UNIVERSITY OF SUSSEX

The University of Sussex Academic Framework

2025/2026

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The University of Sussex Academic Framework 2025/26

This Academic Framework is aligned to the university's foundational commitment to freedom of speech and academic freedom, our statutory obligations and existing policies and expectations.

Nothing in this Academic Framework should be taken to justify sanctioning academic staff for questioning or testing received wisdom or putting forward new ideas including controversial or unpopular opinions within the law. The University is committed to taking reasonably practicable steps to secure free speech that is within the law and nothing in this policy should be taken to justify disproportionate restrictions on freedom of speech.

1. Aims and scope of the Sussex Academic Framework

1.1 Education is at the heart of what we do. The Sussex Academic Framework is the University structure for the design, delivery, assessment, and evaluation of education at Sussex. It is an integral part of the University's wider regulatory, policy and guidance architecture. This comprises:

- University Regulations
- Progression and Award Regulations
- Associated academic policies and guidance (e.g. academic misconduct etc.)
- Timetabling Framework

1.2 The Framework is designed to be used by all staff involved in the design, development, and delivery of teaching and learning at Sussex.

1.3 The Framework provides a single point of reference to ensure clarity and consistency of practice and purpose. It is designed to drive an inclusive, student-centred, distinctive, coherent, and relevant curriculum which promotes the importance of freedom of speech and academic freedom, informed by the University values: collaboration, courage, inclusion, integrity, kindness, openness.

1.4 The Framework embeds the University Strategy in the taught curriculum, enabling educational gain at the level of the institution such that students can achieve and demonstrate:

- Excellence in subject-specific expertise
- Outcomes in employability and world readiness
- Distinctive Sussex skills and attributes in human flourishing, digital skills and environmental sustainability.

1.5 The University of Sussex is a Higher Education institution with degree awarding powers, set out through Royal Charter. Through this, we award our own

qualifications and are responsible for setting and maintaining the academic standards and quality of these qualifications. We have an obligation to ensure that these qualifications align with sector-agreed principles for higher education quality across England and the United Kingdom. This Framework establishes the criteria and rules for courses leading to awards of the University of Sussex (see Schedule 1) to assure the quality and academic standing of courses in accordance with the:

- Framework for Qualifications of Higher Education Institutions in England, Northern Ireland and Wales (FHEQ) – 2nd edition (2024),
- Regulated Qualifications Framework (RQF) (Ofqual 2015),
- Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England (revised 2021),
- Framework of Qualifications for the European Higher Education Area (revised 2018).

1.6 Unless clearly indicated otherwise, the Sussex Academic Framework applies to all courses leading to a taught award, or to the award of credit, by the University of Sussex. The technical definition of all awards, including Postgraduate Research (PGR), is contained in Schedule 1. An element of the Sussex Academic Framework may be set aside or added to by the Pro Vice-Chancellor (PVC) for Education and Students in relation to the following:

- Evidenced external requirements, such as those set by a Professional, Statutory or Regulatory Body (PSRB).
- Joint Awards delivered in partnership with another provider.
- Courses delivered within the context of an academic consortium, where external alignment is required.

2 Teaching and Learning

2.1 Teaching and learning at Sussex comprise a combination of structured activities and independent study to enable students to gain knowledge and skills. At Sussex students can expect taught (timetabled) sessions. These typically involve lectures, seminars, practicals, workshops and placements. Independent study may involve reading, research, discussion and projects undertaken as part of taught sessions. To demonstrate learning, students are assessed. Assessments are scaffolded, providing formative assessment opportunities for practice. A feed forward approach to the next learning activity and/or assessment is designed to help students reach their full potential in summative assessments which are formally graded and contribute to progression and classification.

2.2 Teaching at Sussex can occur through two modes:

- In-Person
- Online

2.2.1 ***In-person teaching:*** Sussex's primary mode of teaching is campus based and in-person, supplemented by work placements, field trips, study abroad and internationalisation experiences. Campus based learning combines in-person contact time and digitally supported educational resources, library collections, and independent study to meet student needs and ensure an inclusive education.

2.2.2 Teaching and contact time are supported through the virtual learning environment (VLE), module templates, reading lists, and recorded module materials. Expectations for staff and students are set out in The Engagement and Attendance Policy and the Recording of Teaching policy.

2.2.3 ***Online:*** Although aspects of in-person teaching are supported through online materials, online delivery as a primary mode is a distinct, and differently governed mode of delivery.

2.2.3 Sussex has a diversity of additional non-standard provision including Online Distance Learning (ODL), Transnational Education (TNE), Continuing Professional Development (CPD), Apprenticeships, open courses, summer schools, English language pre-sessional and English Language for Academic Study (ELAS). This non-standard provision has different requirements that are addressed through the validation process.

2.3 Learning hours are the 'notional' amount of time involved in learning. The term 'notional' is used because the actual time that different learners need to complete learning and assessment tasks can vary considerably. One credit equates to 10 hours of learning. Therefore a 15-credit module at Sussex involves a notional 150 student learning hours, a 30-credit module 300 hours. Equivalencies for assessment load and contact hours are stated at the Faculty level.

These hours consist of:

- ***Contact time:*** lectures, seminars, workshops, labs, fieldwork, tutorials, practicals, etc.
- ***Independent study:*** reading around the topic, preparation for contact time (e.g. seminar reading or pre-labs), independent lab work.
- ***Assessment workload:*** the time required to prepare and submit or complete a summative/contributory assessment task.

3 Qualifications

3.1 The full range of qualifications granted by the University of Sussex is set out in Schedule 1. This includes:

- Doctoral degrees (PhD, iPhD, Professional doctorates) (see also Regulations for Research Degrees and the Policy on Research Degrees)
- Postgraduate degrees (including MPhil, MA, MSc, MBA, LLM, MFA, MRes. Med, PGCE, Integrated Masters)
- Undergraduate degrees (single honours BA, BSc, BEng, BMus, LLB, joint honours degrees, major-minor honours degrees)
- Diplomas
- Certificates
- Foundation courses
- Apprenticeships

3.2 At Undergraduate level the University offers the following:

Degree type	Description
Single honours degrees	This involves the in-depth study of a core subject.
Joint honours degrees	This involves the study of two subject areas with time and credit equally split between the two.
Major-Minor honours degrees	This involves the in-depth study of a core subject (the major – contributing 75% of time and credit) and the additional subject (the minor – contributing 25% of time and credit).

3.3 All of the above degrees are applied to at the point of initial application to the University.

4 Credit, Characteristics Statements and Subject Benchmark Statements

4.1 Credit is a means of quantifying and recognising learning. The credit volume reflects the notional student effort required to complete a module successfully (see section 2.3). The credit volume reflects all student effort including taught provision, independent or guided study, and effort towards assessment.

4.2 Credit is awarded in recognition of the verified achievement of designated learning outcomes at a specified level for a complete module. Credit is a quantified means of expressing equivalence of learning and enables the comparison of learning achieved in a variety of different contexts. Taught awards of the University of Sussex comprise a sequence of credit rated modules to the values specified in Schedule 1.

4.3 The Frameworks for Higher Education Qualifications contains qualifications descriptors that demonstrate the generic outcomes and attributes of the main type of qualification at each level. They make clear how the qualification differs

from other qualifications, both at that level and at other levels. They are generic because they cover the full range of disciplines rather than a specific subject. QAA Subject Benchmark Statements fulfil this purpose.

4.4 Qualification descriptors are in two parts. The first part is a statement of outcomes, achievement of which is assessed and which a student should be able to demonstrate for the award of the qualification. This is a statement of the national threshold academic standard for the qualification. These are relevant to degree-awarding bodies in designing, approving assessing and reviewing academic courses. They need to be satisfied that, for any course, the learning opportunities and assessment provides every student with the opportunity to achieve, and to demonstrate achievement of, the intended course learning outcomes. The second part of the descriptor is a statement of the wider abilities that a typical student would be expected to have developed and supports conversations with employers and other stakeholders about those capabilities.

4.5 Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas. They show what graduates might reasonably be expected to know, do and understand at the end of their studies. Subject Benchmark Statements should be used as reference points in the design, delivery and review of University of Sussex Undergraduate Honours and Master's degrees.

4.6 Course learning outcomes are clear, measurable statements that describe what learners are expected to know, understand, or be able to do by the end of a course. Learning Outcomes focus on the specific knowledge, skills, or attributes that learners will gain through the learning process. The Learning Outcomes for each course will be listed in the Course Specification Document and expressed at the award level for the course. Core modules will be mapped to these learning outcomes.

4.7 Module Learning Outcomes will be listed in the Module Descriptor. Assessments will be mapped to the module learning outcomes. Module learning outcomes need to only be assessed once in a module.

4.8 Constructive Alignment is the process of ensuring that assessments and teaching activities are appropriately aligned to the course learning outcomes (LOs) such that all components of the course support students in achieving the intended learning outcomes. It is through the process of constructive alignment that we ensure our assessments are valid (they measure what we intend them to measure) and reliable (they produce stable and repeatable results). See the Educational Enhancement Curriculum Design webpages for more information (https://staff.sussex.ac.uk/teaching/enhancement/support/curriculum/curriculum-principles).

5 Modules

5.1 All University of Sussex undergraduate and postgraduate modules between FHEQ Levels 3 and 7 shall be weighted as 15 credits or multiples thereof. Exceptions to this rule are limited to external provision validated by the University and delivered by affiliated partners of the University.

5.2 Students may be allowed to register on modules to be assessed for credit only without being registered for an award.

5.3 All credit-bearing modules are credit rated according to level and volume:

- Level 3 (foundation year/stage 0)
- Level 4 (undergraduate stage 1/certificate level)
- Level 5 (undergraduate stage 2/diploma level)
- Level 6 (undergraduate stage 3/honours degree level)
- Level 7 (master's degree level)

5.4 PhDs, Integrated PhDs (iPhD) and DPhils and MPhils are not typically credit rated under the FHEQ. However, iPhDs and Professional Doctorates usually include taught modules that are assigned credit.

5.5 The University has three types of module. The designations are course-specific and will be set out in relevant published course documents.

5.6 Module types are technical parts of a curriculum architecture and are not interchangeable.

5.7 The following designations are possible:

Module type	Description
Core	A module that has been validated or approved as a core component of the course that all students must study as part of the course. All core modules shall be weighted as 15 credits or multiples thereof. Normally core modules are owned and delivered by a single academic unit. They are material to the core curriculum for a specific discipline. A module that is core to one course may sometimes be offered as an option to a cognate course in the same subject area at the

	discretion of the Faculty Education Committee, within timetabling constraints.
Option	A module that students select to study as part of their course, designed to provide opportunities for students to pursue their interests within their discipline. All option modules shall be weighted as 15 credits or multiples thereof. Option modules may form part of a group of options owned and delivered within a single academic unit. Options can be offered across more than one course, within cognate areas, at the same level, and could potentially be replaced by other options to meet the same outcomes.
Elective	A module selected by undergraduate single honours students as part of their course. Elective modules are timetabled into the University elective timetable (see Timetable Framework). Electives cannot be offered as options or core module types within the curriculum architecture. Elective modules may be offered at either FHEQ level 3, 4, 5 or 6. All electives shall be weighted at 15 credits. Electives may exist as an individual module or as part of a pathway or a minor.

5.8 Modules may have:

- ***Pre-requisites:*** a pre-requisite module must usually be passed, or studied, before the commencement of the module which requires it as a pre-requisite. PSRB requirements may over-ride.
- ***Co-requisites:*** two or more modules that must be studied in parallel.

5.9 The combination of modules, including excluded combinations, will be approved at validation or as part of ongoing curriculum development processes.

6 Pathways

6.1 A pathway is an approved, academically coherent combination of modules that is selected on arrival. Pathways usually comprise of 60-credits. See Schedule 1.

7 Credits and Modules in Undergraduate Courses

7.1 All undergraduate modules leading to an award of the University are credit bearing and designated to one specified FHEQ level.

7.2 Undergraduate courses are delivered in either full-time or part time mode and any changes must be formally approved by the Chair of the University Education Committee (UEC).

7.3 To qualify for a University of Sussex undergraduate honours award or an Integrated Master's award, at least one stage of study must have been completed at the University, or on a course validated by the University.

7.4 All undergraduate courses offered by the University are made up of modules that are described in terms of their delivery, learning outcomes and assessment. Each module must have defined learning outcomes at levels 3 to 7 which align to stages of study. Where a module is offered at more than one academic level it must have a separate module descriptor containing learning outcomes and assessment appropriate to the level.

7.5 Credits are module specific and awarded upon completion of the module. Undergraduate courses comprise 120 credits per academic stage for students studying full-time (Schedule 1). For full-time undergraduate courses the usual pattern of delivery will be 60 credits in the Autumn Semester and 60 credits in the Spring Semester. The credit structure of modules should reflect the learning outcomes and assessment requirements. Courses will usually combine a mixture of credit divisions (e.g. 1x 30 + 2 x15), stated at the level of Faculty, to ensure that the course is sustainable in its delivery.

7.6 At stage one modules are usually core only, with the exception of the elective component.

7.7 Where a final year project/dissertation forms part of an undergraduate course, it is expected that this will normally be at least 30 credits at Level 6.

7.8 Undergraduate courses typically commence at the start of the academic year (September) but may begin at the start of the calendar year.

7.9 Modules are usually delivered within a single semester. The exception is where the primary assessment is a project, a dissertation, or other research-based assessment.

7.10 Requests for year-long non-research modules must either be approved at the point of initial validation, or once a course has commenced and should be formally approved by the Chair of the Faculty Education Committee. The Faculty Education Committee is responsible for ensuring learning opportunities, feedback, assessment, and other workload are spread across both semesters.

Where a module is delivered across two semesters, the minimum credit volume will be 30 credits.

7.11 Illustrative examples of undergraduate course structure are provided in Appendix 2.

Modules at Higher and Lower levels

7.12 Students will usually study modules appropriate to the level.

7.13 The exception is undergraduate language modules, where students may take up to 30 credits per stage at the lower level, as indicated by the credit requirements for the award.

7.14 Exceptionally, in other areas, students may take up to 30 credits at the lower level indicated by the credit requirements for the award by requesting a Variation of Study. This is not permitted for students in the final stage of an Integrated Master's degree where all 120 credits must be at Level 7.

7.15 Students are not permitted to take any credits at the higher level in any stage of an undergraduate course, with two exceptions:

- Languages: Students opting to study language electives or pathways may take up to 30 credits of language modules at the higher level if they are primarily studying at Level 3, Level 4 or Level 5, subject to verification by the relevant Faculty Education Committee. Students taking language electives at the higher level are not permitted to simultaneously take language credits at the lower level.
- Foundation Year/level 3 students can incorporate level 4 modules up to a value of 30 credits.

8 Credit and Modules in Taught Postgraduate Courses

8.1 Credits are module specific and are available upon completion of the module. All postgraduate modules contributing to an award of the University must be credit-bearing.

8.2 Postgraduate taught courses may be delivered in full-time or part-time mode, subject to formal approval at validation. Postgraduate taught courses may start either at the start of the academic year (September), or at the start of the calendar year.

8.3 For full-time postgraduate taught courses comprising 180 credits the usual pattern of delivery will be 60 credits in the Autumn Semester, 60 credits in the Spring Semester, and 60 credits across the course. Exceptions to this may be explicitly approved by the Portfolio Approval Sub Committee (PASC), subject to the delivery of a maximum of 75 credits in any term.

8.4 Modules are usually delivered within a single semester. The exception is where the primary assessment is a project, a dissertation, or other research-based assessment.

8.5 Requests for year-long non-research modules must either be approved at the point of initial validation, or once the course has commenced be formally approved by the Chair of the Faculty Education Committee. The Faculty Education Committee is responsible for ensuring learning opportunities, feedback, assessment, and other workload are spread across both semesters. Where a module is delivered across two semesters, the minimum credit volume will be 30 credits.

8.6 Taught postgraduate courses will normally have at least 60 credits of core modules that are aligned to the award title.

8.7 Individual postgraduate level modules may contribute to more than one course, but the credit volume and level of the module shall be the same for all courses. Inter-faculty delivery of modules is permitted for postgraduate courses.

8.8 Postgraduate level modules will either be classified as core or option for the named course.

8.9 Variations within a course title may be considered through options and the final project, where appropriate.

9 Periods of Registration

9.1 Once a student has registered on an award, they are required to complete the award within the maximum period of registration. The maximum period of registration refers to the period of time a student is permitted to complete the course and is calculated from the date of first registration to the date of the student's final award and is inclusive of any periods of repeat study, temporary withdrawal or intermission. It is applicable to both full and part-time modes of study. The minimum and maximum period of registration for all taught and research degree awards is set out in Schedule 1.

9.2 The maximum period of registration for a taught award is normally calculated according to the following:

- Full-time undergraduate courses: the minimum period plus 3 years
- Part-time undergraduate courses: the minimum period plus 3 years
- Full-time postgraduate courses: the minimum period plus 1 year
- Part-time postgraduate courses: the minimum period plus 2 years
- Online postgraduate courses: the minimum period plus 2 years
- Online PgDip courses: the minimum period plus 1 year (resulting in a maximum of 2 years and 4 months)
- Online PgCert courses: the minimum period plus 1 year (resulting in a

maximum of 1 year and 8 months)
- Online UG courses: the minimum period of registration plus 3 years (resulting in a maximum period of 8 years)

9.3 The minimum and maximum periods of registration may be increased by one academic year where the degree includes a Study Abroad year, a Placement year or a Venture Creation year.

9.4 For all modes of attendance, any time spent on temporary withdrawal (TWD) does not increase the overall maximum period of registration.

10 Curriculum Design Principles

10.1 Developing an engaging and distinctive curriculum that equips students with the knowledge and skills to thrive is essential and is achieved through a whole course approach to curriculum design and review. This helps us to ensure our courses provide students with an up-to-date, responsive, well-scaffolded, and inclusive educational experience, while also ensuring staff and student workloads are appropriate and manageable.

10.2 To enable students to achieve at Sussex the design, delivery, and evaluation of our courses are further guided by our interconnecting curriculum design principles. Grouped into three themes, the curriculum design principles articulate our core values for teaching, learning and assessment at Sussex, which are that they should be:
- Inclusive and student-centred
- Cohesive and connected
- Applied and relevant

10.3 Practical guidance, examples of best practice and innovation in curriculum design, and information about how to access support for curriculum design at the course or module level, can be found on the University of Sussex Educational Enhancement website.

Inclusive and student-centred.

10.4 The University aims to achieve equality of access, opportunity and outcomes for all our students. Key to this is ensuring all our curricula and assessments are inclusive and student-centred by design, and that students are given accessible opportunities to explore their ideas, interests and preferences within their learning.

10.4.1 Inclusive and student-centred curricula will:

- Aim to address inequalities in access and attainment.
- Facilitate a smooth and supportive journey for students as they transition into, progress through, and graduate from university.

- Align curricula to the University's Access and Participation Plan (APP).
- Provide learning experiences that reflect a diversity of knowledges, ideas and backgrounds, helping students to connect with, and see themselves reflected in, their field of study.
- Ensure material that supports learning and assessment is offered in accessible formats.
- Provide clear and accessible feedback mechanisms on curricula, fostering a culture of critical reflection for staff and students with regard to the ways in which we teach and learn.
- Ensure students are supported to engage with curriculum development and evaluation.
- Develop students' skills and confidence to engage in respectful and participatory debate around potentially challenging topics in learning and teaching contexts.

Cohesive and connected

10.5 The University of Sussex will provide a cohesive and connected curriculum, to facilitate cohort identity, learning communities and learning development, building upon previous academic experiences. At the point of graduation, students will have acquired expertise in their field of study and a solid skillset to support them in life beyond the course.

10.5.1 Cohesive and connected curricula will:

- Ensure a whole curriculum approach to course design so that learning and assessment is scaffolded and appropriately paced, allowing students to develop, build on and apply knowledge and skills.
- Create a sense of belonging within modules, courses and departments.
- Promote connections across and outside the campus, locally and globally.
- Ensure assessments are mapped across a course and explain to students the requirements of, and rationale for, assessments throughout their learning journey.
- Ensure that learning and assessment requirements are clearly and consistently communicated.
- Engage students in reflecting on their feedback, both within and between modules.

Applied and relevant

10.6 Aligned with the University's Global and Civic Engagement agenda, World Readiness agenda and Environmental Sustainability goals, students at Sussex will study curricula that are pertinent to global developments, issues and events. Where it is relevant students will be encouraged to establish connections with communities and organisations beyond the University. They will recognise the significance of their university learning in post-graduation life and be well-equipped to make informed career decisions.

10.6.1 Applied and relevant curricula will:

- Embed opportunities for students to engage critically and creatively with local and global challenges relating to environmental sustainability, human flourishing and digital and data futures.
- Integrate experiential learning so that students have the opportunity to apply their subject knowledge and skills to real world scenarios, involving employers where feasible.
- Prioritise assessment for learning, using authentic assessment approaches to develop knowledge and skills which students can connect to the real world.
- Be informed by our own research and scholarship and that elsewhere in the sector.
- Embed career management and entrepreneurial skills, enabling students to explore their full range of career options, and to navigate and connect to the job market.
- Build students' core academic skills, and information and digital literacy skills, so that they become confident, engaged and proactive learners.
- Provide international experiences in ways that are accessible, flexible, inclusive and sustainable.
- State course employability values explicitly and clearly in student-facing material – and where possible learning outcomes – to ensure students can recognise and articulate this.
- Remain agile and reflect the needs of students and employers.

11 Employability at the heart of the curriculum

11.1 Employability is integrated throughout Sussex curricula, and at each level of every course, in such a way that students continuously build on their employability year-by-year. The Curriculum Design 'Applied and Relevant' part (see section 10.6) of this Framework provides principles for integrating employability into the curriculum at Sussex.

11.2 Study abroad and placements are central to our provision and most undergraduate degrees are offered with a year or semester abroad or a placement year option, that extends the normal study period over four years.

11.3 In addition to taught sessions, students can engage in co- and extra-curricular enhancement activities (such as Career Lab or Internationalisation at Home) that provide further opportunities to build skills, experience and employer connections.

11.4 Taught provision is enhanced by the Spirit of Sussex Award that provides an opportunity to record and celebrate achievements that are additional to the degree.

12 Assessment and Feedback

12.1 Assessment evaluates student learning, ensuring fairness, transparency, and alignment with academic standards. Aligned to the curriculum design principles, assessment at Sussex should be:

- Designed across the course and clearly mapped for students and staff.
- Appropriate in load to ensure students are not being over-assessed.
- Scheduled to reduce assessment deadline bunching.
- Supported by consistent, actionable feedback to students that allows students to feed this forward into their future assessments.
- Inclusive and offer authentic assessment approaches, including student choice in assessment format where appropriate.

12.2 The following should be implemented at course level:

Scaffolding and communicating assessments

- Scaffold all heavily weighted assessments through prior formative learning and practice opportunity/ies within a course or module.
- Adopt faculty-level assessment load equivalencies, appropriate to level and credit weighting.
- Deliver diversity in the methods of assessment over a course.
- Ensure assessments and feedback are consistent and are clearly communicated.

Assessment marking and feedback

- Agree and apply a coherent approach to marking criteria at the level of the faculty (and cross faculty where possible) to ensure consistency for students, with localised implementation.
- Apply effective formative learning and feedback approaches agreed across faculties.
- Provide marks and feedback in accordance with the university policy and procedures on Marking, Moderation and Feedback.

Scheduling assessments

- Plan assessments across courses to reduce assessment deadline bunching, particularly for heavily weighted assessments.
- Ensure a staggered approach to assessments across the course. This should involve a mix of summative in-module, and end of module assessments.

Assessment Types and Formats

12.3 At a high level the assessment types adopted at Sussex are:

- Written
- Oral

- Media
- Practical
- Portfolio
- Other

12.4 Assessment types are broad categories; within these the types there will be multiple possible formats. The choice of format(s), and therefore the level of optionality in assessment, is to be determined as part of module and course design based on the principles above and the faculty approach (it isn't necessary to offer all formats all the time). An assessment type does not necessarily determine the assessment format. For example, case studies could take a variety of formats, or a presentation may be delivered through different formats e.g. in-person or video recorded. To ensure scaffolding and clarity of expectations, the accepted format/s will need to be determined by course or module convenors and stated in the Module Descriptor and Assessment Information Sheet.

12.5 Each assessment will either be delivered through an examination mode:

- In-person assessment usually where students and staff are in the examination room
- Requires invigilation
- Requires room booking and or additional technology in support
- Delivered in the designated exams period

Or delivered through coursework which is defined as types of assessment which have designated submission points (usually through the VLE) and dates which could be at any point in the academic year.

13 Curriculum Development and Course Review

13.1 The main purpose of curriculum development is to ensure that all courses are delivered to appropriate academic quality and standards, within the University's approved regulations and that they will be underpinned by necessary physical and human resources. The process aligns both to Sussex strategy, to ensure that our students will receive a transformative, high-quality education and learning experience, and to the expectations set out in the OfS conditions of registration to ensure that the quality and academic standards of all new and existing programmes meet all stakeholders' expectations.

13.2 The University has established processes to ensure all its taught provision remains of the highest quality and that students continue to receive the best possible experience. This includes a number of interlinked processes that include initial course validation, Annual Course Review (ACR), Periodic Review, Student Experience Outcome Plans (SEOPs), and Annual Portfolio Review (APR).

Glossary

Annual Course Review (ACR)	A process for evaluating and improving academic courses based on student feedback and performance outcomes.
Academic Framework	A structure that defines the principles, rules, and guidelines for designing, delivering, and assessing academic programmes to ensure consistency and quality.
Authentic Assessment	Authentic assessment involves tasks that reflect real-world challenges and require the application of knowledge and skills in practical contexts. Real-world could include tasks a student may encounter as part of professional life, personal life, or as a citizen. For further information see https://staff.sussex.ac.uk/teaching/enhancement/support/assessment-design/authentic
Constructive Alignment	An educational approach where teaching methods and assessments are directly aligned with intended learning outcomes.
Core module	A module that all students must study as part of their course. Normally these modules are owned and delivered within a single School/Faculty.
Course	A complete programme of study.
Credit	Credit is a means of quantifying and recognising learning. The credit volume reflects the notional student effort required to complete a module successfully.
Curriculum Design Principles	Guidelines used to develop cohesive, inclusive, and relevant academic programmes that align with institutional values and student needs.
Elective module	An undergraduate module for Single Honours courses that are participating in the elective system and are timetabled into the University Elective Timetable.
FHEQ	Framework for Higher Education Qualifications: A UK-based framework outlining academic levels and qualifications to ensure consistency in higher education standards.
Joint honours degree	A degree that involves the study of two subjects areas with time and credit equally split between the two. With 180 credits awarded for each component. Joint degrees are designated [subject x] and [subject y].

Learning Outcomes	Specific, measurable statements describing what students are expected to know, understand, or do by the end of a course or module.
Level	The term level refers to a level of study as defined by the FHEQ.
Minors (major-minor degrees)	A degree that involves the in-depth study of a core subject (the major) and an additional subject (the minor). Minors are applied for in combination with their major component as part of the UCAS process. Major-minor degrees are designated [subject x] with [subject y].
Module	A self-contained, formally structured, credit bearing learning experience with a coherent and explicit set of learning outcomes and assessment criteria. Modules at Sussex are usually 15 credits, or multiples thereof.
Notional Learning Hours	The estimated time required for a student to achieve the specified learning outcomes of a module, including both time spent in taught sessions, independent study and assessment.
Option module	A module that forms part of a group of options owned and delivered within a School/Faculty.
Pathway	An approved, academically coherent combination of modules that is studied across either the first two years of a degree (60 credit pathway) or across all three years (90 credit language pathway).
Prerequisite/co-requisites	Pre-requisites: a pre-requisite module must be passed, or studied, before the study of the module which requires it can be commenced Co-requisites: two or more modules that must be studied in parallel.
PSRB (Professional, Statutory, or Regulatory Body)	PSRBs are external bodies which accredit, recognise or approve programmes, many of which lead to professional or vocational qualifications or exemption from a professional examination. A PSRB 'accredited', ''recognised' or 'approved' programme may convey or be a step toward obtaining a licence to practise in a particular regulated profession; and/or may confer full or partial exemption from professional qualifications.
Single honours degree	This involves the in-depth study of a core subject.
Stage	A level or 'year' within an undergraduate course.

Subject Benchmark Statements	Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas. They show what graduates might reasonably be expected to know, do and understand at the end of their studies.
Student Learning Hours	The total time a student is expected to spend on learning activities, including contact time, independent study, and assessment preparation.
TNE (Transnational Education)	Academic programmes delivered in partnership with institutions in other countries.
Virtual Learning Environment	A Virtual Learning Environment (VLE) is a platform which gives students access to educational content online. The University's current VLE is Canvas.

Schedule 1: Pathways and Awards Granted by the University of Sussex

Pathways take the following forms:

Pathway	Description
60-credit Pathway	A 60-credit pathway consists of a cohesive course of study across 4 modules x 15 credits, usually with at least 30 credits achieved at Level 5. Elective modules and 60-credit pathways may be aligned to the Sussex 2035 strategy themes of Environmental Sustainability, Human Flourishing and Digital and Data Futures. Oversight of both electives and pathways is provided by the Sussex Choice Oversight Board. Pathways are designed to be interdisciplinary, and to embed experiential learning in their design and assessment. Exceptionally, some pathways may have approved pre-requisites and/or exclusions, for example languages. Pathways and the modules that comprise them must be delivered at the appropriate level of study. The subject of the pathway will not appear in the degree title but the award certificate will record the achievement of pathway as '<Major element> [with <pathway name>]'. Alternatively, another form of words may be used where the University considers this to be more appropriate.

60-credit Language Pathways	As for other 60-credit pathways, with the following exceptions: • The pathway may include modules taken during a Foundation Year (NOTE: these modules will contribute to the achievement of the pathway title but the credit achieved for them will not count towards the credit requirement of the bachelor's award). • Students may start a language pathway in Year 2. However, this must be taken at intermediate level or higher. This is due to 'intermediate' level (FHEQ level 4) not being permitted in a student's final year. • Languages students may complete a 60-credit pathway in years 2 and 3. • In relation to languages the award certificate shall be recorded as "Degree title with proficiency in 'language' (stating the highest level they have achieved)". • The pathway may be constituted entirely of modules at level 4 (but with appropriate progression between levels as defined in the Common European Framework of Reference for Languages (CEFR)).
90-credit Language Pathway	In languages students may take a 90-credit pathway across all three years. The pathway may include modules taken during a Foundation Year (NOTE: these modules will contribute to the achievement of the pathway title, but the credit achieved for them will not count towards the credit requirement of the bachelor's award). These pathways shall be made available to students taking single honours degrees that opt into the elective system and shall be delivered within the University's elective timetable for the first two stages. For students not entering the University on a specified major/minor award title, progression into Stage 3 of the pathway will be dependent on there being sufficient capacity within the relevant stage of their course. Students will be required to submit a request for Variation of Study. Taking a 90-credit language pathway will result in a major/minor award with a suffix referencing the level of language competency attained, as defined in the Common European Framework of Reference for Languages (CEFR). This award will therefore take the form of <major component> with <language minor> [CEFR xx].

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
Doctor of Philosophy (PhD)	8	N/A	N/A	2yrs FT 4 yrs PT	4yrs FT 8yrs PT	This is a research degree, the completion of which requires the submission of a thesis (length determined by the Faculty/School) and an oral examination (the viva voce or 'viva'). Research degrees are available in both a full-time and part-time basis, unless otherwise stated on the admissions pages of the University website. Part-time registration is considered to be 50% of a full-time registration
Doctor of Philosophy by Published Works (PhD by published work)	8	N/A	N/A	1yr PT	1yr PT	This award requires the submission of a portfolio of published works and an oral examination (the viva voce or 'viva').
Integrated Doctor of Philosophy (iPhD)	8	N/A	360	3yrs FT 6yrs PT	5yrs FT 10yrs PT	This award is a research degree which also involves undertaking Masters-level modules in preparation for the research phase of the degree. Assessment is by taught modules in the first/second year and then by submission of a thesis, (length determined by the Faculty/School) and an oral examination (the viva voce or 'viva'). This is separate from the 1+3 route.
Professional Doctorates: Doctorate in Education (EdD) Doctorate in Social Work (DSW) Doctorate in Medicine (MD)	8	540[1]	360	4yrs PT		This award is a research degree which also contains a substantial taught element. Assessment is by taught modules in the first year and then by submission of a thesis, (length determined by the School) and an oral examination (the viva voce or viva).
Professional Doctorate by Published Works: Doctorate in Medicine (MD by Published Works)	8	N/A	N/A	1yr FT		This award requires the submission of a portfolio of published works and an oral examination (the viva voce or viva).
Master of Philosophy (MPhil)	7	N/A	N/A	1yr FT 2yrs PT	3yrs FT 6yrs PT	This is a research degree, the completion of which requires the submission of a thesis (word length determined by the School) and an oral examination (the viva voce or 'viva').

[1] Source: QAA Doctoral Degree Characteristics Statement, September 2015

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
Master of Laws by Research (LLM by Research)	7	180	180	1yr FT	2yrs FT	Typically delivered over a single academic year (12- month period), comprising a supervised research dissertation. Taught modules will not form part of the award.
Master's Degree: Master of Arts (MA) Master of Business Administration (MBA) Master of Education (MEd) Master of Laws (LLM) Master of Science (MSc)	7	180	150	1yr FT 2yrs PT 2yrs ODL	2yrs FT 4yrs PT 4yrs ODL	Typically delivered over a single academic year (12- month period) for FT, or over two academic years (24- month period) for PT/online provision and incorporating a research dissertation which is normally weighted at 60 credits.
Master of Research (Mres)	7	180	150	1yr FT 2yrs PT	2yrs FT 4yrs PT	Typically delivered over a single academic year (12- month period) and incorporating a research dissertation, normally weighted at 90 credits.
European Master's Degree (MSc Euromasters)	7	240	210	1yr FT	2yrs FT	Typically delivered over two years (24 months) and normally incorporating a research dissertation ≥60 credits.
Intercalated Master's Degree (MSc)	7	180	150	1yr FT	2yrs FT	Typically delivered over a single academic year (12- month period) and incorporating a research dissertation, normally weighted at 60 credits. This award is typically taken by medical students who intercalate the course into their primary degree studies in order to develop specialist knowledge in a related discipline.
MA Physicians Associate Studies (MA)	7	270	270	2yrs FT	3yrs FT	This is an award comprising classroom-based learning, combined with significant time spent in Clinical placement over a two-year period of full-time study.
Postgraduate Clinical Diploma (PGClinDip)	7	240	240	2yrs FT	3yrs FT	
Postgraduate Diploma (PgDip)	7	120	90	1yr FT 2yrs PT 1yr ODL	2yrs FT 3yrs PT 2yrs & 4months ODL	These awards may be approved as stand-alone awards or as exit awards embedded within a Master's degree course. The name of the award (entry or exit) shall be specified in course documentation in the format 'Postgraduate Certificate/Diploma in Subject X'.
Postgraduate Certificate (PgCert)	7	60	45	1yr FT 2yrs PT 1yr ODL	2yrs FT 3yrs PT	

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
					1yr & 8 months ODL	
Postgraduate Certificate in Education (PGCE) with QTS	7	120	90	9 months FT 2yrs PT		This is a postgraduate teaching training programme, comprising classroom-based learning and time spent in placement that leads to Qualified Teacher Status (QTS)
Postgraduate Certificate in Education (PGCE) without QTS	7	90	45	10 months FT 2yrs PT		This is a postgraduate teaching training programme, comprising classroom-based learning and time spent in placement.
Integrated Master's Degree: Master of Arts (Marts) Master of Chemistry (Mchem) Master of Computing (Mcomp) Master of Engineering (MEng) Master of Mathematics (Mmath) Master of Pharmacy (Mpharm) Master of Physics (Mphys) Master of Science (Msci)	7	480	120	4yrs FT	7yrs FT	A 4-stage degree course normally incorporating an embedded exit route at Honours Level 6. Students typically decide during stage 2 whether to continue on the 4-stage pathway or to transfer to the 3-stage Honours route, subject to minimum levels of academic achievement. Students failing to achieve the progression threshold at the end of stage 3 on the 4- stage route may be eligible to exit with the Honours award. So as to meet the minimum 120 credits at the level of the award requirement, stage 4 will consist solely of level 7 credit.
Bachelor's Degree with Honours (Hons): Bachelor of Arts (BA) Bachelor of Engineering (BEng) Bachelor of Music (Bmus) Bachelor of Science (BSc) Bachelor of Laws (LLB)	6	360	90	3yrs FT 4yrs PT 5 yrs ODL	6yrs FT 7yrs PT 8yrs ODL	This is a degree comprising a main area of study from a single School/Faculty. It may include modules from outside the 'major' area of study but shall incorporate at least 240 out of 360 credits from the major area. At least 90 credits shall be at Level 6. Up to 60 credits may consist of electives or a pathway (see Schedule 1) coordinated through Sussex Choice. Where 60 credits are made up of a cognate area, this will not be reflected in the title, but the award certificate will record the achievement in '<Major element> [with <pathway name>]'.

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
Bachelor of Medicine, Bachelor of Surgery (BM BS)	7	780	180	5yrs FT	7yrs FT[2]	Five-year degree course comprising a total of 780 credits leading to the award of Bachelor of Medicine Bachelor of Surgery (BM BS). This is a joint award with the University of Brighton. The universities of Brighton and Sussex are listed in the UK Medical Act as joint providers of a primary medical qualification. This is a Level 7 award, at least 180 credits shall be at Level 7.
Bachelor of Medicine, Bachelor of Surgery (BM BS)	7	640	180	4yrs FT	7yrs FT (8 if intercalating)	Four-year graduate entry degree course comprising a total of 640 credits leading to the award of Bachelor of Medicine Bachelor of Surgery (BM BS). This is a joint award with the University of Brighton. The universities of Brighton and Sussex are listed in the UK Medical Act as joint providers of a primary medical qualification. This is a Level 7 award, at least 180 credits shall be at Level 7.
Intercalated Bachelor's Degree	6	120	90	1yr FT	Dependent on specific degree, though must be completed with enough time to complete BM BS within 8 years total	Typically delivered over a single academic year (12- month period) and incorporating a research dissertation. This award is typically taken by medical students who intercalate the course into their primary degree studies in order to develop specialist knowledge in a related discipline.
Bachelor of Medical Sciences with Honours (Hons) (BMedSci)	6	300	60	3yrs FT	N/A	This award is offered only as an exit route for students not progressing to years 4 and 5 of the BMBS.
Bachelor's Degree with Honours (Hons)	6	360	90	3yrs FT 6yrs PT	6yrs FT 9yrs PT	This is a degree comprising a main area of study from a single School/Faculty and a secondary language 'pathway', The degree may

[2] The maximum period of registration for this course is 7 years on a full-time basis or 8 years if a student intercalates an additional year of study in a discipline related to their medical degree

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
(BA, BEng, BMus, BSc, LLB) Single Honours with named language						include modules from outside the major area of study through the pathway but shall incorporate at least 240 out of 360 credits from the major area. incorporate at least 60 credits (with 30 credits at level 5). Taking a 90-credit language pathway will result in a major/minor award with a suffix referencing the level of language competency attained, as defined in the Common European Framework of Reference for Languages (CEFR). This award will therefore take the form of <major component>with <language minor> [CEFR xx]
Bachelor's Degree with Honours (Hons) (BA, BEng, BMus, BSc, LLB) Major (with Minor)	6	360	60 (major) 30 (minor)	3yrs FT 6yrs PT	6yrs FT 9yrs PT	This is a degree comprising two main areas of study. The major component shall consist of at least 240 credits with a minimum of 60 credits at Level 6. The minor component shall consist of a coherent element of study to the value of 90 credits of which 30 shall be at level 6. The minor element of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants. The two elements of study will be linked by the word 'with' in the degree title, using the format '<Major area of study> with <Minor area of study>'. The project element of a major/minor award will normally relate to both parts of the degree, in order to realise an enhanced level of interdisciplinarity.
Fast-track or Accelerated Bachelor's Degree with Honours (Hons)	6	360	90	2yrs FT	5yrs FT	Each year consists of 180 credits, otherwise these degrees follow the framework of the standard delivery.

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
Bachelor's Degree with Honours (BA, BEng, BMus, BSc, LLB (Hons)) Joint Major	6	360	90 (of which a minimum of 30 credits shall be in each major)	3yrs FT 6yrs PT	6yrs FT 9yrs PT	This is a degree comprising two major areas of study, each of which shall consist of 180 credits. At least 90 credits shall be at Level 6, to include a minimum of 30 credits in each major area of study. Each major element of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants. The two elements of study will be linked by the word 'and' in the degree title using the format '<Major area of study> and <Major area of study>'.
Bachelor of Arts Degree with Honours (Hons) in Philosophy, Politics & Economics (PPE)	6	360	90 (of which a minimum of 30 credits will be in two of the three subject areas)	3yrs FT 6yrs PT	6yrs PT 9yrs PT	BA Philosophy, Politics and Economics is a degree comprising three subject areas. It includes 360 credits with at least 60 credits in each discipline overall. There shall be 120 credits in the final stage, including at least 90 credits at Level 6, which will include 30 credits at Level 6 in two of the three subjects.
Graduate Diploma	6	120	120	1yr FT	4yrs FT	A professional 'conversion' course, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline.
Graduate Certificate	6	60	60	1yr FT	2yrs FT	
Graduate Entry LLB with Honours (LLB (Hons))	6	240	90	2yrs FT	4yrs FT	A law conversion course designed for graduates already in possession of an undergraduate degree in a non-law discipline.
Undergraduate Award with Integrated Placement	(5)	(120)	(120)	1yr FT	N/A	An integrated placement year is incorporated into some of the University's 3 and 4-stage undergraduate courses, including some Integrated Master's Degree awards. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. The placement year will usually take place between the second stage and the final stage of a course. The following types of integrated placement years are permitted: Professional practice placements which require students to undertake an integrated Placement Year for a recognised and accredited qualification.

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
						Research placements which require students to undertake an integrated placement year. Specialist industrial placements which require students to undertake an integrated Placement Year in an explicitly discipline-relevant context. The University guarantees access to an integrated placement to students on the above courses. Students cannot normally undertake more than one of an integrated placement year, a study abroad year and a Year in a Specialist Subject. When taken and passed the integrated placement year shall be recognised on the degree certificate in the format <Degree title> (with a professional/with an industrial placement year) or <Degree title> (research placement).
Undergraduate Award with a Venture Creation Year (integrated/voluntary)	5	(120)	(120)	1yr FT	N/A	The Venture Creation Year (VCY) is an alternative to a professional placement year, designed to enable students to explore self-employment and business start-up options. The VCY provides students with the opportunity to become an entrepreneur and over the course of the year set up and run their own start-up. Students take the VCY between their 2nd and final year of an undergraduate degree and comprises 48 weeks, with a minimum of 960 hours invested (20 hours per week equivalent). This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. Selection is competitive and by application. Acceptance to the VCY will be subject to submission of a suitable proposition followed by a panel interview. When taken and passed the voluntary/integrated venture creation year shall be recognised on the degree certificate in the format

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
						<Degree title> (with a Venture Creation Year).
Integrated Masters with Summer Research Placements: Master of Chemistry (MChem) Master of Engineering (MEng) Master of Mathematics (MMath) Master of Physics (MPhys) Master of Science (MSci)	7	480	120	4yrs FT	7yrs FT	This award provides an opportunity for students to augment their studies by undertaking paid placements in research groups during the summer vacation period between each year of study. Students cannot normally also combine this type of degree with an industrial/professional placement year, as these tend to last 12 months and conflict with summer research placements but may be able to undertake a voluntary placement year or a Study Abroad Year. When taken and passed the summer placements shall be recognised on the degree certificate in the format MChem Chemistry with Summer Research Placements.
Integrated Master's with Industrial Placement Year: Master of Chemistry (MChem)	7	480	120	4yrs FT	7yrs FT	A 4-stage degree incorporating an integrated placement year in year 3 of the 4-year course. The placement year comprises a Chemistry Industrial project (90 credits at level 6) with students taking a further 30 taught credits at level 6. So as to meet the minimum 120 credits at the level of the award requirement, stage 4 will consist solely of level 7 credit. Students failing to achieve the progression threshold at the end of stage 3 on the 4-stage route may be eligible to exit with the Honours award.
Postgraduate Award with integrated placement year	7	(180)	(180)	1yr FT	N/A	An integrated placement year is incorporated into some of the University's postgraduate courses. This will be an additional year of study equivalent to 180 credits leading to a course duration of two years full- time or three years part-time. The placement year will usually take place after the taught element of the course. When taken and passed the integrated placement year

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
						shall be recognised on the degree certificate in the format <Degree title> (with a professional/with an industrial placement year) or Degree title (research placement).
Postgraduate Award with a Master's placement	7	(60)	(60)	3months FT	N/A	An integrated placement is incorporated into some of the University's postgraduate courses. This will be an additional period of study equivalent to 60 credits. The placement will usually take place after the taught element of the course. When taken and passed the integrated placement shall be recognised on the degree certificate in the format <Degree title> (with a Master's professional/industrial/research placement)
Undergraduate Award with a voluntary placement year[3]	(5)	(120)	(120)	1yrs FT	N/A	A voluntary placement year (professional/industrial[4]) external to the University may be incorporated into an existing undergraduate course on entry or via post- entry transfer, so as to facilitate student choice. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. The placement year will usually take place between the second stage and the final stage of a course. The ability to take a voluntary placement year is not guaranteed but the University will support students via the Placement Preparation Programme in identifying/gaining access to a Placement Year. Students wishing to access a voluntary placement year once on a course shall register on the Placement Preparation Programme, normally by Semester 2 of Stage 1. In the case of students taking an industrial placement year, additional support in

[3] All degrees containing either a study abroad year or placement element will represent this element last in the award title

[4] The exact nomenclature for the award title is determined at the point of validation of the course. Schools can select whichever option most accurately describes the placement experience that their students will undertake.

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
						identifying/gaining access to the placement will be received from the School or Faculty. Students cannot normally undertake both a voluntary placement year and a Study Abroad Year. When taken and passed the voluntary placement year shall be recognised on the degree certificate in the format – Degree title (with a professional placement year or with an industrial placement year).
Undergraduate award with an unfunded voluntary placement year	(5)	(120)	(120)	1yr FT	N/A	This award shall bear largely the same characteristics as those for a voluntary placement year but will instead be usually a minimum of 900 hours. The rationale for this is that, as students will not receive payment for any part of their placement, they should be afforded additional time, if they wish, to undertake paid work so as not be disadvantaged compared to their peers in placements attracting payment. This type of placement is usually only appropriate where the student is based in a non-profit, such as the National Health Service or a charitable organisation. Unfunded voluntary placement years must meet the criteria of employment law in the respective host country. (For example, in the UK, placements of less than one year are currently exempt from minimum wage legislation so, should a student choose to work unpaid for a private sector organisation, they may do so.)
Award with Study Abroad Year (voluntary or integrated)	(5)	(120)	(120)	1yr FT	N/A	A voluntary study abroad year outside the University may be incorporated into an existing 3/4 stage course (Bachelors or Integrated Master's Degree respectively) to facilitate student choice. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. A voluntary study abroad year is not guaranteed but the University will support

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
						students via the Sussex Abroad Office in identifying/gaining access to a study abroad year. Students wishing to access a voluntary study abroad year once on a course shall register with the Sussex Abroad Office normally by Semester 2 of Stage 1. Some courses have an integrated study abroad year outside the University embedded into a 4-stage course structure. A study abroad year integrated into the course structure requires that the University guarantees access to a study abroad year for all students on that course. Students cannot normally undertake both a study abroad and a placement year (regardless of whether the study abroad or placement year is integrated into a 4-stage course or voluntary). When taken and passed the voluntary/integrated study abroad year shall be recognised on the degree certificate in the format <Degree title> (with a study abroad year).
A Study Abroad/Placement semester	(5)	(60)	(5)	1 semester[5]	N/A	Incorporated within a 3 or 4-stage (360/480 credit) degree course to broaden student learning. Incorporating a study abroad/placement semester warrants specific recognition on the degree transcript but does not constitute a named entry/exit route. Permissible in Semester 1 or Semester 2 as long as the curriculum has been explicitly approved to enable this. The one-semester placement/study abroad requires approval by the School Director of Teaching and Learning and is not open to all students.

[5] This is the maximum period allowed.

Award title (abbreviated form in brackets)	FHEQ/RQF level	Minimum credit requirement	Minimum credit at the level of the award	Minimum period of registration	Maximum period of registration	Award description & rules
Ordinary Bachelor's degree (BA, BSc)	6	300	60	3yrs FT	N/A	This is an exit award granted in recognition of student learning where insufficient credit has been achieved to award an undergraduate honours degree in the subject.
Foundation Degree (FdA, FdSc)	5	240	90	2yrs FT	5yrs FT	The course must include an assessed and credit-rated element of work experience comprising no fewer than 15 credits at Level 5.
Diploma of Higher Education (DipHE)	5	240	90	2yrs FT 4yrs PT	5yrs FT 7yrs PT	This is a programme comprising a main area of study from a single School. It may include modules from outside the 'major' area of study but shall incorporate at least 160 out of 240 credits from the major area. At least 90 credits shall be at Level 5. Where the Diploma is an exit award from a higher qualification the award appearing on the award certificate shall be Diploma of Higher Education without reference to a subject of study.
Certificate of Higher Education (Cert HE)	4	120	90	1yr FT	N/A	This award may be approved as an exit award only. The name of the award appearing on the award certificate shall be Certificate of Higher Education without reference to a subject of study.
Foundation Year	3	120	120	1yr FT	N/A	This entry route is for applicants who do not meet the threshold for direct entry into Year 1 of undergraduate courses. Following successful completion of the Foundation Year, students may progress to a named undergraduate course.
University of Sussex Certificate of Education	(3)	120	90	1yr FT	N/A	This is not a formally recognised award but an exit certificate of achievement for students successfully completing a Foundation Year but who decide not to progress on to, or subsequently withdraw from, undergraduate study.

Partner provision or provision offered in partnership

Award Title (abbreviated form in brackets)	FHEQ/RQF Level	Minimum Credit requirement	Minimum Credit at the level of the award	Minimum Period of Registration	Maximum Period of Registration	Award description and rules
Master of Fine Art (MFA)	7	240	240	2yrs FT 3yrs PT	3yrs FT 5yrs PT	This award is delivered by West Dean College of Arts and Conservation. Students who do not meet the requirements for the MFA will receive an MA as an exit award.
Double Master's Degree (LLM, MA, MBA, MEd, MSc)	7	180	150	1yr FT	2yrs FT	See Schedule 1 for details
Dual Master's Degree (LLM, MA, MBA, MEd, MSc)	7	300	240	2yrs FT	3yrs FT	See Schedule 1 for details
Joint Master's Degree (LLM, MA, MBA, MEd, MSc)	7	180	150	1yr FT	2yrs FT	See Schedule 1 for details
Bachelor's Degree with Honours (Hons) Bachelor of Arts (BA) Bachelor of Engineering (BEng) Bachelor of Music (BMus) Bachelor of Science (BSc) Bachelor of Laws (LLB)	6	360	90	3yrs FT 5yrs ODL 6yrs PT	6yrs FT 8yrs ODL 9yrs PT	This is a degree comprising a main area of study from a single School/Faculty. It may include modules from outside the 'major' area of study, but shall incorporate at least 240 out of 360 credits from the major area. At least 90 credits shall be at Level 6.
Diploma of Higher Education (DipHE)	5	250	120	1yrFT 2yrPT	4yrs FT 5yrs PT	This is an entry award only, for courses delivered at West Dean College of Arts and Conservation where students enter with 120 credits at level 4 are recognised through RPL.
Certificate of Higher Education (Cert HE)	4	120	90	1yr FT 2yr PT	5yr FT 7yr PT	This is an entry award only, for courses delivered at West Dean College of Arts and Conservation.

Appendix 1: Dual, Double and Joint Degrees

Initial and final approval of new collaborative partnerships by University Executive Board is facilitated by Collaborative Provision Approval Sub-Committee (CPASC). Collaborations involving postgraduate researcher provision also require the approval of the Postgraduate Researcher Sub-Committee.

Joint, double and dual degrees are distinct from other collaborative provision that the University is engaged in, as they involve working with at least one other degree-awarding body (in the UK or internationally) in a way that involves some pooling of those awarding powers. These degrees can be at undergraduate or postgraduate level and, even though they may incorporate existing Sussex modules, they should be a distinct offering from courses offered solely by the University of Sussex.

In each case, despite being offered through a partnership arrangement, the award issued by the University of Sussex otherwise complies with the normal requirements for the award as defined in the Sussex Academic Framework.

They are defined as follows:

Joint degree (collaborative provision) – this is a single award issued jointly by the University of Sussex and a partner institution(s). A single certificate bearing the signatures of the competent authorities of all degree-awarding bodies involved attests to the successful completion of this jointly delivered course, replacing the separate institutional qualifications. Receipt of the final award is dependent on students achieving a single, shared set of course learning outcomes, and awards are issued according to a common single set of assessment regulations.

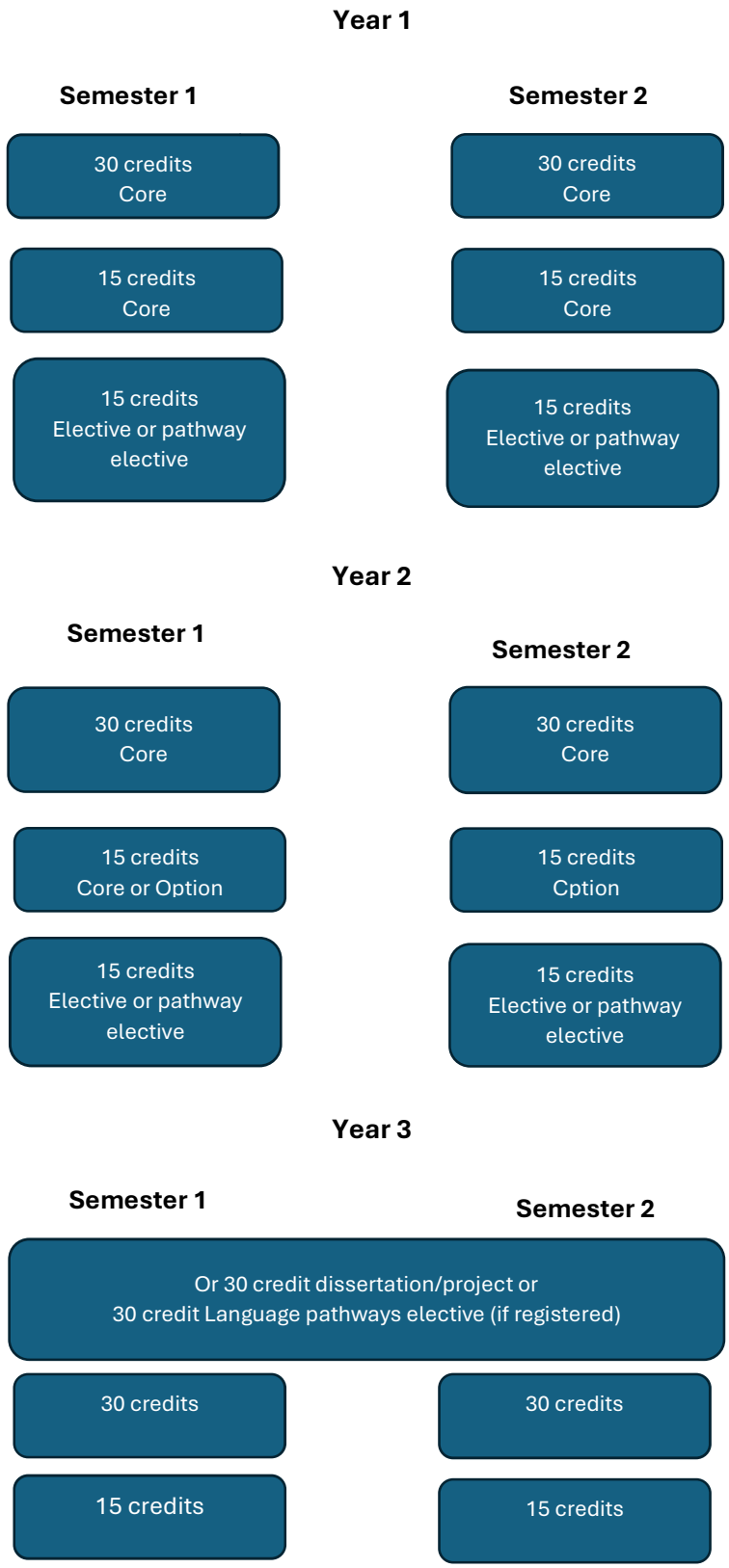
Double degree – this is similar to a joint degree but differs in that two separate, co- dependent and mutually contingent awards (separately certified) are granted by the University of Sussex and the partner institution(s) for the same jointly developed and delivered course of study. This type of award can be considered in jurisdictions where there are legal or regulatory impediments to the award of a single certificate or difficulties with the recognition or acceptance of a single joint certificate which mean that it is not in the interests of students to mark their achievement in this way. All credit delivered (by all partners) within the course counts towards the award of each institution involved. Receipt of the two final awards is dependent on students achieving a single, shared set of course learning outcomes, and awards are issued according to a common single set of assessment regulations.

Dual degree – this is typically two awards designed to lock together with overlapping curricula. A distinguishing feature of a dual degree is that the overall study period and volume of learning is longer than for the University of Sussex award separately but typically shorter than if each of the courses had been taken consecutively. This jointly conceived course leads to separate awards (and separate certification) from the University of Sussex and the partner institution(s). The awards are integrated but independent, so a student does not need to satisfy the award requirements of all the partners to receive an award. There may be modules required by one partner that are not counted

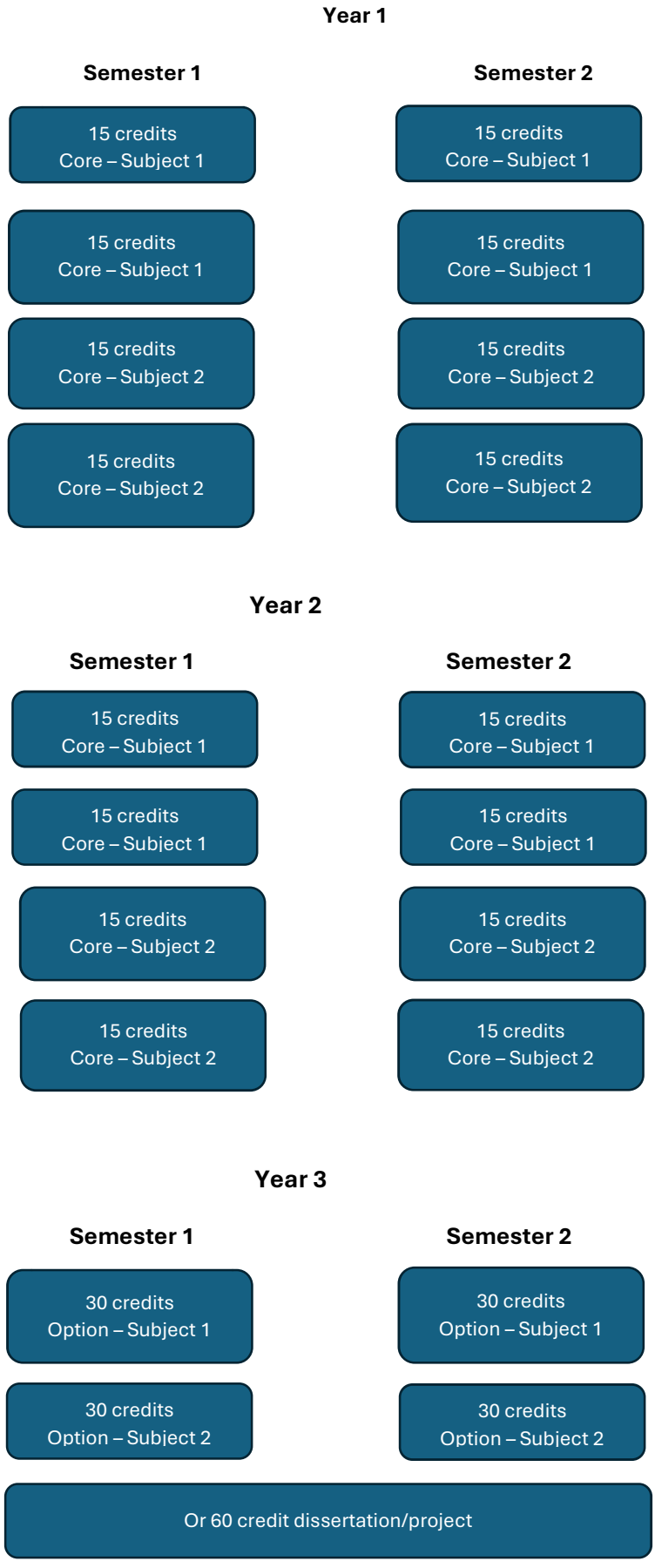
towards the award of the other(s), so a student may fulfil the award requirements at one institution but still have to complete further study to fulfil the requirements at the other(s).

Appendix 2: Illustrative Undergraduate Course Structures

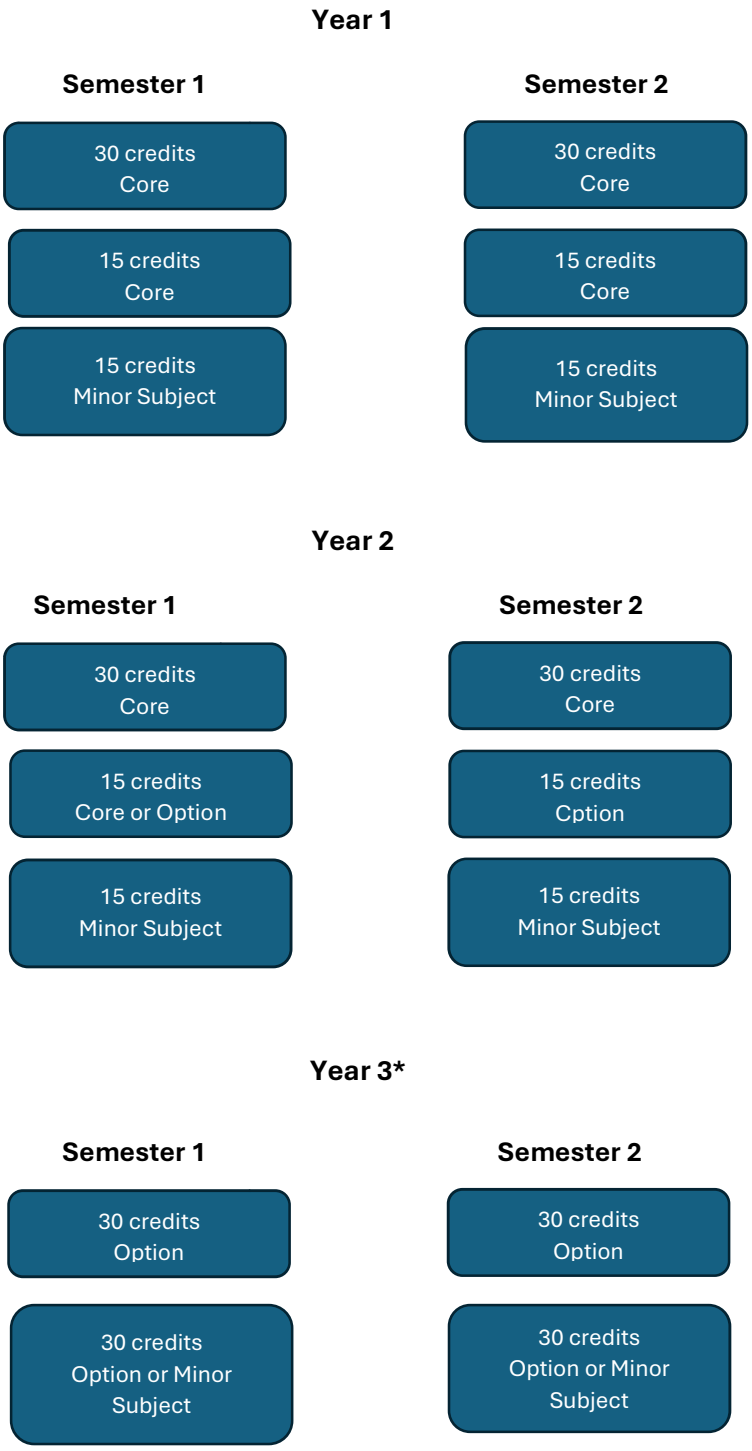
Single Honours degree with participation in Sussex Choice:



Joint Honours degree



Major/Minor Degree:



* Year 3 minor credit can be 2x15 or 1x30

Appendix 3: Further Information on Assessment Types

The University will adopt a high level of assessment types and provide a glossary of assessments which can be adopted and amended at faculty level. The table below provides an example of what may be contained within the glossary. Please note this list is not exhaustive.

The list includes a column on assessment format, prompting course and module convenors to consider how the student will undertake their assignment and reinforcing the fact that an assignment type does not necessarily determine the assessment format. Some assignments, for example case studies, could take a variety of formats and therefore provide flexibility for students where appropriate.

To ensure appropriate scaffolding, assessment workload expectations and clarity of expectations, the format/s will therefore need to be determined by course or module convenors and stated in the Course Specification, Module Descriptor and Assessment Information Sheet.

- Assessment type: The high-level categorisation of the type of assessment.
- Assessment format: The task students might be asked to undertake. Note – this is not an exhaustive list.
- What's involved?: Indicative description

Assessment Type	Assessment Format	What's involved? (indicative)
Written	Abstract	Students are required to write an abstract of a research paper/article within a specified word limit e.g. 300–500 words
Written	Annotated bibliographies	Students produce a list of texts, primary sources and internet sites on specified or agreed topics to a particular referencing convention. They annotate these with a commentary, which could include an evaluation of what they have read.
Written	Articles for different audiences	Students are asked to write on a particular topic(s) to an agreed length in a specific style e.g. a journal, newspaper or magazine
Practical / Written	Assessment stations	Students move around a series of testing stations being assessed on a number of learning outcomes, each for a fixed period of time. Useful to assess a wide range of skills and knowledge.

Written / Oral / Media	Review: book, website, journal article, performance, exhibition or programme	Students write an account or present an oral presentation on designated cultural outputs such as articles or other programmes e.g. TV/radio. These often include an evaluative element to demonstrate depth of reading and level of understanding in concise formats.
Written / Oral / Practical	Case studies / Care plans	Students are required to work through a case study/care plan to identify the problem(s) and to offer potential solutions; useful for assessing students' understanding and for encouraging students to see links between theory and practice. Case studies could be provided in advance of a time-constrained assessment.
Written / Oral / Media	Concept maps	Students map out their understanding of a particular concept. This is a useful (and potentially quick) exercise to provide feedback to staff on students' understanding
Written / Media	Critical incident accounts / Journals / Blogs	Students working on placements keep diaries, journals or blogs in which they record their experiences. They can be asked to write about a critical incident in terms of context, what happened, the outcomes, how theoretical material they have learnt underpins the process and how they would do things differently in future
Written / Oral	Designing learning materials	Students prepare a learning package for a particular audience e.g. members of the public, school children etc. on a specified or agreed topic.
Written	Dissertation	Potential for sampling a wide range of practical, analytical and interpretative skills and to assess a broad application of knowledge, understanding and skills to other situations.
Written	'Doing it' exam	An exam which requires students to do something, like read an article, analyse and interpret data etc
Written	Essay	Students are required to write an essay on specified or agreed topics within given parameters e.g. word count, use of different literature sources etc.
Written	Essay plans	Instead of writing a full essay, students produce an essay plan to demonstrate their preparation, planning and reading on a set or agreed topic. Useful for formative, self and peer-assessment.
Written / Oral / Practical	Exam (seen)	Formal type of assessment that takes place under timed conditions and in a controlled environment within assessment periods.

		Conducted either in–person (invigilated) or online. If in-person can be written or computer based (i.e. requires a computer to complete) Candidates may be asked a question or set of questions relating to the area of study. These may take the form of essays, short answer questions, problems, or multiple-choice answers.
Written / Oral / Practical	Exam (unseen)	As above. Questions are only revealed at the start of the exam window.
Written / Oral / Practical	Exam (open book)	As above. Students have the opportunity to use any or specified resources to help them answer set questions under time constraints. This method removes the over-reliance on memory and recall and models the way that professionals manage information.
Written / Oral / Media	Field report	Students are required to produce a report relating to a field/site visit.
Written	Grant application	Students are required to use real/adapted versions of different grant application forms to plan a research project. This could be assessed using the published criteria as a basis for the marking criteria.
Practical / Written	Instant reports	Students are required to submit a report as they leave the lab. Could be used with a predesigned pro-forma to speed-up marking and feedback provision to students.
Written / Oral	In-tray exercises	Students are provided with an initial dossier of papers to read, prioritise and work on, with a variety of tasks and new information given at intervals throughout the period of assessment. This simulates real practice where unknown elements and irrelevancies are often encountered.
Practical / Written	Laboratory books / Reports	Students are required to write a report for all (or a designated sample) of practicals in a single lab book. You could inform students that a sample of lab books will be collected each week to mark any reports of labs done in previous weeks; this encourages students to keep their lab books up to date. Each student should be sampled the same number of times throughout the module with a designated number contributing to the assessment mark.

Written / Practical	Learning logs	These are lists of activities and outcomes which students check off during a period of learning. For example, students could be asked to indicate competencies which they have practised to a specific level during a work placement.
Practical / Written / Media	Make or design something	Students are required to make or design something, e.g. radio broadcast, video clip, web page etc; useful as a group work exercise.
Practical / Written / Oral	Media profile	Students are asked to use pictures or headlines from newspapers and magazines to illustrate the public perception/profile of a particular aspect of your subject area; useful as a group work exercise.
Practical / Written	Mini-practical	This involves a series of mini practical sessions conducted under timed conditions which creates potential for assessing a wide range of practical, analytical and interpretative skills.
Written	Multiple choice questions (MCQs)	Can be useful for diagnostic, formative assessment, in addition to summative assessment. Well-designed questions can assess more than factual recall of information, but do take time to design.
Practical / Oral	Observation	Students are observed whilst undertaking some form of 'performance'. This is commonly used in teaching classroom practice and laboratory work.
Written	Online discussion boards	Students are assessed on the basis of their contributions to an online discussion for example, with their peers; this could be hosted on a virtual learning environment (VLE)
Oral / Written / Media	Presentations	Students are asked to give a presentation on a particular topic for a specified length of time and could also be asked to prepare associated handout(s). Can usefully be combined with self- and peer-assessment.
Practical / Written	Part-written practical reports	Lab sheets given to students provide some of the write-up in full but leave sections such as error analysis, theoretical explanation etc. for the students to complete.
Written	Patchwork texts	Students write a number of small pieces of work ('patches'), which they then have to later 'stitch' together in a reflective commentary. The patches and the tasks upon which they are based are discrete and complete entities in their own right, but they can help contribute to a holistic understanding of the module content.

Practical / Oral / Written	Performance	Students are required to give some form of performance, e.g. concert, play, dance, etc.
Written , Media, Oral, Practical	Portfolios / e-Portfolios	Students provide evidence for their achievement of learning outcomes; these commonly incorporate a reflective commentary.
Practical / Written / Oral / Media	Posters	Students are asked to produce a poster (either 'real size or as a PowerPoint file) on a particular topic. Can be used individually or in groups to assess a range of activities.
Written	Problem sheets	Students complete problem sheets, e.g. on a weekly basis. This can be a useful way of providing students with regular formative feedback on their work and/or involving elements of self- and peer assessment.
Written	Question banks	Students are assessed on their ability to produce a certain number of questions on a topic. This helps students to recognise what they do and do not understand about a topic and is a useful way for staff to collate a question bank that could be used for quick formative quizzes throughout the module
Written / Practical	Reflective diaries	Students record their learning over a period of time, interspersing narrative with a reflective commentary which could support the development of an action plan.
Written / Practical / Oral	Research projects / Group projects	Potential for sampling wide range of practical, analytical and interpretative skills. Can assess wide application of knowledge, understanding and skills.
Written / Oral / Media	Role play	Students write or give a presentation taking on a particular role, e.g. a journal reviewer/ editor, consultant, art critic etc. This type of assignment could be paired up with a grant application exercise.
Practical / Written	Selective reports / Sampling reports	Students are asked to either write up only particular sections of a report each week, e.g. methods section or results section. Alternatively students are required to write practical reports in full but they are told in advance that only a percentage of the reports will be assessed.
Written	Short answer questions	Useful to assess a wide range of knowledge/skills across a module
Practical / Written / Oral	Simulations	Text or virtual computer-based simulations are provided for students who are then required to answer questions, resolve problems, perform tasks and take actions etc. according to changing circumstances within the simulation. Useful for assessing a wide range of skills, knowledge and competencies

Practical / Written / Oral	Timed assessment	That takes place outside of the assessment period MCQ TAP CEX
Written	Wiki / Blogs	Students are required to keep an individual blog, e.g. to record their progress on a project, or a wiki; could be used as part of a group project exercise.
Oral	Viva voce	Often used for assessing 'borderline' degree classifications but also useful to explore students' understanding of a wide range of topics. Depending on class size however, they can be time consuming for staff.

Numerous Universities approaches were explored, and the institution that had an alignment to this was Reading and hence the above has been adapted from Reading University

Review/Contacts/References	
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