title	Degree Class	Decision Date	* leave blank, to be populated by University of Sussex
Allan	Anne	Mrs	22 July 1953	F	BACHELOR of SCIENCE		Engineering	PASS	10 June 2010	
Brown	Brian	Mr	4 September 1974	M	BACHELOR of SCIENCE	with Honours	Health Studies	SECOND CLASS (DIVISION TWO)	10 June 2010	
Clark	Catherine	Miss	11 February 1982	F	BACHELOR of ARTS	with Honours	Fine Art	SECOND CLASS (DIVISION ONE)	10 June 2010	

7.2 UG Foundation Degree

NAME OF PARTNER INSTITUTION: ABC College										
<i>This spreadsheet is for UG Foundation Degree ONLY</i>										
Please ensure ALL data is completely 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										
Family Name	Forenames	Title	Date of Birth	Sex	Attainment	Course Award Title	Decision Date	*leave blank		
Allan	Anne	Mrs	22 July 1953	F	FOUNDATION DEGREE (ARTS)	Furniture Restoration	10 June 2010			
Brown	Brian	Mr	4 September 1974	M	FOUNDATION DEGREE (ARTS)	Education	12 June 2010			

### 7.3 Non-First Degree undergraduate qualifications excluding Foundation Degrees

NAME OF PARTNER INSTITUTION: ABC College									
<i>This spreadsheet is for non-First Degree undergraduate qualifications excluding Foundation Degrees ONLY</i>									
Please ensure ALL data is completely 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									
Family Name	Forenames	Title	Date of Birth	Sex	Attainment	Course Award Title	Distinction	Decision Date	Award Date *
Allan	Anne	Mrs	22 July 1953	F	HIGHER NATIONAL DIPLOMA	Engineering		10 June 2010	
Brown	Brian	Mr	4 September 1974	M	CERTIFICATE OF HIGHER EDUCATION	Health Studies		10 June 2010	
Clark	Catherine	Miss	11 February 1982	F	HIGHER NATIONAL CERTIFICATE	Fine Art		10 June 2010	

#### 7.4 Postgraduate Masters qualifications

NAME OF PARTNER INSTITUTION: ABC College									
<i>This spreadsheet is for Postgraduate Masters qualifications ONLY</i>									
Please ensure ALL data is completely 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									
Family Name	Forenames	Title	Date of Birth	Sex	Attainment	Course Award Title	Distinction	Decision Date	*leave blank
Allan	Anne	Mrs	22 July 1953	F	MASTER of ARTS	Economics	WITH DISTINCTION	10 June 2010	
Brown	Brian	Mr	4 September 1974	M	MASTER of ARTS	History of Art		12 June 2010	
Clark	Catherine	Miss	11 February 1982	F	MASTER of SCIENCE	Biology	WITH DISTINCTION	12 June 2010	

### 7.5 Non-Masters Postgraduate qualification

NAME OF PARTNER INSTITUTION: ABC College									
<i>This spreadsheet is for non-Masters Postgraduate qualifications ONLY</i>									
Please ensure ALL data is completely 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									
Family Name	Forenames	Title	Date of Birth	Sex	Attainment	Course Award Title	Distinction	Decision Date	Award Date*
Allan	Anne	Mrs	22 July 1953	F	POSTGRADUATE DIPLOMA	Furniture Restoration	WITH DISTINCTION	10 June 2010	
Brown	Brian	Mr	4 September 1974	M	POSTGRADUATE DIPLOMA	Education		12 June 2010	
Clark	Catherine	Miss	11 February 1982	F	POSTGRADUATE CERTIFICATE	Multimedia		12 June 2010	

## 7.6 Notes for the correct format of certificate spreadsheets

Please note the following when completing spreadsheets for the production of certificates:

There are five different spreadsheets and you need to use the appropriate spreadsheet for the qualification. This is because each of these certificate types uses slightly different information. Please don't mix different qualification types in the same spreadsheet. It's fine to put different courses of the same qualification type in the same spreadsheet. If we need to make any changes to spreadsheets once received then the risk of error increases, so we do ask you to supply the information **exactly** as required. The spreadsheets are as follows:

C4	UG First degree master.xls
C5	UG Foundation degree master.xls
C6	UG Other qualifications master.xls
C7	PG Masters master.xls
C8	PG Other qualifications master.xls

Spreadsheet data: the main points to remember are:

1. The top line of the spreadsheet should contain the column titles, and the rows beneath that the data. Title of spreadsheet etc should come below this.
  2. The rows should not be reformatted, please don't add borders etc.
  3. Please include the name of the institution and the qualification in the title of the spreadsheet.
- Family name/surname should be mixed case.
  - The attainment should be in uppercase and expressed in full e.g. POSTGRADUATE CERTIFICATE.
  - Foundation Degrees need to be written as either FOUNDATION DEGREE (ARTS) or FOUNDATION DEGREE (SCIENCE).
  - Masters degrees should be written MASTER without an 'S'.
  - Degree class should be stated in words, uppercase e.g. SECOND CLASS (DIVISION TWO) for 2.2 with the attainment bracketed (DIVISION TWO).
  - Undergraduate degrees with honours are stated 'with Honours'.
  - Degrees without honours should have PASS in the Degree Class column, the With Honours column should be left blank.
  - Distinction column (where applicable): leave blank unless a distinction has been awarded, in which case add WITH DISTINCTION.
  - Dates should be expressed as e.g. 14 April 2003 (you will need to preface this with an apostrophe in the spreadsheet column to prevent it reverting to a numeric date format).
  - Failed students should not be included on spreadsheets.

**NB** Colleges are strongly advised to use students' full names according to their birth certificates/passports. There have been instances where visas for further study or

employment abroad (for home graduates) or in the UK (for overseas graduates) have later been refused due to this inconsistency. It may also affect other future matters.

## Changes to Courses and Policies

### 1. Approval

The definitive document produced following the validation of a course is the legally binding contract for each course. Therefore, there must be no changes of any kind to the course as described in the definitive document without the prior approval of the University. Minor changes can be considered for approval by the Collaborative Provision Committee, but major changes may necessitate a revalidation event.

### 2. Procedure for securing approval of minor changes to a course

Minor changes may be considered upon receipt of a rationale for the change along with documentation providing the current course structure and with the proposed course structure and details **using mark-up**. The rationale should make clear why the change is sought and how this improves the quality of provision. Minor changes include changes to the timetabling of courses within courses.

Note that the Collaborative Provision Committee may consider a proposal for change to be too fundamental to be approved in this fashion, and that the course will need to be revalidated. In order to ascertain whether this might be the case, it is recommended that the Partnership Office is approached with the details in order to provide informal advice before submitting it for consideration by the Committee.

**Approval cannot be retrospective, nor can it be made by Chair's action. Because of this, please bear in mind the timescales involved to ensure the appropriate documentation is completed in time to be received at the Collaborative Provision Committee meeting.**

Please ensure that the definitive document is amended according to any approved changes made and a copy of the revisions lodged with the Partnership Office.

### 3. Procedure for changes to policies

As with courses, changes to a partner institution's policies related to validated provision must be approved by Collaborative Provision Committee. Consideration of proposed changes entails a similar approach as to proposed course changes. Again, please bear in mind 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.

## Collaborative Provision Committee

Collaborative Provision Committee receives all business in relation to the partners of the University with which there is validated and franchised provision. The Committee works in much the same way as an internal School Teaching and Learning Committee, in that it gathers information and business from its departments (partners) and then either takes decisions or makes recommendations to the University's Teaching and Learning Committee.

The Committee comprises one member of staff from each of the University's Schools to ensure that there is an information stream to and from the rest of the University in relation to Collaborative Provision Committee and that this is seen as an integral part of the University's business. Other members come from the University Teaching and Learning Committee to ensure consistency of standards and approach. The Head of Partnerships is Secretary to Collaborative Provision Committee.

There are normally three meetings held each year. For the academic year 2012/13, the dates are:

1. Thursday 25 October 2012
2. Wednesday 6 March 2013
3. Wednesday 29 May 2013

Documentation for these meetings must be with the Partnership Office an absolute minimum of three weeks before the meeting.

Annual examination board reports, along with responses to external examiners' reports, are considered at the first meeting in November. Annual monitoring reports and dates, composition and membership of examination boards are considered at the second meeting in February.

The full structure can be found in the Organisation of the University document via:

<http://www.sussex.ac.uk/governance>

Steering Groups are sub-committees of Collaborative Provision Committee and, as such, minutes from those meetings will be received by the Committee (see section on Steering Groups for more details).

# Complaints and Appeals procedures

## Students on validated courses

### 1.1. *Complaints procedure*

The procedures are a matter for the individual Partner Institution and will be vetted during the recognition process. Students on courses at partner institutions should follow their college's complaints procedures. The University will only consider complaints of an academic nature and only then if the student has exhausted the college's complaints procedure and remains dissatisfied. In such cases, students should enter the University's procedure at Level 3. If, after considering the case against the criteria set, the Academic Registrar decides to undertake further investigation, s/he will consult Senior Officers at the partner institution as well as the University's Partnership Office.

### 1.2. *Appeals procedure*

The appeals procedure is intended to provide a formal means for reviewing a decision made on student progression, assessment and awards, and resolving the student's concerns in a fair and consistent manner. This is different from the Student Complaints Procedure, which provides a means for resolving other problems that may arise during the academic year, relating to teaching provision or university services, for example.

The Partner Institution's procedures apply and will be vetted during the recognition process to ensure that appropriate arrangements are in place. The grounds for appeal *must* accord with those of the University. However students on validated courses have ultimate right of appeal to the awarding body (ie the University). If they remain dissatisfied following completion of the procedures at the Partner Institution they may invoke the University's appeal procedures. A student must write to the Registrar and Secretary within 21 days of the notification of the outcome of the appeal at the Partner Institution. There is no right to appeal against the academic judgements of examiners.

### 1.3. *The Office of the Independent Adjudicator for Higher Education (OIA)*

The Office of the Independent Adjudicator for Higher Education (OIA) provides an independent scheme to enable the review of unresolved student complaints and appeals and will review complaints / appeals made by students or former students of a partner institution that have been through the institution's internal procedure and have not been satisfactorily resolved, as well as the University's procedures and still remain dissatisfied. Students may appeal to the OIA providing:

- the student has exhausted all the internal partner institution procedures;
- the complaint is not concerned with a matter of academic judgement (e.g. an assessment of degree or award);
- the matter is not the subject of court or tribunal proceedings;
- the matter has not been concluded for more than 3 months.

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

2. *Students on franchised courses*

Franchise students come under the regulations of the University and therefore the University's complaints and appeals procedures govern.

## **Data Storage**

It is the partner institution's responsibility to ensure that student data are retained as set out in the Memorandum of Agreement, Annex 3, point 7 –

“The Partner Institution will maintain the student record including details of all marks achieved and in due course ratified by the Examination Board. All records in relation to the full transcript must be kept permanently and further records relating to the student should be kept for a minimum of six years after the end of the ‘registered student’ relationship with the Partner Institution”.

## Diploma Supplements (Transcripts)

1. For students on franchised courses – transcripts are issued by the University. Partner institutions do not need to take any action.
2. For students on validated courses, the issuing of diploma supplements is the responsibility of the partner institution. These should be issued to graduates soon after the final examination boards as they are often necessary for graduates to prove their attainment to other educational institutions and employers.
3. The format and content of diploma supplements is clearly set out by the Europe Unit at [http://ec.europa.eu/education/lifelong-learning-policy/ds\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/ds_en.htm).
4. 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.
5. Prior to graduation the Partnership Office will need to see samples of diploma supplements/transcripts (two for each award) in good time for approval before they are sent out.
6. Please contact the Partnership Office if you would like to see a copy of the University's diploma supplement and for updated NARIC information.

The partner institution should 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 transcript, including postage, plus an additional £2 for additional copies ordered at the same time).

# Examination Boards and Memberships, Annual Reporting and Observers

## 1. Composition of examination boards

Please provide for each examination board details of:

- 1.1 the composition of the board (i.e. the *role* of the members such as internal examiner, external examiner, one member from another subject)
- 1.2 the list of members, indicating alongside their name the role they play in the composition of the examination board ( e.g. J Bloggs, Chair, M Smith, internal examiner).

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.

Composition and membership should be received by the Partnership Office by **14 January 2013**.

## 2. Dates of exam boards

We need to have details of your exam board dates and composition as soon as these are arranged and no later than **14 January 2013**.

## 3. Chairing examination boards

It is the University's prerogative to chair exam boards should it so wish, and the University will always chair the exam boards of new partners for at least the first three years. Please try to avoid clashes with the University's own exam boards. Where exam boards are not being chaired by a member of Sussex faculty, the aim is to send an observer to every examination board. Observers are generally members of CPC or the link tutor, or a member of the Partnership Office

## 4. Annual examination board reports

### 4.1 Submission

Please submit a report covering the activity of each exam board in time for its consideration at the autumn meeting of CPC. For exam board reports covering the academic year 2011/12, this should be received by 15 October 2012 at the very latest.

### 4.2 Content of annual report on examinations (Partner institutions to amend and delete components as appropriate for their provision)

Reports from partner institutions should comprise information on the following:

- (i) brief indication of the assessment for each course, e.g. composition, type and number of papers, etc, and an evaluation of their effectiveness in testing course outcomes;
- (ii) a written explanation of any errors discovered during examinations in question papers;
- (iii) details of late submission and non-attendance;

- (iv) statistical data on the number of cases where evidence has been submitted, including the proportion that had submitted medical evidence, and the proportion of these submissions that were successful;
- (v) procedure adopted in classifying candidates or arriving at the final recommendation for the award;
- (vi) *Viva Voce* examinations – whether held, number selected for *viva* etc;
- (vii) quality of candidates – details for borderlines adopted in the classification of candidates and the percentage of candidates in individual degree classes (both with comparative data for previous year/stages), mean marks etc;
- (viii) number of resits in each year/stage;
- (ix) data on awards made with comparative data for the previous three years;
- (x) evaluation of the assessment regulations and assessment strategy, and consideration of any need for review;
- (xi) confirmation that all action identified in the previous year in response to the external examiner's report was taken.

All information provided should be anonymous (i.e. no reference to individual candidates).

## **5. External examiner reports and action plans**

All external examiner reports should be appended to the annual examination board report together with a proposed action plan. A template for the action plan can be seen on the next page. For fuller details of our procedures, please see the section of this Handbook on external examining.

The Collaborative Provision Committee will consider the reports and associated action plans and will either endorse them or ask for further action to be taken.

The relevant officers in the partner institution are responsible for writing to the external examiner informing them of the action that has been taken or is planned.

It is expected that external examiners will receive a response to their report by January of the following year at the latest. A copy of the response should also be sent to the Partnership Office.

In the following year's annual examination board report, the Chair of the board should confirm that all action has been implemented or monitor progress of implementation.

**External Examiner Report Action Plan**

Name of partner institution .....

Name of external examiner .....

Academic year (of report) .....

Course .....

Date of action plan .....

Issue identified	Planned action	Name of person responsible	Target date for achievement	Achieved Y / N	If 'No', detail progress in implementation

## External Examiners

### 1. Procedures

The University's procedures 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/academicoffice/services/externalexaminingoftaughtprogrammes>

### 2. In summary:

Each report will be received by the Vice-Chancellor's office at the University and an acknowledgement sent to the external examiner. At this stage, we will send you a copy of the report. All reports will be seen by the Pro-Vice-Chancellor (Teaching & Learning).

You should then prepare an action plan that addresses each issue raised by external examiners; where no action is proposed, then a clear reason must be given for this. The external examiner's report and the proposed action plan should be appended to the examination board's annual report and submitted to the Collaborative Provision Committee for its meeting in the autumn term.

The Collaborative Provision Committee will consider the reports and associated action plans and will either endorse them or ask for further action to be taken.

The relevant officers in the partner institution are responsible for writing to external examiners informing them of the action that has been taken or is planned. A copy of this letter should also be sent to the Partnership Office. It is expected that external examiners will receive this response by January.

In the following year's annual examination board report, the Chair of the board should confirm that all action has been implemented or monitor progress of implementation.

### 3. External examiner report form

Please be aware that all external examiner reports must be submitted on a standard University form. This is updated annually and found at:

<http://www.sussex.ac.uk/academicoffice/services/externalexaminingoftaughtprogrammes>

Examiners are requested to use the current year's form.

### 4. Payment of external examiners

Payment of external examiners' fees is made by the Partnership Office and these fees are later recouped from the partner institution. We make this payment direct into external examiners' bank accounts upon receipt of a satisfactory report. Fee levels are set by each partner institution. Payment of expenses is the responsibility of the partner institution and external examiners should be informed of this when they visit.

## **5. Appointment of external examiners**

Appointment is by the University's Teaching and Learning Committee. Nominations must be submitted on a standard nomination form available from the Partnership Office. Criteria for appointment are to be found in the Handbook (as noted above). In addition, for validated and franchised provision, only persons of sufficient seniority and expertise to be able to command authority should be appointed. We welcome informal discussion of the suitability of an external examiner before completion of the form. Nominations are considered in detail by the Collaborative Provision Committee, which then makes a recommendation to the University's Teaching and Learning Committee. Please be aware that the nomination procedure can be a lengthy one and that occasionally a candidate may be unsuitable. Nominations must be received at least four months before the expiry of the previous examiner's tenure.

## **6. Additional information**

Please note that the University now has to request, and keep a record of, additional information on people who carry out work for the University on a casual basis, such as external examiners, in order to be compliant with UKBA Tier 2 regulations. Our forms have been adapted to enable this information to be gathered and include confirmation of someone's right to work in the UK and a request for details of a residential (home) address, plus date of birth.

## Fees and charges for the academic year 2012/13

### 1. Per capita fees

The per capita payments based on student numbers are claimed from partner institutions on an annual basis following the census date of 1 December, unless alternative arrangements have been made. The payment rates are divided into four bands and by mode of delivery. The fees for 2012/13 are as follows:

	FT		PT	
	2011/12	2012/13	2011/12	2012/13
Band 1 (20 to 100 students)	375	400	275	300
Band 2 (101 to 500 students)	350	375	250	275
Band 3 (501 to 1000 students)	325	350	225	250
Band 4 (1000+ students)	300	325	200	225

The minimum annual charge is £5,000

### 2. Charges for events

#### 2.1 *Initial recognition fee*

The fee for the initial recognition process is £8,000.

#### 2.2 *Rerecognition of an existing partner institution*

A partner institution is normally recognised for a period of between three and five years and then must undergo a rerecognition process. The charge for the rerecognition process is £7,000.

#### 2.3 *Validation and revalidation events*

All courses must go through an initial validation process, and may be approved for between three and five years. Towards the end of that period, a revalidation event will take place, which again may lead to validation of between three and five years. More than one course may be validated at one time and the charge is £6,000 per day (this includes one external assessor. If more than one is required, the charge will increase accordingly). A two day event is charged at £10,000.

#### 2.4 *Expenses*

Please note that the above charges do not cover expenses (such as travel, accommodation and subsistence). These will be charged separately to the partner institution.

### **3. Consultancy rates**

Members of the University's Professional Services may be asked by partner institutions to advise on various issues or deliver training. Their time is charged at £500 per day (pro rata).

## International Links

As always, we would be pleased to hear from partner institutions about developments in their international activity. In addition, the Partnership Office team would be happy to facilitate contact between partner institutions and faculty members at Sussex.

For information about the range of international activity at Sussex, from student recruitment to teaching mobility, go to: <http://www.sussex.ac.uk/international>

The University's International and Study Abroad Office manages the University's student exchanges and staff teaching mobility links. A wealth of information about these institutional links, and the University's other international collaborations and partnerships, can be accessed via the link above.

### **UK Border Agency immigration rules**

The University's collaborative provision is represented on the University's Point Based System (PBS) Implementation Committee. It is anticipated that the Committee will continue to convene in 2012/13 to address issues raised by the new visa regime and its implications for the University and our partners.

The UK Border Agency has updated a number of times its guidance for sponsors of Tier 4 applicants (students) and the latest information, for those partner institutions affected, can be found via this link:

<http://www.ukba.homeoffice.gov.uk/sitecontent/documents/employersandsponsors/pbsguidance/>

If you would like to discuss any matters relating to the points-based immigration rules, please contact a member of the Partnership Office team.

## Library – Use of University Library

### University library policy on membership for partner institution teaching staff and students on validated courses

1. **Students on validated courses are entitled to full reference-only access.** Application forms are held at the reception desk at the Library. They can be collected in person or can be sent by post to the individual student.

2. **Students may also apply for borrowing rights at a reduced fee of £75 per year or £25 per term.** This entitles them to borrow up to 10 Long Loan books and 4 documents at any one time. Access to other collections is restricted and students are not able to borrow from the Short Loan, Core or Audiovisual collection, although they are able to consult the open access collections for reference purposes.

3. **Registered external members can use many of the library's online resources** as part of a scheme to improve access. This service can only be used from within the library. Further details are available at <http://www.sussex.ac.uk/library/visitors>.

4. **Staff and Tutors teaching on validated courses** are able to apply in writing to the Membership Department of the Library for borrowing rights. Staff should not use the online form but instead e-mail the Membership Department direct. These borrowing rights will be free of charge and will entitle them to 5 Long Loan books and 4 documents at any one time.

*NB Individual arrangements may be negotiated with the Library by partner institutions.*

## **Link Tutors**

The link tutor scheme provides academic linkage between the University and partner institutions. Collaborative Provision Committee appoints tutors from University schools and departments where there is a synergy with the academic work of partner institutions. The scheme is administered through the Partnership Office. There may be more than one link tutor for each partner institution or for each course.

## Partnership Arrangements

There are two categories of partnership arrangements with the University, a full partner and an associate partner. A full partner is one where all the higher education provision is validated by the University and an associate partner is one where the partner has a number of validating partners.

Details of the two types are summarised as follows:

### Full partner

- All HE provision to be validated exclusively by the University of Sussex, and other opportunities for collaboration identified. In exceptional circumstances, it may be that a full partner does work with another validating partner and still retain the full partner status, but the University will expect to vet all other partnership arrangements in view of the impact on the University's reputation.
- The University would commit to supporting the development of the academic portfolio of the partner, through engagement with the appropriate School and the assigning of a link tutor to each subject area. The University may agree to validate courses outwith Sussex's areas of expertise as long as an external examiner of appropriate experience can be identified to fulfil the quality assurance requirements.
- The partner would be entitled to badge itself as "an affiliated partner of the University of Sussex" and use the University's logo on agreed marketing materials. The partner would be entitled to use the Sussex branding at an institutional level, for example on physical signage and web presence. All use of the logo and the name must be approved by the University prior to use.
- An explicit understanding that any international partnership arrangement pursued by the partner institution should be subject to discussion with Sussex (along with appropriate veto/exit clauses should we view such proposals as unacceptable).
- Final examination boards to be chaired by the University.
- A two-tiered joint committee structure to be implemented, consisting of a strategic development committee with members of senior management and an academic management board to support the operational side of the partnership.
- A member of the Vice-Chancellor's Executive Group would normally attend graduation at the partner institute.

### 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 would normally come through a School and focus on a particular discipline area. The partner to advise the University of any proposed third party partnership arrangements.
- A link tutor will be assigned to the partner – depending upon the provision, it may be an overarching link tutor.
- The partner is only entitled to use the University's name/branding in marketing materials that relate to a particular course. All use of the University logo and name must be approved by the University prior to use.
- Final examination boards chaired by the University.
- Steering Group arrangements would be agreed on a case by case basis dependent upon the significance of interaction.
- A member of the Vice-Chancellor's Executive Group may attend partner graduation.

In summary:

	<b>Full</b>	<b>Associate</b>
Exclusive validated relationship	Yes	No
Identification of other areas of collaboration	Yes	No
Use of branding at institutional level	Yes	No
Sussex to chair final exam boards	Yes	Yes
Joint two-tiered committee structure	Yes	No

## Memorandum of Agreement

There is a Memorandum of Agreement between the University and each partner institution which sets out the relationship between the partners and responsibilities of each partner. It is important that all members of staff at the partner institution are aware of the relationship with the University and who is responsible for what.

The MoAs for both full and associate partners are fairly similar. The main agreement sets out the objectives of collaboration, which are more extensive in the full partners' MoA but are restricted to the validation of specific courses within the partner's portfolio of higher education provision.

It confirms that the University is responsible for the oversight and maintenance of the academic standards of validated and / or franchised courses provided by the partner institution leading to awards of the University. There is also a section on liability and a general section, within which it states that neither party may sub-contract, delegate or assign any of its rights or obligations without prior written consent of the other party.

Annex 1 is the Partnership Procedures for Recognition and Rerecognition.

Annex 2 is the Partnership Procedures for the Validation of Taught Courses of Study.

Annex 3 sets out the arrangements for the administration of students. It notes that, for validated provision, recruitment is the responsibility of the partner institution, that the students are registered with the partner institution, and that the student's contract is with the partner institution. In addition, it advises that the partner institution will be responsible for the induction of all students, and will provide both academic and pastoral support and guidance to students. Student records will be kept by the partner institution. Award certificates will be produced by the University, and the awards conferred by the University. Transcripts and diploma supplements will be produced by the partner institution.

Annex 4 covers assessment procedures including examination boards, membership of those boards, assessment and appeals regulations, conduct of assessment, the recommendation of awards, observation of examination boards, monitoring reports and external examiners.

Annex 5 advises on the complaints and appeals procedure and explains that students on validated courses have ultimate right of appeal to the University, and that if they remain dissatisfied with the outcome of their appeal within the partner institution they may invoke the University's appeal procedures (writing to the Registrar and Secretary within 21 days of the notification of the outcome of the appeal at the partner institution). There is no right of appeal against the academic judgement of examiners.

Annex 6 sets out the procedures for annual monitoring.

Annex 7 addresses staffing arrangements and highlights the partner institution's responsibility for the recruitment, appointment, induction and development of staff who teach validated courses. Staff at partner institutions are entitled to attend activities included in the University's staff development brochure.

Annex 8 specifies the guidelines for the use of the University's title and how all promotional material for joint or validated provision is subject to University editorial checks.

Annex 9 details the committee arrangements between the partner, which will vary according to whether a partner is a full or associate partner.

Annex 10 sets out the fees for events such as validations and the per capita charges due on an annual basis, according to the number of registered students.

Annex 11 is a section on the confidentiality expected from both parties in relation to the partnership.

Annex 12 sets out the terms for termination of the agreement and under what circumstances such termination would take place.

The Memorandum of Agreement template can be found on the partnership web pages at:

<http://www.sussex.ac.uk/partnershipoffice/procedures/agreement>

## Partner Institutions of the University of Sussex offering Validated and Franchised Provision

Contact	Telephone	Email
<b>Bellerbys College</b> Mr David Rowson – Product & E-Learning Director	01273 339336	<a href="mailto:drowson@studygroup.com">drowson@studygroup.com</a>
<b>Brighton Institute of Modern Music</b> Ms Vaseema Hamilton - Principal	08442 626666	<a href="mailto:info@bimm.co.uk">info@bimm.co.uk</a>
<b>Central Sussex College</b> Dr Jan Todd – Director of Quality	01293 442200	<a href="mailto:information@crawley-college.ac.uk">information@crawley-college.ac.uk</a>
<b>Chichester College</b> Mr Gerry Griffith – Head of HE	01243 786321	<a href="mailto:gerry.griffith@chichester.co.uk">gerry.griffith@chichester.co.uk</a>
<b>Croydon College</b> Mr Jason Pemberton-Billing – Dean of HE	0208 7605825	<a href="mailto:pembej.croydon.ac.uk">pembej.croydon.ac.uk</a>
<b>Highbury College</b> Ms Alison Winter – Head of Quality, Learning & HE Development	02392 383131	<a href="mailto:alison.winter@highbury.ac.uk">alison.winter@highbury.ac.uk</a>
<b>Roffey Park Institute</b> Mr Andy Smith – Director of Qualifications	01293 851644	<a href="mailto:info@roffeypark.com">info@roffeypark.com</a>
<b>Study Group</b> Mr Paul Lovegrove – Principal, UK ISCs Ms Joanna Lee – International Study Centre (ISC) Head	01273 339329 01273 873221	<a href="mailto:plovegrove@studygroup.com">plovegrove@studygroup.com</a> <a href="mailto:jlee@studygroup.com">jlee@studygroup.com</a>
<b>West Dean College</b> Dr Roger Bown – Director of Higher Education	01243 811301	<a href="mailto:enquiries@westdean.org.uk">enquiries@westdean.org.uk</a>

## Partner Network Days

Partner Network Days are one-day events organised by the Partnership Office to provide a forum in which all our partners have the opportunity to meet one another and discuss relevant and current issues. It is also an opportunity to meet other University of Sussex staff with whom you may not come into contact on a regular basis.

We ask our partners for themes for future events in order to ensure they are valuable and interesting, as well as offering our own suggestions. Speakers may be University staff, members of our partner colleges or external contacts.

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

The last PND was held at the American Express Community Stadium on 21 June 2012. The theme was “Exploiting New Technologies to Enhance Student Learning Opportunities” and access to the presentations can be found via this page:  
[www.sussex.ac.uk/partnershipoffice/newsandevents](http://www.sussex.ac.uk/partnershipoffice/newsandevents)

## Introduction

### 1. Definitions

- 1.1 *Recognition* means the process by which an institution is considered suitable for entering into partnership with the University for the purposes of delivering validated courses, expressed in a formal Memorandum of Agreement.
- 1.2 *Partner institution* is the term used to describe the institution or organisation with which the University enters into an agreement to collaborate.
- 1.3 *Affiliated Institution* is one recognised by Senate for the purposes of the teaching of students registered for courses within that institution which have been approved to deliver provision that has been validated by the University of Sussex.
- 1.4 *Validation* is a term used to describe the process by which the University judges that a course developed and delivered by another institution or organisation is of an appropriate quality and standard to (normally) lead to an award of the University.
- 1.5 Course means a total academic offering or course leading to an award.
- 1.6 Module denotes an individual component of a course to which credits (and a credit level) may be attributed.

### 2. Introduction

- 2.1 The University will validate courses and modules only in recognised partner institutions. However, there is no requirement that the partner institution seek validation only from the University rather than from a range of institutions.
- 2.2 These procedures set out the requirements for recognition/rerecognition and the processes and criteria applied to the validation process.
- 2.3 The procedures have been drawn up after due consideration of the QAA Code of Practice for the assurance of academic quality and standards in higher education.
- 2.4 The University is responsible for *all* awards granted in its name.

## Partnership Procedures

### The Recognition and Rerecognition of Partner Institutions providing validated provision

(See also Recognition Procedures: A Summary for Partner Institutions paragraph 1, page 83)

#### 1. Introduction

- 1.1 The University will validate courses and courses only in 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.
- 1.2 These procedures set out the requirements for recognition/re-recognition and the processes and criteria applied to the validation process.
- 1.3 The procedures have been drawn up after due consideration of the QAA Code of Practice for the assurance of academic quality and standards in higher education.
- 1.4 The University is responsible for *all* awards granted in its name.

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

- 2.1 Before considering formally any proposal for partnership there will be two preliminary stages:
  - (i) informal contacts may be made between members of the University and the prospective Partner Institution. These will be entirely without any commitment on the part of either party;
  - (ii) with the approval of the Vice-Chancellor's Executive Group, the University and the institution will seek to establish the purposes of the partnership and their relationship to the missions and strategies of each party. This process will normally involve at least one visit to the institution by representatives of the University appointed by the Vice-Chancellor. The University will notify the institution of the requirements of these procedures.
- 2.2 A briefing paper will be produced by the Partnership Office outlining the intentions of the proposed partnership, the mission, reputation and details of the institution informed by the informal meetings and appropriate research and strategic fit. A basic risk assessment will be conducted at this time.
- 2.3 With the support of the Pro-Vice-Chancellor (Teaching and Learning), the briefing paper will be submitted to the Vice-Chancellor's Executive Group (VCEG). VCEG will be asked to make a judgement on whether the University should proceed with recognition, whether the partnership will serve to further the University's mission and whether it is compatible with existing collaborative arrangements or whether it considers there could be

scope for embarrassment or damage to the University's reputation from entering into this partnership. Once VCEG is content that the proposed relationship satisfies these criteria, Strategy and Resource Committee will be asked to note the proposal and consider any resource implications. SRC will report to Council for note. The proposal, along with VCEG's approval to proceed, will be received by Collaborative Provision Committee. CPC will then approve the commencement of the recognition process and establish a Recognition Panel to carry out a full risk assessment on the proposed partnership. The proposed partnership will be reported to Teaching and Learning Committee for information.

## 2.4 *The Recognition Panel*

- 2.4.1 The Recognition Panel will be chaired by a Pro-Vice-Chancellor (or someone with previous PVC experience, nominated by the Chair of CPC). The Panel will, in addition to the Chair, normally but not exclusively) comprise: a senior member of academic faculty, a member of CPC, a senior member of the Professional Services (nominated by the Academic Registrar) and a member external to both institutions (optional).
- 2.4.2 The Recognition Panel will carry out a risk assessment in light of a full submission received from the proposed partner describing internal operations and supported by appropriate documentation, which enables the Panel to make judgements on the quality and standards of the operation in line with the questions posed in Appendix 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.
- 2.4.3 The submission (addressing the issues identified in Appendix 1) must be received at least six weeks before the event to enable the Panel to prepare for the event.
- 2.4.4 Where a prospective Partner Institution is known to have a current, or has had a previous, relationship with another UK Awarding Institution, the Recognition Panel will make enquiries of that Awarding Institution as to the standing and effectiveness of the proposed Partner Institution.
- 2.4.5 A recognition event, involving the Recognition Panel as the representatives of the University and members of the partner organisation, will be held to finalise the consideration of all the issues. The resultant report will be confirmed by members of the Recognition Panel before being submitted to central authorities.
- 2.4.6 The conclusions to the report will specify:
- (i) any conditions of recognition (which must be met within an agreed period of time and according to an agreed schedule of actions; final approval should not be given until the 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 whatever action is 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 Senate approval.

2.4.7 The report will be submitted to the Collaborative Provision Committee recommending whether or not the institution should be formally recognised as a partner. Having considered the report, CPC will forward their recommendation to Teaching and Learning Committee, and if endorsed TLC will forward to Senate for final approval.

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

2.5 All the costs related to the recognition will be borne by the Partner Institution.

### **3. Requirements and procedures for re-recognition**

- 3.1 During the academic year prior to the expiry of the recognition, a Re-recognition Panel will be approved by the Collaborative Provision Committee to consider the re-recognition of the Partner Institution.
- 3.2 The Re-recognition Panel will be chaired by a Pro-Vice-Chancellor (or someone with previous PVC experience, nominated by the Chair of CPC). The Panel will, in addition to the Chair, normally (but not exclusively) comprise: a member of CPC, a senior member of the 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.
- 3.3 The Partner Institution will provide a self-evaluation document addressing the issues set out in Appendix 2.
- 3.4 A formal re-recognition event, involving the Re-recognition Panel and members of the partner organisation, will be held to finalise the consideration of all the issues. The resultant report will be confirmed by members of the Re-recognition Panel before being submitted to central authorities.
- 3.5 The report will be received by the Collaborative Provision Committee, which may or may not recommend re-recognition of the Partner Institution to the Teaching and Learning Committee.. The outcome of Teaching and Learning Committee's decision will be reported to Senate.

- 3.6 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.
- 3.7 All the costs related to the re-recognition will be borne by the Partner Institution.

#### **4. Memorandum of Agreement**

- 4.1 Recognition and re-recognition will be formalised in a Memorandum of Agreement. The Memorandum of Agreement will bind the institutions to the commitments in this procedure and, in particular, those areas detailed in Appendix 3. It enables both parties to fully understand their rights and responsibilities.
- 4.4 The Memorandum of Agreement and its associated annexes will require the approval of the Senate and/or Council (as appropriate) Teaching and Learning Committee. A standard template for each of these documents has been approved by these committees. Individual memoranda consistent with these templates may therefore be signed by the Registrar and Secretary and individual annexes by the Chair of Teaching and Learning Committee once recognition has been approved by Senate and Council.
- 4.5 The Memorandum of Agreement may be amended by agreement of the parties through the exercise of the appropriate authority on both sides.
- 4.6 The Memorandum of Agreement may be terminated by the agreement of the parties, through the exercise of appropriate authority on both sides, provided that the agreed period of notice is given and that satisfactory arrangements are made for existing students to complete their courses as set out in Annex 11 of the Memorandum of Agreement.
- 4.7 The Memorandum of Agreement will be withdrawn by the University, in whole or in part, if, after due investigation and discussion, it has become apparent to the Senate that academic standards are being significantly compromised by the conduct of the institution, provided that satisfactory arrangements are made for existing students to complete their courses.
- 4.8 The Memorandum of Agreement will state that in the event of the University withdrawing from a partnership arrangement and finding itself subject to enquiries from another UK Awarding Institution proposing to enter into a collaborative arrangement with the same Partner Institution it will, to the extent permitted by law and the contract(s) entered into with such a partner institution, make a frank disclosure to that UK Awarding Institution of any concerns that led to its withdrawal. The University would expect its Partner Institutions to do the same regarding any concerns about the University if approached by another Partner Institution considering collaborative activity with the University.

Latest version approved by TLC 16 November 2011  
Previous revisions approved by APSC :

26 September 2005  
1 December 2003  
18 June 2001  
4 December 2000  
14 June 1999  
1 March 1999  
15 January 1997

## **Recognition of a partner institution**

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.

### **1. Reputation and standing of the proposed partner**

The Panel must satisfy itself of the good standing of the prospective partner and of its capacity to fulfil its designated role in the arrangement<sup>1</sup>. Information and evidence which the prospective partner should provide should include (but not be restricted to):

- Information regarding the legal status of the institution
- 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

### **2. Compatible and complementary educational objectives with the University<sup>2</sup>**

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

### **3. Financial stability**

The Panel 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

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<sup>1</sup> QAA CoP Section 2: Precept 9

<sup>2</sup> QAA CoP Section 2: Precept 8

- HEFCE funded partners should provide audited accounts for the same period<sup>3</sup>

#### 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?
- 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?

#### 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?
- What are the opportunities for research and / or consultancy for staff?
- What are the equal opportunity and diversity policies\*

#### 6. **Appropriate resources to support higher education courses**

The Panel must assess the adequacy of the resources to deliver a high quality learning experience appropriate to higher education. The prospective partner should provide evidence to address the following issues:

- Are there appropriately qualified and experienced staff to deliver the existing and proposed portfolio?<sup>4 5</sup>

<sup>3</sup> QAA Cop Section 2: Precept 6

<sup>4</sup> QAA CoP Section 2: Precept 17

<sup>5</sup> The expectation is that any staff who contributes in a substantial way to the teaching on courses approved on a franchised or validated basis would normally be qualified to a level of at least one above the level at which they are teaching, or have attained recognition from a professional body, at an appropriate level.

- Under what form of contract are staff employed?
- What are the arrangements for induction, appraisal, promotion and staff development?<sup>6</sup>
- 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?<sup>7</sup>
- Is the Library and IT provision appropriate to HE for staff and students?
- Is there appropriate teaching and learning accommodation available?<sup>8</sup>
- What social facilities are there for HE students?
- What are the services in place for students in relation to welfare, counselling, CEIG (career education, information and guidance) and students with disabilities?
- What arrangements are in place for academic support and personal tutoring?
- Is there an overall strategy for the deployment of learning resources?<sup>9</sup>
- 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 :

- How the organisation has engaged with the QAA Code of practice for the assurance of academic quality and standards in higher education? Mapping documents indicating how institutional practices relate to the precepts of the Code of Practice should be provided.<sup>10</sup>
- What is the process for course and course approval?
- What are the annual monitoring procedures?
- What are the periodic review procedures?
- What are the processes for student evaluation?
- 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?

## 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\*

<sup>6</sup> QAA CoP Section 2: Precept 17

<sup>7</sup> QAA CoP Section 7: Appendix 3

<sup>8</sup> QAA CoP Section 7: Appendix 3

<sup>9</sup> QAA CoP Section 7: Appendix 3

<sup>10</sup> QAA CoP Section 2: Precept 15

- Grievance, harassment and disciplinary procedures for students\*
- Induction policy and procedures
- Complaints and appeals procedures\*
- 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 appropriate section of the QAA Code of Practice.

### **Rerecognition of a partner institution**

When the recognition period expires, a partner institution must undergo rerecognition in order to continue to deliver courses leading to awards of the University. The Rerecognition Panel must assess the partner's continued suitability to deliver courses leading to an award of the University. A further risk assessment must be carried out which will be based on a) the submission from the partner providing evidence and contextual evaluation addressing the issues set out below, b) documentary evidence including formal institutional policies 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.

#### **1. Reputation and standing of the proposed partner**

Unless there have been any major changes during the recognition period the partner will not have to provide information regarding legal status or capacity in law to contract with the University. However any information reinforcing reputation and standing should be submitted, including:

- Copies of external audits / reviews over the last three years

#### **2. Compatible and complementary educational objectives with the University<sup>11</sup>**

The Panel must establish whether the missions and educational objectives of the two institutions are compatible. The partner must provide information on the following, describing and evaluating changes that have occurred since the original recognition:

- 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

#### **3. Financial stability**

The Panel must determine whether the partner will continue to be financially stable during the proposed period of rerecognition. If accounts for all the previous years have been received and the University has not had concern over the financial stability during the partnership to date then a report on proposed developments and any anticipated changes to financing of the institution should be supplied. However the University reserves the right to request additional information should it be deemed prudent.

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<sup>11</sup> QAA CoP Section 2: Precept 8

#### **4. Effective management and administration systems**

The Panel must assess whether effective and accountable management systems and appropriate administrative infrastructures are in place to support the delivery of courses leading to the University's awards. The partner must provide information on the following, and describe and evaluate changes which have occurred since the original recognition:

- 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?
- 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?

#### **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 partner must provide information on the following, and describe and evaluate changes which have occurred since the original recognition.

- Is there a Teaching and Learning strategy and how has its implementation been monitored and evaluated?
- What are the opportunities for research and / or consultancy for staff?
- What are the equal opportunity and diversity policies\*

#### **6. Appropriate resources to support higher education courses**

The Panel must assess the adequacy of the resources to deliver a high quality learning experience appropriate to higher education. The partner must provide information on the following, and describe and evaluate changes which have occurred since the original recognition.

- Are there appropriately qualified and experienced staff to deliver the existing and proposed portfolio?<sup>12</sup>
- Under what form of contract are staff employed?
- What are the arrangements for induction, appraisal, promotion and staff development?<sup>13</sup>
- What arrangements are made for the training of staff new to teaching?

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<sup>12</sup> QAA CoP Section 2: Precept 17

<sup>13</sup> QAA CoP Section 2: Precept 17

- What are the grievance, harassment and disciplinary procedures for staff?
- Is there appropriate technical and administrative support available?<sup>14</sup>
- Is the Library and IT provision appropriate to HE for staff and students?
- Is there appropriate teaching and learning accommodation available?<sup>15</sup>
- What social facilities are there for HE students?
- What are the services in place for students in relation to welfare, counselling, CEIG (career education, information and guidance) and students with disabilities?
- What arrangements are in place for academic support and personal tutoring?
- Is there an overall strategy for the deployment of learning resources?<sup>16</sup>
- 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 partner must provide information on the following, and describe and evaluate changes which have occurred since the original recognition.

- How the organisation has engaged with the QAA Code of practice for the assurance of academic quality and standards in higher education? Mapping documents indicating how institutional practices relate to the precepts of the Code of Practice should be provided.<sup>17</sup>
- What is the process for course and course approval?
- What are the annual monitoring procedures?
- What are the periodic review procedures?
- What are the processes for student evaluation?
- 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?

## 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 partner must provide the following documents, and describe and evaluate changes which have occurred since the original recognition.

- 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\*

<sup>14</sup> QAA CoP Section 7: Appendix 3

<sup>15</sup> QAA CoP Section 7: Appendix 3

<sup>16</sup> QAA CoP Section 7: Appendix 3

<sup>17</sup> QAA CoP Section 2: Precept 15

- 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 appropriate section of the QAA Code of Practice.

## Partnership Procedures

### Validation and revalidation of taught courses at partner institutions

(See also Summary of Validation Procedures, page 91)

1. The University will validate courses only in institutions with which there is a Memorandum of Agreement. In the case of a new partnership it will be possible for institutional recognition and validation to proceed in parallel, but validation will be dependent on institutional recognition.
2. The Partner Institution will propose courses of study for approval by the University. Before doing so the institution will have satisfied itself as to any requirements that it makes in respect of demand from students and as to the resources required to run the course.
3. The Partner Institution will submit an Initial Proposal Form for New Courses to the University at least six months in advance of the anticipated date of the validation event. The completed form will be reviewed by the PVC Teaching and Learning. If approved for development, a stage 2 form will be completed, signed by the relevant Head of School at the University and submitted to the New Academic Courses sub-committee for scrutiny. The sub-group will be looking at the proposal in terms of synergy or conflict with the University's own academic plans. The submission may be a) approved or b) declined or c) returned to the Partner Institution for further development. No course can be validated that has the same title as a course already being delivered at the University.
4. Once outline approval has been granted a date for the validation event may be set. The Partner Institution will submit a full proposal in the form of a proposed course document at least six weeks in advance of the validation event. The document will have due regard to the content required in Appendix 1 (documentation required for the proposed courses).
5. The Collaborative Provision Committee will normally establish a Validating Panel in respect of each proposal, (which may comprise a single course or group of cognate courses), and specify the membership and conduct of such a committee, which will report to the Collaborative Provision Committee. The Validating Panel will be serviced formally and its membership will normally (but not exclusively) comprise:
  - a Pro-Vice-Chancellor, a senior faculty member of the relevant School or a member of the Collaborative Provision Committee (in the Chair)
  - a member of the Collaborative Provision Committee or the Teaching and Learning Committee
  - A member from the relevant School at the University (who would be a subject specialist)
  - a member external to both institutions
6. The Validating Panel will consider the proposal against the criteria listed in Appendix 1, and against any further criteria or conditions made known formally by accrediting bodies relevant to the proposal, during a formal event held at the Partner Institution. The Validating Panel will submit a report to the Collaborative Provision Committee. The Validating Panel may recommend to Collaborative Provision Committee:
  - (i) that the proposal should be approved without amendment, or

- (ii) that the proposal should be approved subject to specific conditions, including the dates by which they should be satisfied. (Note : until the conditions set have been satisfied students cannot be admitted to the course), or
- (iii) that the proposal should be approved under either (i) or (ii) above, with a recommendation that the originators consider certain matters on which a report back would be required; or
- (iv) reject the proposal with advice to its originators as to the reasons for doing so.

Collaborative Provision Committee will report its decision regarding the course to the Teaching and Learning Committee, or the School Teaching and Learning committee in the case of an associate partner.

7. The conclusions to the report of the Validating Panel will specify:
  - the title(s) of the award(s) and course(s) (as they will appear on certificates) including all exit awards (e.g. Cert HE/DipHE/BA (Hons) Business Studies);
  - the mode of study (e.g. full-time/part-time);
  - the year in which re-validation must take place;
  - the number of intakes to which validation applies;
  - the minimum and maximum periods of registration (which should allow for the possibility of students intermitting study)
  - any conditions of approval (which must be met within the agreed period of time and according to an agreed schedule of actions in order that the course may run);
  - any recommendations which the Partner Institution is asked to consider but is not required to act upon other than reporting whatever action is taken (together with justification);
8. Validation will be granted for a given period of time (a maximum of five years) after which the course must be re-validated if it is to continue.
9. For each course approved the University shall require a definitive course document to be lodged with the University's Partnership Office setting out the curriculum and arrangements for management of the course. The definitive document is the legally binding contract for each course. Therefore there must be no changes of any kind to the course as described in the definitive document without the prior approval of the University. Minor changes can be approved by Collaborative Provision Committee, but major changes may necessitate a revalidation event. The Partner Institution must ensure that the definitive document is amended according to any approved changes made and a copy of the revisions lodged with the Partnership Office.
10. The report of each validated course (together with the definitive documents) will be annexed to the Memorandum of Agreement.
11. The costs of validation will be borne by the Partner Institution.
12. The Partner Institution shall be responsible for the delivery of the approved course, within the terms of the agreement with the University and of the approved validation. The Partner Institution shall make an annual report to the Collaborative Provision Committee certifying that the course has been fully monitored according to procedures outlined in the Memorandum of Agreement.

13. Should a Partner Institution wish to withdraw or suspend a validated course, it must make a formal request to the Collaborative Provision Committee, which will agree, or otherwise, the withdrawal / suspension of the course and report to the Teaching and Learning Committee where final decision will lie. A course may only be suspended for a maximum two year period.
14. Courses approved through this process of validation are to be delivered by the institution only and under no circumstances is the provision to be sub-contracted to another institution through a separate agreement.
15. In the case of a joint award, where both institutions have degree awarding powers, a joint Validating Panel will be appointed comprising faculty from both institutions, as well as external representatives. Approval to deliver the course will have to be granted by both institutions. It will be agreed from the outset which will be the primary administering University with responsibility for admissions and registration process, the collection of fees, monitoring of students in debt, the conduct of examinations and assessments, the maintenance of student records and archives, the provision of transcripts, certificates and formal references, the conduct of student complaints and appeals, the administration of the appointment and remuneration of external examiners and the conduct of annual monitoring of courses/courses.

Latest version approved by TLC on 16 November 2011

Previous revisions approved by APSC :

26 September 2005  
1 December 2003  
18 June 2001  
4 December 2000  
14 June 1999  
1 March 1999  
15 January 1997

## **Documentation required for proposed courses**

It is suggested that two separate documents are presented to the University to inform the validation process. The first will contain the institution-wide policies and procedures that would be the same for all courses considered for validation. The second document will contain the course-relevant information and documentation. All procedures and regulations must take account of the appropriate sections of the QAA Code of Practice for the assurance of academic quality and standards in higher education.

### **1. Generic documentation**

To include

- Admissions policies and selection processes
- Assessment regulations including
  - the policy on anonymous marking, arrangements for double marking or other forms of verification
  - proportion of work seen by external examiners
  - the policy and procedure for addressing mitigating circumstances
  - the policy and procedure for addressing late submissions
  - the terms of reference and composition of the examination board, including the minimum number of external examiners
  - the requirements for progression from one stage of the course to the next
  - arrangements for compensation and condonement
  - arrangements for intermission
  - 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 effects upon credit
  - award criteria
  - the policy and procedures for dealing with plagiarism, collusion and misconduct
- Procedures for the nomination and operation of external examiners
- Teaching and Learning policy
- Annual monitoring procedures
- Procedures for evaluations by students of courses and courses
- Complaints and appeals procedures
- Arrangements for academic support and personal tutoring
- Arrangements for oversight and formal monitoring of student progress
- Pastoral and welfare arrangements

## 2. Course documentation

### 2.1 *Background information and course development*

- Background to the proposal: the rationale and reasons for introducing the course, the relationship to the institution's plans, how it differs from and complements existing or related courses.
- A statement of the target market and details of market research and consultation with employers, prospective students and relevant professional bodies: assessment of the demand for the course and competition by other providers.
- Target and minimum and maximum student numbers for recruitment in each year, pathway and mode for the period of proposed validation.
- If the proposed course is replacing an existing course, include details of consultations with students over the change.
- Details of course management arrangements.
- 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.

### 2.2 *Curriculum*

An explanation of the curriculum framework where this leads to a number of exit point and awards. A discussion of the curriculum content, its coherence, breadth, depth and progression. The relationship between the compulsory and optional elements and the balance of teaching, learning and assessment needs.

### 2.3 *Course specification (see template on page 20)*

- The awards and FHEQ level
- The aims and learning outcomes of the course(s), stating how the outcomes meet the Framework for Higher Education Qualifications descriptors for the relevant awards.
- Core structure diagram, showing the order of courses, when they will be taken and a rationale for the order. Core and optional units and the credit volume and level of each component.
- A 'curriculum map' showing the outcomes of courses of study against the intended learning outcomes of the course as a whole.
- An explanation as to how the course design and development has taken account of any relevant subject benchmark statements. It is suggested that core benchmark statements are listed together with reflective statements on how the course or its outcomes are aligned to these.
- Details of all the elements assessed, the assessment mode and timing
- Minimum and maximum periods within which a student must complete the course and associated assessment, including resits. Any provision for deferment.

- Relationship or articulation of the course with existing internal or external courses, eg top up from foundation degree. Details of any bridging units or special induction arrangements.
- Arrangements for practical experience and work placements.

*Note: course specifications are the minimum level of information that prospective and registered students should have in relation to a course and therefore must be approved for publication to students<sup>1</sup>. Further information on course specifications can be found at the QAA website*

*<http://www.qaa.ac.uk/AssuringStandardsAndQuality/AcademicInfrastructure/Pages/default.aspx>*

#### 2.4 *Teaching and learning strategies*

- Details of strategies for delivering the course, achieving the intended outcomes and facilitating or supporting the students' learning and progression.
- Details of any placements, trips or visits, including specific aims and learning outcomes, criteria and approval processes for suitable placements, responsibility for finding and arranging placement, and supervision arrangements.
- Arrangements for preparing and supervising students undertaking dissertations or projects.
- Responsibilities of students.

#### 2.5 *Assessment*

- Details of the assessment strategy, including how the methods will assess the outcomes of the course and the philosophy guiding the selection of methods.
- Assessment criteria and their relationship to learning outcomes
- The pass mark for all units.
- Progression requirements for students to proceed to subsequent stages of the course.
- Assessment weightings for the overall scheme and within specific units.
- Deadlines for submission of work.
- Specification of which elements must be passed to obtain the award and specification of any elements which cannot be the subject of compensation or failure.
- Any course specific criteria for the award.
- Use of formative and diagnostic assessment.
- Mechanisms for provision of feedback to students on assessed work including format, standards and timescale.

#### 2.6 *Course (modules/unit) outlines*

Each outline should contain details of:

- Aims and rationale
- Indicative content
- Specific learning outcomes
- Prerequisite course courses or specified knowledge

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<sup>1</sup> QAA CoP Section 2: Precept 25

- Credit value and level
- Teaching staff associated with each course
- Teaching and learning methods
- Formative assessment / course work requirements
- Summative assessment methods, including weightings of multiple elements, mapped to course learning outcomes
- Any unit-specific assessment criteria
- List of essential and recommended reading and resources including IT

## 2.7 *Admissions*

- Entry requirements including admissions criteria for the course, taking account of the abilities, aptitudes, skills, qualifications and experiences which would indicate potential to succeed on the course and how these might be demonstrated.
- Any requirements of statutory or regulatory bodies, such as medical or criminal record checks.
- Admission by AP(E)L.

## 2.8 *Staffing*

- A discussion of the human resources required to deliver the course.
- List of the proposed staff who will manage or teach on the course, including details of vacant posts. The list should note the proposed responsibilities for each staff member (for example: course leader) and whether full or part time, permanent or sessional staff. Where staff have commitments to other courses, these should be specified and quantified.
- Curriculum vitae for each of the teaching staff.
- Projected staff development needs.

## 2.9 *Learning and other resources*

- A discussion of the resource requirements for the course, including:
  - Details of library resources necessary to support the course (specific book, journal and media acquisitions)
  - Details of relevant multimedia, information technology and computing resources necessary for the course
  - Teaching accommodation
  - Workshop, laboratory or studio space and any other specialist teaching resources or accommodation available to support the course
  - Equipment needs

The discussion should indicate whether existing resources are expected to be adequate or whether new resources will be required to run the course and how these are to be secured.

### Proposed course documentation for revalidation

A course revalidation may include substantial change to the structure and content of the course, new pathways and the addition of new courses.

Information required for the revalidation will fall into three categories 1) a reflective and evaluative review of the course as it has been delivered to date 2) the changes the partner wishes to make to the course and 3) revised course information and supporting documentation.

1. Reflective review of the course should include:
  - Assessment of the quality of the course in operation as demonstrated, for example, by student achievement
  - External examiner reports for the period of validation, University comments on them and responses sent to external examiners
  - The results of evaluations of the course by students over the period of validation and subsequent action taken by the partner
  - The institution's responses to the University's commentaries on annual reports
  - The rationale for any modifications that have been made to the course since validation
  - Reports from employers
  - External developments which may have affected the course
  - 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, wastage rates, progression, first destination data and analysis and discussion on the data.
  - Problems encountered in delivering the course as originally planned and strategies that have been used to overcome the problem
  - The strengths and weaknesses of the course as perceived by staff, students and external examiners
  - Identified shortfalls in the provision of resources and methods by which these might be overcome.
  - The need for further staff development in particular areas and how this will be addressed.
  - Any external review reports and responses to them.
  - A review of course management
  
2. Information regarding the changes should include:
  - Summary of proposed modifications to the course with the background and rationale for any changes and where appropriate examples of student work.
  
3. Revised course information
  - 3.1 *Generic documentation*

To include:

    - Admissions policies and selection processes
    - Assessment regulations including

- the policy on anonymous marking, arrangements for double marking or other forms of verification
- proportion of work seen by external examiners
- the policy and procedure for addressing mitigating circumstances
- the policy and procedure for addressing late submissions
- the terms of reference and composition of the examination board, including the minimum number of external examiners
- the requirements for progression from one stage of the course to the next
- arrangements for compensation and condonement
- arrangements for intermission
- 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 effects upon credit
- award criteria
- the policy and procedures for dealing with plagiarism, collusion and misconduct
- Procedures for the nomination and operation of external examiners
- Teaching and Learning policy
- Annual monitoring procedures
- Procedures for evaluations by students of courses and courses
- Complaints and appeals procedures
- Arrangements for academic support and personal tutoring
- Arrangements for oversight and formal monitoring of student progress
- Pastoral and welfare arrangements

### 3.2 *Course specification*

- The award(s) and FHEQ level
- The aims and learning outcomes of the course(s), stating how the outcomes meet the Framework for Higher Education Qualifications descriptors for the relevant awards.
- Core structure diagram, showing the order of courses, when they will be taken and a rationale for the order. Core and optional units and the credit volume and level of each component.
- A 'curriculum map' showing the outcomes of courses of study against the intended learning outcomes of the course as a whole.
- An explanation as to how the course design and development has taken account of any relevant subject benchmark statements. It is suggested that core benchmark statements are listed together with reflective statements on how the course or its outcomes are aligned to these.
- Details of all the elements assessed, the assessment mode and timing
- Minimum and maximum periods within which a student must complete the course and associated assessment, including resits. Any provision for deferment.
- Relationship or articulation of the course with existing internal or external courses, eg top up from foundation degree. Details of any bridging units or special induction arrangements.
- Arrangements for practical experience and work placements.

**Note:** course specifications are the minimum level of information that prospective and registered students should have in relation to a course and therefore must be approved for publication to students<sup>2</sup>. Further information on course specifications can be found at the QAA website <http://www.qaa.ac.uk/AssuringStandardsAndQuality/AcademicInfrastructure/Pages/default.aspx>

### 3.3 Teaching and learning strategies

- Details of strategies for delivering the course, achieving the intended outcomes and facilitating or supporting the students' learning and progression.
- Details of any placements, trips or visits, including specific aims and learning outcomes, criteria and approval processes for suitable placements, responsibility for finding and arranging placement, and supervision arrangements.
- Arrangements for preparing and supervising students undertaking dissertations or projects
- Responsibilities of students

### 3.4 Assessment

- Details of the assessment strategy, including how the methods will assess the outcomes of the course and the philosophy guiding the selection of methods.
- Assessment criteria and their relationship to learning outcomes
- The pass mark for all units
- Progression requirements for students to proceed to subsequent stages of the course
- Assessment weightings for the overall scheme and within specific units
- Deadlines for submission of work
- Specification of which elements must be passed to obtain the award and specification of any elements which cannot be the subject of compensation or failure
- Any course specific criteria for the award
- Use of formative and diagnostic assessment
- Mechanisms for provision of feedback to students on assessed work including format, standards and timescale

### 3.5 Course outlines

Each outline should contain details of:

- Aims
- Indicative content
- Specific learning outcomes
- Pre-requisite course courses or specified knowledge
- Credit value and level
- Teaching staff associated with each course
- Teaching and learning methods

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<sup>2</sup> QAA CoP Section 2: Precept 25

- Formative assessment / course work requirements
- Summative assessment methods, including weightings of multiple elements
- Any unit specific assessment criteria
- List of essential and recommended reading and resources including IT

### 3.6 *Admissions*

- Entry requirements including admissions criteria for the course, taking account of the abilities, aptitudes, skills, qualifications and experiences which would indicate potential to succeed on the course and how these might be demonstrated.
- Any requirements of statutory or regulatory bodies, such as medical or criminal record checks.
- Admission by AP(E)L.

### 3.7 *Staffing*

- A discussion of the human resources required to deliver the course.
- List of the proposed staff who will manage or teach on the course, including details of vacant posts. The list should note the proposed responsibilities for each staff member (for example: course leader) and whether full or part time, permanent or sessional staff. Where staff have commitments to other courses these should be specified and quantified.
- Curriculum vitae for each of the teaching staff.
- Projected staff development needs.

### 3.8 *Learning and other resources*

- A discussion of the resource requirements for the course, including:
  - Details of library resources necessary to support the course (specific book, journal and media acquisitions)
  - Details of relevant multimedia, information technology and computing resources necessary for the course
  - Teaching accommodation
  - Workshop, laboratory or studio space and any other specialist teaching resources or accommodation available to support the course
  - Equipment needs

The discussion should indicate whether existing resources are expected to be adequate or whether new resources will be required to run the course and how these are to be secured.

## Publicity material and information for students

The Partnership Office is responsible for ensuring the correct use of the University's name and logo in publicity and related material for our franchised and validated courses (please see your Memorandum of Agreement). This includes monitoring of websites. In line with the QAA Code of Practice, it is also the responsibility of the University to monitor the information given to prospective students and those registered on collaborative courses.

### **It is important to ensure that prospectuses and other materials are sent to the Partnership Office for checking in advance of any deadlines you may have to meet.**

We aim to ensure that material is checked within 10 working days of receipt. Please also ensure you send us copies of material once published. Copies of all information given to prospective students and those registered on validated courses (including handbooks) should be sent to the Partnership Office. Partners should note that the minimum level of information that prospective and registered students should have about a collaborative course is the course specification approved by the University at the time of validation (incorporating any approved amendments).

If you have a query on using the University's logo or the correct wording on websites, in prospectus entries and other publicity material, please contact the Partnership Office.

### **Key Information Sets (KIS)**

You are no doubt aware that from September 2012 universities and colleges will be required to publish the following information on their web sites –

- Student satisfaction data
- Course information data
- Employment and salary data
- Accommodation costs
- Financial information, such as fees
- Student union information

There will need to be a KIS for all undergraduate courses (including part-time) planned for 2013-14, on which students at HEIs are registered, or which are run through private providers who subscribe to the QAA. Undergraduate courses taught through further education colleges will also require a KIS. The only exceptions are short courses (one year full-time equivalent or less), postgraduate courses, those delivered wholly overseas, and closed courses.

## Recognition Procedures: A Summary for Partner Institutions

*Please note:* these are informal guidelines – the formal regulations governing recognition of an institution as a partner affiliated to the University of Sussex (Partnership Procedures) can be found from page 57 onwards. The process of becoming a recognised partner of the University can take up to one academic year.

1. The Vice-Chancellor's Executive Group (VCEG) must first give approval that the University can proceed with the process of due diligence before formal proceedings begin. To reach this stage there will have been a number of informal meetings between the two institutions culminating in a report by the Partnership Office with supporting documentation from the proposed partner, setting out the business case for the partnership proposal.
2. Once initial approval has been granted by VCEG the formal recognition procedure can be scheduled. The formal 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.
3. The first step is to agree the date for the formal recognition event (at least four months in advance) The Partnership Office (PO) will then assemble a Recognition Panel for approval by the University's Teaching and Learning Committee. The Panel is normally made up as follows:
  - Chaired by a Pro-Vice-Chancellor (or someone with previous PVC experience nominated by the Chair of the University Teaching and Learning Committee).
  - A senior member of academic faculty with current or recent experience of heading a School.
  - A member of Collaborative Provision Committee.
  - A senior member of the Professional Services (nominated by the Academic Registrar).
  - Usually a member external to both institutions.

We need your nomination for the external at least eight weeks before the event. We are happy to discuss the nomination with you in advance to ensure that the person selected will meet the approval of the University's Teaching and Learning Committee. Nomination forms are available from the PO. We ask for a rationale (in perhaps two or three sentences) for the assessor's appointment on the form and a full CV. We also need contact details including an email address.

4. **Six weeks before the event**
  - The documentation must be received by the PO a minimum of six weeks before the event. This constitutes documentary evidence and a contextual evaluation addressing the issues set out in Appendix 1 of the Partnership Procedures (page 63). The submission should follow the format of this appendix. The PO is happy to discuss the structure of the portfolio to be presented and the content before submission. A copy will be required for each member of the Panel, plus three extra copies.
  - We send a checklist summarising everything we need and the date these items are required – this will include –

- A full list of participants from your side (including name, titles and job titles). Please provide name plates on the day for your participants as well as the University's Panel.
- Any information that may be useful 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. We find that 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.

## 5. **One to two weeks before the event**

- We arrange an internal briefing meeting for the Panel (the external does not attend but is invited to contribute any comments in writing) where areas of investigation are identified. We then collate the points raised into a document which forms the basis for the event's agenda. The briefing meeting is usually held a couple of weeks before the event, in practice this means that the agenda document should reach you a few days before the event. We do try to get it to you as soon as possible. Please note that the Panel will almost certainly raise other issues on the day - discussion is not restricted to those identified in the document sent prior to the event.
- We draft a timetable for the event, agree it with the Chair and then send to you for your agreement.
- We send the definitive participant list to you, which will include the Panel and additional members from the University, as well as all those expected from the proposed partner.

## 6. **After the event**

- We endeavour to write to you within one week of the event stating formally the Panel's conclusions including any conditions set and recommendations with a deadline for responses.
- A full report is written by the PO, on behalf of the Panel, which we try to complete within four to six weeks after the event depending on workload. The report will be sent to you for comments on factual accuracy. The Chair will approve the report and any changes must be approved by the Chair. You will receive copies of the definitive report.
- The report will be received by Collaborative Provision Committee, which will recommend approval to the University Teaching and Learning Committee as appropriate. Once approved by UTLC, the partnership will be reported to 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.

## 7. **Responses to conditions**

You will be asked to respond to conditions by a certain date. Your responses should be in a form that is clear and easy to read and check and all changes must be tracked – kindly submit in both hard copy and electronic format. A good format is to

place all conditions within a grid and respond to each in turn. The PO is happy to discuss format with you prior to submission.

We may liaise with you over your responses and ask for further information until all members of the Panel are satisfied. We then write to confirm that the partnership is approved and advise the period of recognition, after which time it will be necessary to undergo a rerecognition process. The rerecognition event follows similar lines to the initial recognition.

#### 8. **Changes**

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

## Staff at Partner Institutions

### 1. 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. The level of qualification expected for teaching staff on validated and franchised courses at partner institutions is that staff would normally be qualified to a level of at least one above the level at which they were teaching, or have attained recognition from a professional body at an appropriate level.

### 2. Staff Changes

As part of the validation process, details of teaching staff and course leaders are supplied by partner institutions along with CVs for the consideration of the Validation Panel. These details and CVs are kept on file as part of the course's definitive documentation.

Additionally, current lists of teaching staff by course need to be supplied on an annual basis, along with CVs for any new staff. Please see page 4 for the level of detail required. These need to be received before the beginning of each academic year.

When teaching staff changes occur, it is important that the Partnership Office is notified of these changes and that CVs of new members of staff are provided. Additionally, where staff members gain additional qualifications we should be notified of this in the form of an updated CV.

We do not require you to resubmit updated CVs for all staff for each academic year. However, where these are becoming generally outdated, we may ask you to submit an updated set.

### Staff development opportunities

#### 4. Postgraduate Certificate in Teaching and Learning in Higher Education

The PG Certificate in Teaching and Learning in HE is delivered by the University's Teaching and Learning Development Unit (TLDU, contact Gill Johnston, telephone number 01273 873571). It is aimed primarily at staff of the University. However, TLDU is happy to discuss the requirements of partners.

#### 5. Fellow of the Higher Education Academy Pathway

This is a flexible blended learning course to prepare and support experienced and qualified teachers, in the University of Sussex's partner institutions, who teach on HE courses. The course leads to the recently accredited Fellowship of the Higher Education Pathway at the University of Sussex. It will provide –

- structured opportunities for experienced colleagues in partner institutions to undertake development activities relevant to their HE teaching specifically;
- support for them in the preparation of an application for Fellowship.

Please contact Gill Johnston (details above) for further information.

**7. Staff Development Unit (SDU)**

The Staff Development Unit at the University of Sussex provides regular staff development events open to all faculty and staff. The annual course of courses on offer is available via <http://www.sussex.ac.uk/staffdevelopment>.

There is a charge of £70 per head for a full-day course and £50 for a half-day course. You can either book through the Partnership Office or directly with the Staff Development Unit.

**8. Teaching and Learning Development Unit**

The TLDU web site is an excellent source of information and ideas regarding all aspects of teaching and learning which we suggest you refer your faculty members to. There are also some excellent pages on study skills that your students will find helpful.

<http://www.sussex.ac.uk/tldu/index>

If there is something you would like to discuss regarding HE curriculum development, a member of staff at TLDU will be pleased to talk to you.

**9. Partner Network Days**

Please see entry on page 56.

## Steering Groups

Normally, the University and Partner institutions meet annually to discuss strategic matters, chaired by a senior member of Sussex staff.

Minutes from Steering Group meetings are received by the Collaborative Provision Committee - as Steering Groups are sub-committees of CPC.

The main objective of the Steering Group 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”. The terms of reference, unless agreed otherwise, are as follows:

- To discuss strategic developments within both institutions that may have a bearing on the relationship;
- To communicate developments within the HE environment that will affect the institutions and any consequent procedural changes, discussing any implications for the maintenance of quality and standards of the collaborative provision;
- To discuss any reports / reviews from external agencies and professional bodies and identify actions to be taken by both organisations;
- To discuss academic linkages, current provision, proposed changes and developments and the sharing of good practice with a view to enhancement of academic quality;
- To discuss progress in the fulfilment of conditions and recommendations resulting from recognition, rerecognition or validation of courses.

These meetings will be supported by operational meetings attended by officers from the University and partner institution staff where day-to-day business can be dealt with. Some partnership arrangements may differ.

## Student Numbers

We are required to gather information of the number of students on courses validated by the University. This data is collected as at the census date of 1 December each year\*. We ask that we receive this by the end of December or in early January. It should be supplied:

- by course
- stating the number of students who are full and part-time.

This data activates the pro rata annual fee payment to the University (see page 46 for payment bands for 2012/13).

We would ask that you also provide all the names of students registered on Sussex validated courses, by course and year, as well as an annual student/staff ratio.

\* unless an alternative date has been agreed with the Partnership Office

## Student Representatives

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

## Term Dates - University

We will work with you to arrange dates for your examination boards, graduation ceremonies etc. You may find it helpful to know that from 2012-13, the University has approved changes to the structure of the Academic Year as follows:

	2012-13	2013-14	2014-15
<b>Autumn Term</b>			
UG induction week starts (on Saturday)	15-Sep-12	14-Sep-13	13-Sep-14
Teaching starts (on Thursday)	20-Sep-12	19-Sep-13	18-Sep-14
Teaching finishes (on Wednesday)	12-Dec-12	11-Dec-13	10-Dec-14
<b>Spring Term</b>			
Mid-year assessment period starts	09-Jan-13	08-Jan-14	07-Jan-15
Mid-year assessment period ends	18-Jan-13	17-Jan-14	16-Jan-15
Teaching Starts	21-Jan-13	20-Jan-14	19-Jan-15
Teaching Finishes	19-Apr-13	11-Apr-14	17-Apr-15
<b>Summer Term</b>			
Year-end assessment period starts	13-May-13	12-May-14	11-May-15
Year-end assessment period ends	14-Jun-13	13-Jun-14	12-Jun-15

<http://www.sussex.ac.uk/governance/1-3-5.html>

## Validation Procedures: A Summary for Partner Institutions

Note that these are informal guidelines; full details of the University's requirements for the validation of courses are contained within the Partnership Procedures. See page 71 onwards.

All courses have to be approved in outline before development can begin by the University. Partners are asked to request an outline proposal form from the PO, complete the form and return it to the PO. The Pro-Vice-Chancellor Teaching and Learning will consider the outline proposal and approve or not. If the outline is approved then a stage 2 form needs to be completed, which will need to be approved by the Head of School with closest synergy to the curriculum content, before being submitted to the New Academic Courses sub-committee. The sub-committee will be looking at the proposal in terms of synergy or conflict with the University's own academic plans. If the proposal is approved then a validation schedule needs to be agreed with the PO>

### Once a date is fixed

#### *External Assessor*

We will ask you for a nomination (or several, if appropriate) for an external assessor to the event. Please be aware that it can take some time to track down suitable external assessors. You may want to progress this before the date is fixed. We need the nomination at least **eight weeks** before the event as we have to ensure that the nominee is suitable and agree the appointment with the Chair of the Collaborative Provision Committee (CPC). There are guidelines for suitability of external assessors appended to this document (Appendix 2). We then need to make a formal appointment, check contact details, etc. Nominations should be on the appropriate form; copies can be received from the Partnership Office upon request.

We ask for a rationale (in perhaps two or three sentences) for the assessor's appointment on the form plus a full CV. We also ask for the appropriate contact details (for instance, some assessors prefer to have documentation sent to their home addresses) and an email address. Forms should be signed and sent in the post (we are unable to accept electronic signatures).

#### *Validation Panel*

We will, in the meantime, put together a Validation Panel comprising:

- The Chair (a Pro-Vice-Chancellor or member of Collaborative Provision Committee)
- An internal (usually University) subject specialist
- A member of the University Collaborative Provision Committee or Teaching and Learning Committee
- An external assessor nominated by you; sometimes more than one.

We will write to you and all members confirming the composition of the Panel.

## **Six weeks in advance of the event**

### *Validation documentation*

Validation documents should be received by the Partnership Office six (or more) weeks in advance of the event. These should follow the format of the relevant appendix within the Partnership Procedures, be printed double-sided, preferably in a loose-leaf file format. We ask for one set for each person attending the event plus three spare sets.

### *Requirements for the day*

We send you a checklist summarising everything we need and the dates these items are required. This will include:

- A full list of partner institution participants on the day, including name titles and job titles. Please provide table name plates on the day (including the Sussex panel).
- Any other partner institution information to be available on the day – this might include student handbooks, for instance.
- We will also relay any dietary requirements for the lunch we ask you to provide. Lunch is usually taken with current students<sup>1</sup>, and we use the opportunity to speak with them. An informal buffet usually works best.

## **One-two weeks before the event**

### *Internal briefing meeting*

We have an internal briefing meeting where we discuss areas of investigation (the external assessor does not attend this but is asked to contribute in writing). We then collate the points raised by the Panel into a document that forms the basis for the event's agenda. As our briefing meeting is usually held one to two weeks before the event, in practice this means the document should reach you a few days before the event. We do try to get it to you as soon as possible. Please note that the Panel will almost certainly raise other issues for discussion on the day, not solely those listed in this document.

We draft a timetable for the event and agree this with the Chair of the event at the briefing meeting and then with you.

### *List of participants*

We create a full list of participants (Panel, partner institution, and additional participants) and send this to all members of the Panel and a copy to you.

## **Immediately after the event**

We endeavour to write to you within a fortnight to summarise the event and to state formally any conditions set and recommendations made by the Panel at the event.

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<sup>1</sup> Students should not include any members of staff, even if they are students on a Sussex-validated course.

## Later

### *Report*

We send you a draft report for feedback on factual accuracy. We also send the draft to Panel members and receive their feedback. Any changes need to be agreed by the Chair of the Panel. The definitive report is then issued. We hope to release this within six weeks of the event though it may take longer depending on our workload.

We take this report to Collaborative Provision Committee, the body within the University responsible for approval of new validated courses. The Committee considers the validation on the basis of the report submitted. Provisional approval may be given before conditions are satisfied; in this case, once conditions are satisfied this is also reported back to the same committee. Once this process is completed, the course is formally approved subject to satisfaction of any outstanding conditions.

### **Responses to conditions**

We ask you to respond to any conditions by a stated deadline. Your response should be in a form that is easy to check. **We are only able to accept reworked documentation where tracked changes indicate any revisions.** The reworked documents should be accompanied by a summary document which sets out how each condition has been met, to include a written synopsis and reference (page numbers etc) to where the changes can be found in the reworked document.

We also ask you to consider and respond to any recommendations set by the Panel.

We may liaise with you over your responses and ask for further information until all members of the Validation Panel are satisfied. We then seek approval from the Chair of the Validation Panel and write to confirm that all conditions have been satisfactorily met and the course is validated for delivery at the site indicated in the report.

### **Submission of definitive documents**

We ask you to submit an amended definitive document incorporating the changes made as a result of conditions set and recommendations made by the Validation Panel. We set a deadline for receipt of these.

### **Dissemination of changes to policy and procedures**

Please remember that staff will need to be informed of any changes to policy and procedures that have been agreed following recognition or validation events.

### **Changes to validated courses**

Please note that once validated, courses must be run in the form in which they were validated. The definitive document forms the contract between the University and you. Any changes to courses such as

- change of title;
- changes to units;
- changes to assessment;
- changes to modes of delivery;
- changes to the terms in which courses are delivered, etc;

must first be agreed with the University. If they are minor, we may be able to secure approval for them through Collaborative Provision Committee (see page 52). More substantial changes may necessitate revalidation of the course , though this *could* be paper-based (not requiring an additional event).

a) Summary of items we need from you before/at the event

Item	Deadline
Agreed schedule of validations for the forthcoming academic year	Six months before the event
Nomination forms and CVs for all external assessors	At least eight weeks before the event
Full course documentation. This is set out in Appendix 1 to the Partnership Procedures – validation and revalidation of taught courses. We need one set for each member of the Validation Panel plus, usually, three spare sets for others attending such as the secretary and others internally. We will advise you of numbers required. Please see notes (Appendix 5 of this document) for guidelines on putting together documentation.	At least six weeks in advance of the event.
A full list of partner participants on the day including name titles and job titles.	Six weeks in advance of the event, with the course documentation, as this is sent out to the Validation Panel at that stage.
Partner information to be available for reference; anything that might be useful such as student handbooks.	On the day.
Name plates for each participant.	On the day.
A sandwich/buffet lunch tailored to participants' dietary requirements (we will inform you of these).	On the day.

b) Summary of items we need from you after the event

After the event, please send us as soon as possible:

- a written summary of the resources we have seen during the tour. This does not need to be too detailed – one sheet of A4 is usually fine;
- copies of any presentation notes, such as PowerPoint slides, if these are easily available.

These items help us to write an accurate report.

### Guidelines for nomination of external assessors

The external assessor of the Validation Panel is usually an expert from the field in which the course is based. The external assessor has a particular responsibility for ensuring that the quality and standards of the course is comparable with those offered throughout UK Higher Education and, for this reason, he/she is normally drawn from another higher education institution. However, in the case of vocational courses, it may be necessary to involve a second external assessor drawn from the relevant profession (see below).

The criteria for external assessors at validation events is similar to that for external examiners. This means that the external assessor should be a practising academic with the following characteristics:

- sufficient expertise and experience in discipline-specific matters;
- supportive of the exercise of making objective, impartial and independent judgements about awards made by the University;
- independence, i.e. not associated with the University or partner institution.

Full criteria for the appointment of external examiners are available at:  
<http://www.sussex.ac.uk/academicoffice/services/externalexaminingoftaughtprogrammes>  
- *Handbook on the Policy and Procedures for the External Examining of Taught Courses*

Note that:

- Industry practitioners with specialist experience, or other experts in the relevant field, are also acceptable as external assessors but **only if they are additional to a practising academic as detailed above**. Thus it is acceptable to have two or more external assessors at a validation event for one course. However, we only *require* one academic for each subject area.
- **Former members of staff and former students** should not be invited to become external assessors until at least five years after their staff appointment/student registration has ended.
- Sessional tutors and those with similar links to courses at the partner institution are also excluded.

The Partnership Office will require both a CV and a form for the appointment of the external assessor well before the event (at least eight weeks).

External assessors are asked to prepare for the event and to read and comment on documentation after the event. Payment for post-event work is considered to be included within the overall fee.

## Roles of members of the Validation Panel

### **The Chair**

The role of the Chair is to regulate the conduct of the event. The Chair will open proceedings by introducing members of the Panel and explaining the purpose of the event. Throughout the event, the Chair will seek to ensure that different points of view are given a fair hearing whilst, at the same time, ensuring that the schedule is adhered to and that discussions are brought to a close within the time allotted. Towards the end of the event, the Validation Panel will hold a private meeting to consider its conclusions, which the Chair will then present, orally, to the full forum.

### **The Member of the Collaborative Provision Committee**

Whilst it is incumbent upon all members of the Validation Panel to ensure the course of study is of an appropriate quality and standard to lead to an award of the University, where applicable, the member of the University's Collaborative Provision Committee has a particular responsibility to ensure the course is consistent with University principles in areas such as admissions, progression, assessment, the award of credit and arrangements for quality assurance. Whilst the proposal should be consistent with University *principles* in these areas, University *practice* may be inappropriate for the affiliated institution concerned.

### **The Internal Subject Specialist**

The subject specialist pays particular attention to the appropriateness and contemporaneity of the proposed curriculum and the resources available to support it.

Subject specialists are usually drawn from University faculty except where the course proposed for validation is in an area outside the University's expertise. In such cases, the University will appoint a subject specialist who is external to both institutions. This is in addition to the external member of the Panel.

### **The External Assessor**

Like the subject specialist, the external member of the Validation Panel is an expert from the field in which the course is based. The external assessor has a particular responsibility for ensuring that the quality and standards of the course are comparable with those offered throughout UK Higher Education and, for this reason, he/she is normally drawn from another higher education institution.

### Guidelines for drawing up documentation

Multiple copies of all documentation are required at least six weeks before the event. As you will be aware, Panel members are busy people and cannot always find time to read documentation sent later than this. This deadline assumes that the documentation is in a state ready to be sent out to members of the Validation Panel. If you are in doubt about how to draw up the documentation, or would like us to look over it before final submission, we would be pleased to advise. This would clearly involve a longer lead time.

Note that required content for course proposals is to be found within Appendix 2 of the Partnership Procedures – validation and revalidation of taught courses (see page 77). All documentation for courses submitted for validation must be consistent with this. You may find it useful to consult the University's regulations, such as the framework for taught awards, which can be found via:

<http://www.sussex.ac.uk/academicoffice>

We would also point out that on every Validation Panel there are members who have little or no background knowledge of your institution. As such, it is essential that you write the documentation assuming no prior knowledge of your institution or courses (and also have to hand on the day copies of additional relevant documentation, such as student handbooks). Please also note that documentation for each course needs to be self-contained and to include CVs for teaching staff, all relevant institutional policies on regulatory matters, and so on. This information should be derived from existing documents. If more convenient, handbooks on academic regulations can be supplied, provided that the substantive document cross-refers to the relevant paragraphs so that the Validation Panel can navigate its way to all relevant information. Bear in mind that, at events where a number of courses are being validated, some external assessors receive only parts of the documentation relevant to particular courses and you cannot, therefore, assume that a policy stated in the document for one course will be available to all Panel members. Where documents are drawn up according to the Partnership Procedures, as stated above, and where each course's documentation stands alone as a complete document, then the Validation Panel will have all the information it needs prior to the event.

## Web Resources

The University web pages contain many useful resources. Much of our documentation is available online or can be emailed to you.

A **useful starting point** for surfing our pages is the A-Z index at:

<http://www.sussex.ac.uk/a>

Locate the A-Z via the University home page at:

<http://www.sussex.ac.uk>

The **Partnership Office** web pages are at:

<http://www.sussex.ac.uk/partnershipoffice>

These pages contain partnership policies as well as other relevant information, including an FAQ section aimed at students:

<http://www.sussex.ac.uk/partnershipoffice/students/faq>

The **Academic Office** can be found here:

<http://www.sussex.ac.uk/academicoffice>

These pages contain University policies that may provide a useful reference point when framing your own. They also contain those policies that apply to both the University and partner institutions, such as those concerning the Academic Framework and external examiners.

Other useful resources:

### **Quality Assurance Agency**

<http://www.qaa.ac.uk>

### **Higher Education Funding Council (HEFCE)**

<http://www.hefce.ac.uk>

### **UK Border Agency/Studying in the UK**

<http://www.ukba.homeoffice.gov.uk/visas-immigration/studying>

## **Withdrawal or Suspension of a Course**

### **1. *Withdrawal of a course***

- 1.1 Any proposal for the withdrawal of a course must be submitted to Collaborative Provision Committee, where the Committee will either decline the proposal or approve the withdrawal.
- 1.2 The partner institution must honour commitments to students to whom it has already offered places on a course and who have accepted the offer. This applies also to applicants who have accepted offers of deferred entry for a future academic year. The earliest point, therefore, at which a course can normally be withdrawn is for the academic year after that for which applicants have firmly accepted offers (whether for the forthcoming academic year or deferred entry). In addition, where courses are advertised in the UCAS handbook, consideration must be given to the deadlines imposed for changes to entries.

### **2. *Suspension of a course***

- 2.1 If a partner is unable to run a course for a specific reason in a given academic year, the course may be suspended for a specified period (no more than two academic years). In these circumstances, the course will be omitted from publications relating to the period but will be reintroduced in the publications related to the year when it is expected the course will resume. Approval must be obtained, as for withdrawal of courses, from the relevant committees. The same constraints that apply to withdrawal of courses, in terms of timetable and the need to honour commitments to applicants who have accepted offers, apply also to suspension of courses.
- 2.2 After a course has been suspended for two years, the partner must decide whether the course is to be resumed, revised or withdrawn and submit proposals accordingly.

### **3. *Final cohort of students on courses that are to cease***

Partners responsible for courses that are subsequently to be withdrawn or suspended must ensure that steps are taken to safeguard the interest of students who are currently on, or about to join, the final cohorts of the course. These students must be assured of the quality of completing courses.

## Who's Who at Sussex

Prof Michael Farthing	Vice-Chancellor
Prof Clare Mackie	Deputy Vice-Chancellor and chair of CPC
Prof Chris Marlin	Pro-Vice-Chancellor (International)
Dr David Robinson	Director of Academic Courses and senior link tutor
Dr Nicholas McKay	Brighton Institute of Modern Music link tutor
Ms Jacqui Shepherd	Central Sussex College link tutor (Education)
Dr Andy Philippides	Central Sussex College link tutor (Year 0 in Computing Sciences)
Dr Prabha Parthasarathy	Chichester College link tutor (BSc in Biosciences Foundation)
Prof Ian Davidson	Roffey Park Institute link tutor
Prof Richard Vogler	International Study Centre link tutor (PG Law)
Mr Ron Dudai	International Study Centre link tutor (UG Law)
Dr Kevin Gray	International Study Centre link tutor (UG International Relations)
Mr John Bateman	International Study Centre link tutor (UG Business and Management)
Dr Ahmet Aydin	International Study Centre link tutor (Engineering and Physics)
Dr Dan Chalmers	International Study Centre link tutor (UG Computing and Mathematics)
Dr Ryan Scott	International Study Centre link tutor (Psychology)
Dr Julie Litchfield	International Study Centre link tutor (UG Economics)
Dr Sharon Wood	International Study Centre link tutor (PG Computing)

Ms Alison Chisholm	International Study Centre liaison officer (Sussex Centre for Language Studies)		
Dr Sharif Mowlabocus	International Study Centre link tutor (Media & Film)		
Prof Maurice Howard	West Dean College link tutor		
Mr Mike Barrow	International Study Centre link tutor (PG Economics)		
Ms Sara Parker	Head of Partnerships	01273 872775	<a href="mailto:Sara.Parker@sussex.ac.uk">Sara.Parker@sussex.ac.uk</a>
Mr Gavin Harrison	Assistant Registrar, Partnership Office	01273 877063	TBC
Mr Adam Roberts	Assistant Registrar, Partnership Office (Acting Head, autumn term)	01273 678235	<a href="mailto:A.Roberts@sussex.ac.uk">A.Roberts@sussex.ac.uk</a>
Mrs Barbara Bassett	Personal Assistant, Partnership Office	01273 873224	<a href="mailto:B.A.Bassett@sussex.ac.uk">B.A.Bassett@sussex.ac.uk</a>