

FRAMEWORK

Introduction

1. The University of Suffolk Learning, Teaching and Assessment Framework is informed by the [Office for Students Regulatory Framework for Higher Education in England](#) conditions, and the [UK Quality Code for Higher Education](#) relating to learning, teaching and assessment published on the [University website](#).
2. This framework has been informed by the [Office for Students Regulatory Framework for Higher Education in England](#) conditions, and the [UK Quality Code for Higher Education](#)

Principles for course design and delivery

4. The design and delivery of a course should be informed by relevant Quality Assurance Agency (QAA) qualification frameworks, qualification characteristics statements and subject benchmark statements, as well as relevant professional standards. Course teams should draw on current subject and pedagogical research, and should also take into consideration developments within industry and/or professional practice when designing courses. Teams should also consider ; an agreed set of skills students should develop during their academic journey. Teams should ensure that employability, enterprise and entrepreneurship are embedded within the curriculum. Contemporary approaches to support and enable quality in ing the use of relevant digital learning technologies.
5. Course teams should agree and clearly communicate to students a coherent strategy for learning, teaching and assessment. Course teams should ensure that there are clear links for students between the design and delivery of the course and the assessment strategies employed to enable student learning. Course teams should prepare students for their learning experiences,

12. It should be clear to students what is expected of them in order to achieve academic success, for example in terms of engagement with the subject, with course delivery and with formative and summative assessment. Learning outcomes should be clearly defined for each

of synchronous and asynchronous activities, flipped learning, problem-based learning, and the embedding of a coaching culture. Activities should deploy relevant visual and audio support, learning technologies and practical resources as determined to help meet the relevant learning objectives.

16. Course teams should develop collaborative learning approaches that help build partnerships between staff and students, in order to increase student engagement and success. There is an expectation that a continuous conversation to review the effectiveness of learning opportunities is maintained between the two parties. Enabling students to become active members of a learning community promotes their development as independent learners who recognise and take responsibility for their own learning.

17. Course teams should endeavour to make effective use of expertise from across and outside the University or partner institution to enhance the student experience. This may involve links to industry, clinical practice and the community. This also includes the use of mentors in

validated learning outcomes.

22. Where the same module is delivered at more than one site, the assessment at each site must be equivalent, and arrangements for cross moderation should be put in place to ensure equity of marking practices.

23. Consideration should be given to the planning and scheduling of assessments in order to -assessment. The following is provided as an indicative guide to assessment load, in order to ensure parity of approach, with more detailed guidance covering different assessment methods available in the Course Design Blueprint:

Module type	Recommended word count (or equivalent for non-written outputs)
20 credit undergraduate module	3,000 words
20 credit taught postgraduate module	5,000 words
40 credit undergraduate dissertation module (Level 6)	10,000 to 12,000 words
60 credit taught postgraduate dissertation module (Level 7)	10,000 to 15,000 words

24. Assessment tasks should be interesting, challenging and level appropriate, and should provide students with opportunities to develop, practice and demonstrate academic and work-ready skills and attributes. As students progress through their studies, assessment methods should increasingly promote and encourage learner autonomy. Innovative approaches to assessment are encouraged and where used should be explicitly evaluated, including through the consideration of assessment outcomes and student feedback.

25. Where possible, all courses should include opportunities for students to work and be assessed in groups. The [Assessment of Group Work Policy](#) provides guidance on group work employed in summative assessments.

26. In designing assessment tasks, course teams should consider how to discourage academic misconduct such as plagiarism and the inappropriate use of artificial intelligence systems. In addition to the use of online tools to detect plagiarism and collusion, this could be

29. Students should be provided with appropriate advice, guidance and support with their coursework assessments and examination preparation. This may include practice in assessment techniques prior to embarking on summative assessments (for example via the use of formative assessment) and/or opportunities to receive feedback on their work prior to the final submission (for example via tutorial time, submission of essay plans, peer assessment opportunities or group review sessions). Pre-submission feedback should not include any indication of speculative mark.

Assessment submission

30. Course teams should require students to submit assessed work online to facilitate the use of online plagiarism detection tools. The online submission process should be clearly documented in order to ensure that both staff and students fully understand their responsibilities and the processes involved.

31. Where it is not possible to submit assessments online (for example, artefacts or poster presentations), students are required to submit a summary of the assessment (for example, a photograph of the artefact) to ensure there is a digital record of the assessment available. The original assessment should also be submitted to the relevant Assessment Office (or equivalent). Students should receive a receipt which they need to retain until after the relevant assessment period. Assessment Offices should maintain records of all receipts issued for each assessment period.

32. In accordance with the Extenuating Circumstances Policy, students with extenuating circumstances may submit a claim for additional time to complete assessments, either in the form of self-certified additional time; or an extension; or deferral of the submission deadline, usually to the next assessment period following the relevant Assessment Board. Work submitted late without approved extenuating circumstances will be subject to a penalty as outlined in the Framework and Regulations for the relevant type of award.

Marking and feedback

33. Marking of assessed work should be undertaken in accordance with the Framework and Regulations for the relevant type of award and the Assessment Moderation Policy. Wherever possible, anonymised marking should be employed. Marking criteria agreed between tutors should be used to ensure consistency of approach. generic marking criteria and rubric provides a framework within which course teams can develop their own marking criteria relevant to the level, subject areas and assessment types offered.

34. Students should be provided with timely, detailed and constructively critical feedback on coursework (based on the learning outcomes and relevant marking criteria) to promote learning

from their assessment experience and advising on ways in which aspects of their future or re-submitted work might be improved. Feed forward comments should also be provided to all students regardless of their pass mark, including the signposting of developmental activities which might support academic skills and knowledge development, with the aim of improving future achievement or performance. A range of feedback methods may be utilised, including feedback forms, in-text comments or audio/video feedback. It should be apparent from the feedback how the overall mark for any assessment was reached.

35. Feedback should be timely to enable students to learn from it, ideally befo

Support Staff to Professional Recognition of Teaching (PASSPoRT) scheme. It is an expectation that academic staff will hold a relevant teaching in higher education qualification. New academic staff within the University or those without such a qualification will usually be required to complete the Postgraduate Certificate in Academic Practice (PGCAP) or Academic Professional Apprenticeship. Exceptions should be agreed by the Dean of School or a nominee.

39. Academic staff are also encouraged to engage in research, scholarly activity and/or professional practice commensurate with their teaching responsibilities, in order to ensure that their practice is scholarly and research informed as well as to create a contemporary knowledge-based learning environment for students. CELT provides a varied CPD programme and published resources to support these activities. The [Suffolk Academic Framework](#) sets out the academic pathways -2030.

Quality assurance and enhancement