## Institutional Review Self-Evaluation Document

December 2012

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The University of S	Sussex Self	-Evaluation Doc	ument (SED) has been prep	pared in support of the
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The document has been complied by an Editorial Group under the leadership of the Deputy

Our overall approach in drafting the document has been to provide a frank self-critical reflection of the University as it operates at this point in time, with supporting evidence, and to outline our strategies for maintaining and enhancing the quality of our learning and teaching and the wider student experience in an ever more challenging national and international higher education environment.

The QAA Review takes place at a point where the University has recently completed a major review of its academic portfolio and finds us in a major change phase that reflects our growing confidence as a consistently highly ranked UK university.

Contents

Preface

- 5.3 E E representatives.
- 6.1 Strategic approach to enhancement of student learning opportunities
- 6.2 Procedures and Processes that inform decision-making on learning opportunities

in both teaching and in research. The consultation conduded with the creation of a new school structure and a realignment of professional services.<sup>5</sup>

The new structure based on 13 Schools, including the joint Brighton and Sussex Medical School (BSMS) (although the latter was not formally involved in the restructure), was implemented at the start o

management of the process and to improve the student experience. Consultation also confirmed substantial support for a mid-year teaching-free assessment period to facilitate the introduction of a wider range of assessment methods to support student learning and to

## Portfolio Review

The Mid-Cycle briefing paper notified QAA that we had temporarily suspended quinquennial (periodic) subject review

- 47 elected student representatives as full Panel members
- 5 USSU officers served in total with one representative on each Panel
- One of each Careers and Employment Centre (CEC), Library and ITS members of staff
- 24 internal academic assessors
- 35 external subject specialist assessors
- A further 51 student elected representatives in total met with the Panel members over lunch to represent student views. The students were selected from undergraduate, postgraduate taught, and research students in the School under review.<sup>22</sup>

Following the completion of Portfolio Review we are in the process of updating

approved pathway electives.<sup>25</sup> The electives provide opportunities for students to explore beyond their main subject boundaries.

Staff are also encouraged to test creatively and experimentally in course design by creating new modules for non-subject specialists and to create approved pathway electives enabling students to achieve a level of professionalism or proficiency in a minor subject.

Changes to the credit structure for course design required revision of the examination and assessment regulations, including the role of E

the identification of suitable international partners with whom we wish to collaborate. We do of course continue to have a vibrant range of staff and student exchanges particularly in our study abroad programme with a number of US institutions<sup>29</sup> and we maintain our community involvement through carefully selected local Æ providers and others.<sup>30</sup> In 2009, we entered into partnership with Highbury College (Portsmouth) and in 2010 established partnerships with

## Developing the Estate

We have continued to develop our estate to improve the quality of our teaching and learning environment, student residences and social space for staff and for students. Overall investment in the estate since 2008 has been in the region of £210m, with further substantial investment planned over the next 2 years. As well as continuous improvement we have also undertaken major capital investments as summarised below.

- (£10m) opened in June 2010. The new building provides 3,000 square metres of teaching space across three floors, including two 160-seat lecture theatres and a mix of 26 different-sized seminar rooms.
- (£30m) opened in September 2012. The building is home to the School of Business, Management and Economics and houses the largest state-of-the -art lecture theatre on campus (500 seat capacity) plus additional general teaching space.
- £46m) has been spent on the development of the Northfield Student Residences (in three phases the final phase to be completed in the summer 2013). This builds on the £12m development of the Swanborough residence which was completed in 2008.
- (£10m) has been invested in developing the Bramber House catering and conference centre, which includes a number of new seminar rooms with state of the art IT infrastructure.
- (£7.4m) has transformed the University of Sussex Library. Physical use the Library has increased significantly since the refurbishment with 34% more visits in 2011/12 than in 2010/11. The move to a self-service approach wherever possible and appropriate (e.g. issuing and returning books, booking of group study rooms etc.) has enabled students to take advantage of the full range of services and facilities offered by the Library during 24 hour opening in teaching periods.

Rationalisation and rearrangement of Library stock onto well lit, adequately spaced shelves, together with a review of shelving processes means that all stock is now reshelved within 24 hours of return, improving student access to books and other learning materials.

Sgnificant investment continues to be made in acquiring print and electronic content to support student learning and usage of these materials is growing year on year. During 2011/12, e-book downloads increased by 28% and e-journal downloads by 23% over 2010/11 figures. These developments have been received positively by students as reflected in Library NSS scores for 2011-12 and feedback collected internally and externally.<sup>33</sup> The Library refurbishment has delivered the following innovations and improvements:

- Reflective, creative and interactive study zones supporting a range of learning
   Styles.
- Increased number of group study rooms, bookable online, equipped with PCs and plasma screens.
   Innovative Open Learning Space to host a range of formal and informal learning and teaching activities.
- Sussex Research Hive (a dedicated space for doctoral students and research staff).
- RFID technology, facilitating self- issue and return, fines payment and selfservice reservations.
- 65% increase in provision of ITS-managed computers, including a Mac duster.
   There are now 200 PCs for student use based in the Library.
- Increased power and data capacity to facilitate the use of student-owned devices (laptops, iPads, notebooks etc).
- Enhanced wifi coverage throughout the building.
- Provision of additional bespoke and off-the-shelf furniture to support contemporary learning.
- Information Hub, offering a single service point for all Library enquiries.
- Remodelled, welcoming entrance and Reception Desk.

<sup>33</sup> NSSoutcomes 2011-12 November 2012 TLC/23/6.

teaching and learning. We want to operate in a sustainable manner, with our staff and students at the centre of future endeavour.

We have the opportunity to continue to grow our institution in line with and moving beyond the current strategic plan. We have the capacity to move from 12,000 to 15,000 students by 2015-16, as overseas demand continues to grow and the new government approach to deregulated student numbers allows universities to admit extra numbers of high-quality students.

The positive reason for embracing growth now is that additional student numbers are the main route for growing income. Growing income provides the financial head-room for us to develop the student experience, grow staffing numbers, develop exciting new areas of activity

The response to our 2008 QAA Audit was submitted to the QAA in December 2008.
The Mid-Cycle review submitted in June 2010 provided a further update on matters raised in 2008. This is attached at Appendix A.
Section 1 of the Self-Evaluation Document reports on further developments since June 2010, work in progress, and planned developments over the next 5 years.

The University of Sussex manages its academic standards and monitors the effective discharge of its degree-awarding powers using policies and procedures adopted through collective agreement between staff and representatives from the student body. All policies and procedures are brought to Senate for approval

Research degree standards are governed by the policies and procedures contained in the Code of Practice for Research Degrees and the Handbook for Doctoral Researchers.<sup>38</sup>

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responsible for ensuring implementation, reviewing outcomes of application, recommending enhancements and changes, and ensuring fundamental review by the approved due date. All are openly available for reference by staff and by students on our internal web site which has been revised as part of the updating work undertaken by the recently formed Academic Registry.

The Academic Office maintains the academic poli

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through the Quality Enhancement Sub-Committee of TLC. This is how the University assures that awards in delivery remain valid and that its published course information (both internal or external) is accurate.

Minor changes to existing courses are managed at School level through School Teaching and Learning Committees Guidance, policy and procedures for handling course changes are included in the Course Development and Approval Procedures. This includes a clear statement on the scope and level of authority for making such changes at School and at University level. Termly reports of changes are reported to TLC through the Quality Enhancement Sub-Committee.

School Periodic Review (to be conducted on a 6-yearly cycle commencing 2013 in keeping with HEFCE proposals for a Risk-Based Approach to Quality Assurance) undertakes approval and scrutiny of courses to ensure continued alignment with national and professional body standards.

The TLDU staff support course teams in the development and design of new courses, including utilising technology enhanced learning.

The TLDU provides up-to-date information and guidance, via their web site and through workshops on and

Academic staff at the University of Sussex participate in external working groups and professional body committees and act as External E

Annual Monitoring requires module

board

Almost 600 staff participated in specific training and development in teaching and learning during the period 2011-12.<sup>74</sup> The impact on staff of this particular aspect of the uLDy work has been positive as is evidenced by workshop/training event feedback and by the number of staff receiving formal recognition such as: HEA National Teaching Fellowship Awards, University of Sussex qualifications in teaching and learning<sup>75</sup> and membership/fellowship of the HE Academy.<sup>76</sup>

Staff also receive support and guidance in peer assessment and feedback involving students looking at each other's work and assessing it against pre-agreed criteria. Comprehensive resources on the TLDU web site provide guidance for introducing peer assessment and feedback to student groups.<sup>77</sup>

The Sussex Principles of Assessment provide guidance to staff in assessment design, assessment load and innovative design to test stated learning outcomes. Assessment loading and scheduling formed part of the deliberations of School Periodic Review panels last year and was a specific focus because of the implementation of the new academic year structure and its objective to rebalance assessment loading over the year. Review Panels also considered p1ie im3(lj1T1 0 0 1 72.024 406.85 T1BDCBT2(b)-4(j)9(e-BDCBT1 0 0 1 349.03 560.7r / PANexamples)

The new Examination and Assessment Regulations Handbook (2012-13) establishes the regulations and procedures governing the operation of Module Assessment Boards (MAB) and Progression and Award Boards (PAB). <sup>79</sup> This work was led by the Academic Regulations Sub-Committee of TLC.<sup>80</sup>

The principles governing examination and assessment as approved by Senate last academic year are clearly stated at the start of this document. Central to the principles is the University commitment that all students should have a fair and equal opportunity to undertake assessment and demonstrate achievement, including strict application of the rules across all subjects. Derogations may only be approved after due consideration by the TLC on the advice of the Academic Regulations Sub-Committee. Submissions for derogation must be in writing with proof of PSB requirements and be approved by the School Teaching and Learning Committee. Exceptionally, other pedagogical requirements must be externally e

Updated processes and procedures make it clear that the TLC is the authoritative body responsible to Senate on all teaching and learning matters. Where necessary, matters are referred to Senate for ratification. However, in all cases Senate is notified of TLC decisions through its regular report to Senate.

As a consequence of Portfolio Review, all University of Sussex taught courses have been redesigned on the basis of our new Academic Framework thus ensuring alignment with the FHEQ and Subject Benchmarks. In addition, all module and course learning outcomes have been fully assessed in relation to their level and alignment including assessment strategies.<sup>94</sup>

The new Academic Framework provides the curriculum design principles to ensure that University of Sussex courses meet QAA expectations. We were also keen to build-in additional flexibility in terms of design and timetabling, to enable student to broaden and deepen their knowledge and skills.

The Academic Framework therefore includes the design principles for free standing electives which are offered to all students on single honours awards and delivered in protected timetabled slots. The aim is to provide flexibility and meet student needs by giving students the opportunity to settle into their first year of study before deciding to take a term of study abroad or a professional/industrial placement. This approach reflects our tradition of interdisciplinaken3-5(dm[(s)11(t)-4m[(in)-4(t-5(dm0(d)5())] TJETBT4(d)2(r)9(t)-4(u)5Q[(in)-5())] TJETBT1 0.0 for the students of the s

The University meets the expectation that QAA subject benchmark statements and qualification statements are used effectively in course design, approval, delivery and review to inform standards of awards by embedding the reference points in course approval and reviewing policies and procedures to take account of QAA subject benchmarks and other PSB requirements as appropriate.

New subject benchmark statements and updates issued by the QAA are reported to the TLC, and referred to School Teaching and Learning Committees, for discussion on the appropriate action to be taken by the University. The University Collaborative Provision Committee also receives statements where they apply to partner provision and will liaise with partners on implementation as required. This process is centrally tracked and any proposals requiring amendment of regulations or guidance are brought back to the TLC.

Course validation and approval procedures and School Periodic Review require the presence of external assessors who, among other things, are invited to comment specifically on the alignment between new/existing courses and QAA subject benchmarks and PSB requirements (where appropriate).

The TLDU runs courses on module and course design which include consideration of the application of subject benchmarks in the design process.<sup>99</sup>

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<sup>&</sup>lt;sup>99</sup> Staff Training and Development Schedule 2012-13. See FN 54.

How the institution manages the quality of students' learning opportunities

The University of Sussex is a research-Thn(is)-5(U)12(n)-4(iversit)-.2(f)5()) We sea ny -4(e)t2(f)9(o) n 7 f-2(h) for the University of Sussex is a research-Thn(is)-5(U)12(n)-4(iversit)-.2(f)5()) We sea ny -4(e)t2(f)9(o) n 7 f-2(h) for the University of Sussex is a research-Thn(is)-5(U)12(n)-4(iversit)-.2(f)5()) We sea ny -4(e)t2(f)9(o) n 7 f-2(h) for the University of Sussex is a research-Thn(is)-5(U)12(n)-4(iversit)-.2(f)5()) We sea ny -4(e)t2(f)9(o) n 7 f-2(h) for the University of Sussex is a research-Thn(is)-5(U)12(n)-4(iversit)-.2(f)5()) We sea ny -4(e)t2(f)9(o) n 7 f-2(h) for the University of Sussex is a research-Thn(is)-5(U)12(n)-4(iversit)-.2(f)5()) We sea ny -4(e)t2(f)9(o) n 7 f-2(h) for the University of Sussex is a research-Thn(is)-5(U)12(n)-4(iversit)-.2(f)5(iversit)-.2(f)

The Doctoral School was established in 2010. It works with senior academic staff, especially Heads of School and Directors of Doctoral Studies, to ensure that the interests of our research staff early in their research careers are institutionally represented. The Doctoral School objectives include ensuring that researchers are supported in managing their careers and are able to plan for a variety of career paths; that they can disseminate their results and develop their ability to transfer and exploit knowledge; and that they develop transferable skills through embedded training within our Academic Schools and through the Doctoral School. The School also promotes the distinctive interdisciplinary ethos of Sussex through the management of large cross-School doctoral training grants. The work of the Doctoral School is overseen by the Doctoral School Committee.

The Careers and Employability Centre (CEC) was restructured in 2011 and re-located to the ground floor of the University Library to increase its visibility and accessibility to the student body. The Centre is the co-ordinating hub for:

- The management of the y professional/industrial placements (and work experience) which students can elect to take on a one-year or a one-term basis at undergraduate level
- The Employability Accelerator programme which delivers a menu of personal development planning e-portfolio initiative. Sussex Plus<sup>103</sup> which provides workshops, briefings, and skills training. Employer/alumni employability events held centrally or built into academic time-tables or the curriculum (as part of course development) alongside a wide range of careers information resources available from the ŒCweb site.<sup>104</sup> A range of resources to develop academic and study skills.<sup>105</sup>
- The First Generation Scholars programme offers skills training and employment advice for the Univers
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<sup>&</sup>lt;sup>102</sup> Doctoral School Activity October 2012. DSC-16-02

<sup>&</sup>lt;sup>103</sup> Sussex Plus web site. Sussex Plus anticipated the HEAR in fostering documentation of skills and activities in a Sussex Plus webfolio.

<sup>&</sup>lt;sup>104</sup> Careers and Employability Centre web site.

<sup>105</sup> Study Success at Sussex (S3) web site.

Probation may be extended by a maximum period of one year. Performance milestones are agreed at annual review. Council receives an annual report from the Performance Committee confirm that appraisal has been undertaken for all staff categories, academic and professional.

Academic staff new to research degree supervision are expected to undertake an intensive introductory training for new supervisors. A series of academic-led seminars on aspects of supervision and examination are also provided for existing supervisors. The University's expectations for the professional development and training of supervisors are agreed in a policy statement which is monitored by the Doctoral School Committee. <sup>113</sup>

As a research-intensive University, Sussex makes strategic use of its research degree students as associate tutors and is committed to providing them with opportunities for skills and career development. We also believe that, in an appropriately managed context, associate tutors make a significant contribution to students' learning and to the student experience overall. The University has a long-standing Policy on Associate Tutors designed to assure the quality of their teaching and to maintain standards and it includes guidance on Good Practice in the Strategic Deployment of Associate Tutors. Associate Tutors with less than three years full-time teaching experience are required to attend the Sussex Associate Tutors Training Programme (SATTP) or equivalent training.<sup>114</sup>

The Annual Appraisal system was strengthened in 2011-12. It continues to be conducted annually and is monitored by the Performance Committee of Council 115. The scheme requires each School to have in place an appraisal policy which identifies local level arrangements for appraisers, time-tables for appraisal training and the conduct of appraisal meetings. The key outcome of the appraisal scheme involves the production of a personal action plan; staff are expected to reflect before the appraisal meeting on measures of the effectiveness of their work in relation to generic objectives which are incorporated in their personal action plans which include teaching, learning and assessment targets.

<sup>&</sup>lt;sup>113</sup> Code of Practice for Research Degree Programmes 2012-13. See FN 38.

<sup>114</sup> Teaching and Learning Development Unit web site. Sussex Associate Tutors Training Programme (SATTP).

Human Resources Report on implementation of performance review 2011-12 P/004/08.

Calls for promotion are made once per term. Staff are self-nominating. In the autumn term 2012-13 thirty-two academic staff were put forward for promotion to reader or professor. This is the highest number to date and is felt to be a consequence of the new improved annual staff appraisal system.

The University continues to operate Peer Observation of Teaching (PoT) and Learning across all Schools. It is the responsibility of the School to ensure the policy is implemented. School Annual Monitoring reports include comments on the application of PoT. In 2011-12 most Schools had operated PoT. Those who had not done so in 2011-12 were establishing new schedules for 2012-13. The Department of Law had explicitly adopted the process this year to experiment with Peer Observation of Assessment and Marking. This was reported in their Annual Monitoring report and is an area of good practice that TLC will consider proposing for other Schools in the coming year. 117

The University Staff Development Unit runs a range of courses each year to support academic and professional staff to improve their effectiveness. Specialist staff training and development is offered by the Teaching and Learning Development Unit (TLDU) and the Sussex Doctoral School. School.

The Unit also provides training and support to partner-based teaching staff to secure Membership/Fellowship of the HEA and enables individuals to undertake its Postgraduate Certificate in Teaching and Learning in Higher Education. 120

The

Centre receives around £3.5million in funding from the ESRC. This provided up to 55 Doctoral studentships over five years from October 2011. Sussex ESRC DTC offers Advanced Research Training through short courses, most of which are offered as single day-long or two half-day workshops held on the Sussex campus. The courses are open all doctoral, postdoctoral and practitioner researchers.

The Sussex ESRCDTC is linked to the South East ESRCDTC and the Essex ESRCDTC and Sussex staff and students can take advantage of training courses across the network. 121 It also hosted the inaugural conference for all students in their first year of ESRC funding across the new ESRC Doctoral Training Network.

CHASE (the Consortium for the Humanities and the Arts Southeast England) brings together

- producing graduates who continue to learn through life and are sought after by employers;<sup>126</sup> and
- delivering a student experience which will ensure that current and future students will value their time at the University of Sussex.<sup>127</sup>

We have achieved each of these aims and are now moving into a new phase which requires a fundamental review of our Teaching and Learning Strategy in 2013 to align with a new institutional strategy plan 2013-18.

The Vice-Chancellor chairs an annual planning meeting with each School at which resources and other strategic developments, including new courses, are discussed. Final approval of School plans and resources, including resources for new courses, is fed back to Schools in early December. <sup>128</sup>

feeding back to the Library and the Doctoral School what users want from their research community.

Student feedback flows through a number of channels including the student voice on school-level and senior committees: student feedback in our review processes (i.e. annual

The Student Support Unit is also located within Student Services and provides advice and guiproviis also located

determined by the school to ensure appropriate representation to meet school organisation, subject and PSB

formulation and decision-making and that they play a key role in overseeing important aspects of the Universit procedures and related operations. 146

As noted in Section 1, the decision to revise current internal review procedures to include student panel members was taken on the basis of very successful student input to School Periodic Reviews conducted in 2011-12. From 2012-13 we also intend to include student representatives from our partners on Partner College Review and Validation Panels. Students will be selected from the institution under review.

Module evaluation by students is conducted at the end of the delivery of each module and outcomes reported through the Annual Monitoring Process. We are currently reviewing our on-line survey method to improve response rates. <sup>147</sup> Improving student response rates in module evaluations was highlighted as a priority in School Periodic Reviews and Annual Monitoring 2012-13.

The revised Annual Enhancement Event, under the auspices of the TLC, considers the outcome of Annual Monitoring, External Examiner reports, and NSS results to inform the enhancement agenda for the coming year and beyond. The format is new for 2012-13 and will be reviewed annually to maintain fitness-of-purpose.<sup>148</sup>

There is a termly meeting between the Vice-Chancellors Executive Group and elected sabbatical officers of the Union. This is referred to internally as the Executive Liaison Group (ELG). The Welfare and the Education Sabbatical Officers meet the Pro Vice-Chancellor Teaching and Learning once per month. Smilar meetings take place between USSU Officers responsible for international and research student matters and the relevant PVC.

The USSU Operations Officer meets the Registrar and Secretary regularly to consider campus-wide issues, such as sustainability and transport, and the USSU Communications Officer meets regularly with the Director of Communications.

<sup>&</sup>lt;sup>146</sup> School Committees supporting quality assurance of teaching and learning diagram.

The University recently evaluated the EYASYS system but response rates were not improved in the pilot test. The Teaching and Learning Enhancement Board will consider the matter in more

<sup>&</sup>lt;sup>148</sup> Annual Enhancement Day December 2012: Outcomes.

<sup>&</sup>lt;sup>149</sup> Executive Liaison Group Terms of Reference and Membership. See FN18.

USSU Sabbatical Officers are included in the membership of working parties and task and finish groups on a regular basis.

The PVC Teaching and Learning funds an annual Student Internship to work with the USSU and the Student Development Co-ordinator who is located in Academic Registry.

University policy and procedures are designed and developed after input from and consultation with student representatives. This method of working is exemplified by our recent review of the University Examination and Assessment Regulations. <sup>150</sup>

**The Vice-**C F

University Council has established the Performance Committee<sup>151</sup> y performance in delivering strategies, projects and plans which have been agreed by Council including identifying and measuring the indicators by which plans can be monitored. The Committee has agreed a range of KPIs<sup>152</sup> which will enable the Council to oversee the general operations of the University and the format and timing of reporting on these. For strategies, projects and plans and areas of operation, the Committee monitors the management of the main risks. The Committee also monitors y against a range of statutory requirements. Reporting committees to the Performa

university rankings and other external data to inform policy development <sup>156</sup> and oversaw the implementation of KISrequirements. It has recently added management of KISto its remit.

The Governance Office oversees the planning process and provides centrally generated data sets to inform the annual planning round with the Schools. <sup>157</sup>

The Strategic Recruitment and Admissions Committee keeps the University Admissions

Policy under review, although changes to admission policy or procedure will be considered by the TLC and reported to Senate for ratification. The OFFA Steering Group oversees the 

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participation applicants. We are pleased to note that the University met its widening participation target of 840 students in 2012-13, the highest number recruited by the University to date.

Student admissions for taught programme is managed centrally by the Admissions Office. The Office has a dedicated team managing undergraduate admissions. The postgraduate admissions process is also managed centrally and overseen by a dedicated team using an in-house online application process which provides live data to admissions tutors. Postgraduate research students use the same online application service.

Senior staff from the Admissions Office meet regularly with School-nominated admissions tutors (undergraduate and postgraduate) to ensure effective and fair management of the admissions cycle each year. The

The Student Complaint Procedure and the Academic Appeals Procedures are distinct policies and are published in the Student Handbook and on the University web site. The procedures apply to all students, undergraduate and postgraduate.

The application of the procedure is kept under review by the Teaching and Learning Committee which receives an annual report on Academic Appeals. 163

There is a dedicated Academic Appeals Officer at Assistant Registrar level who is also Secretary to the Appeals Board. The Appeals Board is a committee of Senate. The criteria and conduct of the Appeals Board is contained in the University Regulations. 164

Advice and guidance on making an academic appeal or a student complaint is provided by the Student Life Centre and the Student Union Advice and Representation Centre.

The University approves the complaints and appeals policies and procedures of each of its partner institutions through the (re)recognition process. Students on validated courses have the right of appeal to the University once the processes at the partner institution have been exhausted where the student remains dissatisfied with the outcome.

We have published complaints and appeals procedures for Admissions and Fee Status. 165

We shall be undertaking a fundamental review of our current policy and procedures governing academic appeals and student complaints concerning academic matters in 2013 to reflect the revised QAA Code of Practice Chapter B9. This will include a review of reporting arrangements for both procedures.

<sup>163</sup> Academic Appeals Board Report May 2012 TLC-21-14. See FN 153.

Academic Appeals [extract from the University Regulations].

165 University of Sussex Admission Appeals Complaints and Appeals Against Fee Status.

<sup>&</sup>lt;sup>162</sup> University of Sussex Student Handbook 2012-13.

Academic Appeals [extract from the University Regulations].

As explained in detail in Section 4 above, the Careers and Employability Centre (CEC)<sup>166</sup> was accredited by the Matrix Quality Standards for Information, Advice a

The International and Study Abroad Office offers a range of services to international students, including induction, orientation, advice and guidance on immigration and visa matters, and dealing with the UKBA. The Careers and Employability Centre delivers workshops for international students to support transition into part-time jobs, work experience/internships and graduate work in the UK. The Library similarly offers bespoke induction sessions for international students.

The Academic Development Support Programme offers English Language and study skills support for international students. The sessions offered include academic cultural differences, learning styles, what is meant by plagiarism, argument and critical analysis, as well as looking at English for academic purposes. Academic development workshops focus on academic and English language skills and include subjects such as note-taking, summarising and paraphrasing, structuring an essay, understanding and writing essay titles, paragraphing, referencing and writing a bibliography, introductions and conclusions and advanced language skills.

The Academic Development Support Programme is supported by personal tutorials to offer help and advice with any language or study skills. There is also a weekly drop in service. Students are notified of this Programme at induction and can register online to participate.

Writing workshops where students submit examples of their writing in advance, then meet as a group discuss, analyse and offer advice on improvement are also offered. The 2011-12 evaluation of the Programme is very positive.<sup>171</sup>

Project V, which is part funded by the ŒC is a project run by the Student Union to work with Schools to develop volunteering opportunities for students that benefit the local the community and provides opportunities for students with skills relevant to their degree

As explained in Section 4, the Doctoral School is specifically designed to provide a coherent range of support and development activities for research students, supervisors, early career researchers and postdoctoral research staff. The activities are aligned to the Vitae Researcher Development Framework. Training needs analysis for doctoral students is supported by the TLDU and the Unit hosts the Vitae Unit South East Hub. <sup>174</sup> The School works in partnership with the TLDU and CEC in devising and delivering these services.

The Handbook for Doctoral Researchers and the Code of Practice for Research Degree Programmes provide details for staff and students on the University rules, regulations, annual review, supervisory role and responsibilities, examination procedures and related matters for doctoral candidates. The Doctoral Re

validated provision. Annually, the University publish.9iversity 292.13 51.84r-4(y)

We believe our current arrangements meet the threshold standard required by Indicators 4 and 5 of Part Cof the Quality Code and that agreement on the detail of the Student Charter will enhance our service further.

Recent Graduates and Alumni The Development and Alumni Relations Office maintain the University web presence for all Sussex alumni and the CEC is developing its web presence as The University invests further in this services for recent graduates. We are currently exploring how to improve access to graduates to both sites and better representation of the services we provide. We are currently scoping the IT requirements to introduce HEAR with a view to providing the enhanced transcript for students graduating in the academic year 2013-14.<sup>188</sup>

Academic Standards and Quality Academic Registry maintains information and resources relating to academic standards and quality. This information is accessible internally and externally on the web site (with links to Schools and other professional service area web pages as required)<sup>189</sup> as we believe it is importance that staff and students, external stakeholders and peers in the sector can use out information to inform decisions and to share good practice. Hard copies of key handbooks are produced as reference copies for Schools and other professional service areas.

The Strategy for Quality Assurance and Enhancement is updated annual by the Academic Office in the light of internal and external developments. All collaborative provision is subject to formal agreement. The Partnership Office maintains the director of all MOAs and regional partners are listed on our Partnership web pages. The wider information set, including matters relating to compliance y statutes and Regulations is managed by the Governance Office and public access is maintained through their web site. 191 They also oversee the annual publication of a more acces

The Teaching and Learning Strategy and supporting Operational Plan has been the main strategic driver to the enhancement of student learning opportunities from 2008. 195

However, the change of PVC (Teaching and Learning) in 2010, together with the y Strategy for Growth, and the changing economic dimate have, created an environment that has taken us in a new directions as described in Section 1 of this document.

To summarise, we have fundamentally revised our curriculum and the structure of our academic year. We consulted extensively and listened to our students, their representatives and our staff. We made the changes we thought necessary to meet the needs of our students, employers and the communities they serve. In doing so, we have deliberately intensified the focus in the curriculum on transferable skills and have extended the range of experiences for our students through professional placements, study abroad and volunteering opportunities relevant to and embedded into the core learning in the subject. These changes are now embedded in institutional policies and procedures and will be carefully monitored in the coming year to inform our next development phase which will include a new Teaching and Learning Strategy. The new strategy will incorporate and specifically promote the use of technology to enhance student learning (including digital literacy) and ways of using technology to create opportunities for more face-to-face teaching events and peer-to-peer learning.

The Teaching and Learning Enhancement Board has developed an interim set of proposals for 2012-13<sup>196</sup> which will roll forward into the new Teaching and Learning Strategy. These priorities were identified in School Periodic Review Outcomes at our Annual Monitoring and Enhancement Event.<sup>197</sup>

<sup>&</sup>lt;sup>195</sup> Teaching and Learning Strategy 2009-2015; Teaching and Learning Operational Plan 2009-2014 (updated) <sup>196</sup> Teaching a Board: Priorities for 2012-13. See Fn 89.

<sup>&</sup>lt;sup>197</sup> Outcomes of 2012-13 Annual Enhancement Event. See Fn 148.

FN001	Report on student numbers 2012/13, November 2012. P-004-6.
FN002	THESWorld Rankings 2012. No document.
FN003	Strategic Plan 2009-12: Achievements. Report to Council. C-210-7
FN004	Strategic Plan 2013-18: Campaigns and Themes (draft).

FN036	Strategy for Quality Assurance and Enhancement 2012-13.
FN037	University of Sussex Partner Handbook 2012-13 (incorporating recognition procedure).
FN038	Code of Practice for Research Degrees 2012-13; Handbook for Doctoral Researchers

FN073	Staff Training and Development Schedule 2012-13. See FN 54.
FN074	Teaching Learning and Development Unit Awards and activities.
FN075	PGCert HE Programme Handbook 2012-14.
FN076	Teaching Learning and Development Unit Awards and activities. See FN 74.
FN077	Teaching and Learning Development Unit web site - link to Peer Assessment and
	Feedback.
FN078	Principles of Assessment Design.
FN079	Examination and Assessment Regulations 2012-13. See FN 26.
FN080	TLC Academic Regulations Sub-Committee: Terms of Reference and Membership.
FN081	Academic Regulations 2012-13. See FN 26.
FN082	In preparation. No document.
FN083	In preparation. No document.
FN084	Mitigating Evidence Claim (MEC) map for disability and reasonable adjustment.
FN085	Sussex Direct Screen Capture - module results example.
FN086	Sussex Direct Screen Capture - year summary example.
FN087	Policy on feedback to students on coursework.
FN088	No Document.
FN089	Teaching and Learning Enhancement Board Terms of Reference and Membership.
	Priority Projects are under development
FN090	Sample UG Finalist Marks Array.jpg; Sample UG Progression Array.jpg.
FN091	Handbook for Doctoral Researchers 2012-13. See FN 38.
FN092	Operational Report on Undergraduate Examinations 2012.
FN093	School Periodic Review Reports Commendations. See FN 21.
FN094	School Periodic Review Outcomes May 2012 TLC-21-2
FN095	Annual Monitoring Handbook (Interim) 2012-13
FN096	y C E j approved 2009. TLC-8-9.
FN097	School Periodic Review Schedule TLC/23/10
FN098	Employability Strategy June 2009.
FN099	Staff Training and Development Schedule 2012-13. See FN 54.
FN100	Duties of the Officership roles within the School Management Team
FN101	University of Sussex Leadership Programme. Attendees 2009

	P/004/08.
FN116	Peer Observation of Teaching Policy amended February 2011
FN117	Annual Monitoring 2011-12 web site. LPS School Report. See FN 57.
FN118	Staff Development Programme 2012-13.
FN119	Teaching Learning and Development Unit web site. Development Programme 2012-
	13. Doctoral Events are commissioned by the Doctoral School and delivered by
	TLDU, Careers and Employment Centre and other specialists as required. Doctoral
	Researcher Development web site.
FN120	PGCert HE Programme Handbook 2012-14. See FN 75.
FN121	Doctoral School web site. ESRCDTC2012-13 Training Programme.
FN122	Teaching and Learning & rategy 2009-2015. Teaching and Learning & rategy -
	Operational Plan 2009
FN123	No Document.
FN124	Commendations in School Periodic Review Reports; Proposal for the establishment
	of the Sussex Doctoral School March 2008 Senate S-216-4,
FN125	Widening Participation Annual Report 2011-12.
FN126	Destinations of Sussex Leavers from the Class of 2011. See FN 107.
FN127	NSS results 2011-12
FN128	Annual Planning Round Timetable 2012-13.
FN129	New Academic Courses Committee Terms of Reference and Membership.
FN130	New Academic Course Outline Proposal form.
FN131	Course Development and Approval Procedures. See FN 23.
FN132	Library Strategic Plan 2009-2015.
FN133	Library Report November 2012. ITS Report November 2012. Term-time report to
	TLC
FN134	No Document.

FN196	Teaching and Learning Enhancement Board. See FN 89.
FN197	Outcomes of 2012-13 Annual Enhancement Event. See FN 148
FN198	Widening Participation First Generation Scholarship Video.

CEC Careers and Employability Centre

CPC Collaborative Provision Committee

DoDS Director of Doctoral Studies

DoSE Director of Student Experience

DSC Doctoral School Committee

DTL Director of Teaching and Learning

Executive Liaison Group

HoD Head of Department

HoS Head of School

ITS Information Services Division

MEC Mitigating Evidence Claim

NACC New Academic Courses Committee

PC Performance Committee

SDROFG Strategic Data Reporting, Optimisation and Forecasting Group

SEF Student Experience Forum

SRAC Strategic Recruitment and Admissions Committee

SRS Student Recruitment Services

SSU Student Support Unit

TLC Teaching and Learning Committee

TLDU Teaching and Learning Development Unit

TLEB Teaching and Learning Enhancement Board

**VOEG** † C E G