The Barlow Collection in print

When Sir Alan Barlow donated his private collection of Chinese ceramics to the University it was his intention that the objects should be used. In recent years Sir Alan’s aim has been fully realised, as students have become increasingly involved in ‘hands on’ experience of the collection both through courses on Chinese Art and through such activities as cataloguing and mounting exhibitions of this major British collection. Now, thanks to the generosity of the Alliance and Leicester, a number of history of art students, together with the collection’s curator and assistant curator, Craig Chunas and Yvonne Grout, have produced an Introduction to the Barlow Collection. This attractive and colourful publication, from which the photograph below is taken, is now available from the Barlow Collection in the Library at a price of £6. Copies will also be on sale in the Brighton Centre during the Summer Graduation Ceremony.

Car free – care free

It was described as “quite straightforward” to ride, but Professor Alasdair Smith and MP Norman Baker looked distinctly wobbly, riding a tandem on National Car Free Day last Tuesday.

The acting Vice-Chancellor and colleagues lent their support to the day, which aimed to encourage University staff, students and visitors to leave their cars at home and travel to campus by public transport. A significant number of people chose the green option with full trains and buses, hordes of cyclists, car pools and a rollerblader.

Volunteers shook collection tins for the National Asthma Campaign at car parks while green travellers snapped up raffle tickets and took advantage of a free breakfast from the Bagelman. Carnival Collective, Brighton’s top samba band, greeted people with a drumming session and took over the road to meet passing cars.

Right: Samba nud Dr Mark Hindmarsh (CPES) leads Carnival Collective

Below: Norman Baker and Alasdair Smith test drive Alister Scott’s tandem

MP Norman Baker supported the event and drew the raffle at 11 am. Special prizes were awarded to Alister Scott (SPRU) and family for their tandem/baby buggy combo, deemed the most innovative form of transport, and Julie Carr (EAM) for her horse, judged the most sustainable transport used on the day. The event was covered by local press including Meridian, who featured the event as their lead story in the lunchtime news.
Big Friendly Giant, the supercomputer

Val Downes, Head of UoS Computer Services, is pleased to announce that the Silicon Graphics Onyx 2 Graphics Supercomputer is up and running (at full tilt according to the new System Manager, Dr Steven Pickering).

The 24 processor machine was funded jointly by Silicon Graphics and HEFCE as a result of the successful bid under the Joint Research Equipment Initiative, co-ordinated by Malcolm Heggie (CPES). It is running University of Sussex parallel codes and commercial codes supplied on beneficial terms by discount by Molecular Simulations Inc. The machine is known as bfg (Big Friendly Giant to Roald Dahl fans) and will be used for a number of tasks, from quantum molecular dynamics to robotic simulation.

While bfg is hammering away with such demanding applications, its advanced graphics are being exploited by researchers of the Centre for VLSI and Computer Graphics in ENGG. The group is researching photorealistic rendering techniques and algorithms, which model global illumination, such as ray tracing and radiosity, to accurately model the interaction of light with surface materials, such as metals, glass, paint and plastics.

The picture below uses ray-tracing to render the Jaguar sports car with photorealistic attributes such as transparency, refraction and multiple specular reflections, which help to give the illusion of realism. These ray-tracing algorithms can be applied to building virtual reality environments for automotive design, which would both save time and money and include animations, e.g. the car driving down the highway. This photorealism requires the massive computational performance of the Onyx2. However, the group’s main goal is to develop parallel photorealistic rendering algorithms for casting into specialised integrated circuits to accelerate the rendering process. The Onyx provides the infrastructure to accomplish this goal.

MIND THE GAP

Fast communication is vital for the co-ordination of the activities of cells in many parts of the body and the fastest communication is by channels known as gap junctions which allow small signalling molecules to pass directly between cells. Gap junctions are necessary, for example, for the co-ordinated contraction of heart muscle.

In mammals, these junctions are made up of proteins called connexins. Defective connexins can cause many problems, ranging from hearing loss and neural abnormalities to heart defects and possibly some cancers. These channels have a very important, but little understood, role during development, a time when communication between cells is paramount. Studying these early events in vertebrates is difficult, so scientists are turning to other animals whose development is better understood and easier to observe and manipulate. Fruit flies are known to have gap junctions — these enable the fly to escape when you try to sweat it — but it has proved difficult to establish what these junctions are made of.

Recently, Pauline Phelan and colleagues in BIOLS have identified one of the gap junction proteins in fruit flies. By studying the role of this and similar proteins during development, they hope to learn, not only how gap junctions work in the fly, but also what they may be doing in mammals and how the disruption of these channels contributes to human disease.

The Isle of Thorns Training Centre

The University’s year round training centre is located in 70 acres of grounds on the edge of the Ashdown Forest, at Chelwood Gate. It offers a perfect location for conferences, courses and meetings. University groups also benefit from a discounted rate.

Meetings for up to 50 residential or 80 non-residential delegates can be accommodated.

For further information please contact:
Paul Knight, the Manager on
tel: 01825 740683, fax: 01825 740683
email: paulk@iot.u-net.com
**Your favourite programmes in 3D**

RESEARCH in the School of Engineering may lead to new developments in digital broadcasting, which will support interactive stereo television where viewers can select the viewpoint from which they watch a programme. The Model Based Animation and Machine Vision research group (ENGG) was set up to explore the converging developments in digital processing techniques, linking machine vision, geometric modelling and computer graphics.

The Sussex group, headed by Dr Adrian Thomas, has been working on a related, but non invasive system which matches 'contour lines' of equal brightness taken from image pairs in stereo TV camera sequences, rather than projected patterns. This approach is based on the assumption that a scene is made from diffuse reflecting surfaces. In reality, however, smooth surfaces can give specular or mirror-like reflections which undermine this assumption. Current research is exploring ways of reducing the effect of specular reflection on this reconstruction technique. The advantage of this non invasive technique is that it can be used to capture the structure of scenes broadcast in TV programmes. This shape model will act like a sculptured screen onto which traditional TV images can be projected as texture maps (see illustration). This method will allow the viewing positions to be different from the image capture positions. This research has led to a collaboration between Sussex, the Turing Institute and Glasgow University on an EPSRC project entitled 'Faraday: models from movies'. A research post is being offered with this project to explore the reconstruction and use of scene models from image sequences taken from films.

**Lighten your jet-lag**

The best way to avoid jet-lag is not to fly in an easterly or westerly direction. If you have to go, says Mike Jones of BIOLS, you can reduce the problem by making common-sense use of what we know about biological clocks.

Our physiology and behaviour are heavily influenced by an internal timing system which takes days to reset (about one day for every hour of time change, but you can do it faster with a bit of science). Keeping in time depends on resetting signals from the environment; the most important is daylight. These signals have different effects at different times in your body 'clock' cycle. Light when your 'clock' says it is early in the night delays the 'clock', while light late in your night advances it. The change from delaying to advancing effect takes place at the time of the body temperature minimum - at about 4 am by body-clock time. Our 'clock' normally tends to run slow so has to be advanced every day, usually by the first hours of morning daylight.

Following a time-shifting journey, it is important to make use of the new daylight to reset your body 'clock'. After a westerly flight, you arrive earlier in the day than your 'clock' expects and the extra daylight (prolonging your evening) has the rational effect of delaying it. After short easterly flights the earlier mornings advance your 'clock' but longer flights cause more problems. For example, you may arrive at about 9 am, still adjusted to Californian time, with your body 'clock' set at midnight. The morning light will be interpreted as late evening and your 'clock' will be delayed instead of advanced, making your jet-lag even worse. In this situation it helps if you avoid bright light until later in the day, when your body clock has passed its '4 am' point and is ready to respond with the necessary advance.

Sussex neurobiologists already know this and can be recognised among the morning arrivals, wearing dark glasses or black bags over their heads.

**Time for constitutional reform?**

Robert Hazell of the Constitution Unit at University College, London, and Brice Dickson of the University of Ulster inaugurated the Cunliffe Centre’s ESRC Research Seminar series on June 11, with lucid reviews of recent constitutional developments in the United Kingdom in general and in Northern Ireland. The combined effect of their presentations was to demonstrate the unprecedented range of changes currently taking place in UK constitutional arrangements, and to ask whether a new constitution was being designed before our eyes or would inevitably emerge as ostensibly separate parts of the project interacted. Michael Burgess of the University of Hull commented from a Canadian perspective on the dangers and benefits of opening up fundamental constitutional debate, suggesting that attempts to combine elements of parliamentary sovereignty and federalism had never succeeded, that the pull of popular sovereignty against parliamentary traditions would be profoundly unsettling, that constitutional reform was far from a panacea for all problems, but that nonetheless the debate which all three speakers had sketched could only be healthy for the polity. The seminar set a wide-ranging agenda for the series, which is funded by a Research Seminar Award from the ESRC and will continue during the next two years. Details of future meetings will be announced on the Cunliffe Centre web site: http://www.sussex.ac.uk/Units/cunliffe/

**Calling all academics**

We need your help. Are you having a summer clear out? Will you have books to spare? If so, the Mandela Scholarship Fund needs your help. We will be collecting and selling through the Students’ Union second-hand bookshop. If you have any books to spare, the proceeds of which will go to sponsor the three new Mandela scholars. Please contact Students’ Union President, Catherine Copenhagen on ext 3350.
Learning and Teaching Policy

The Learning and Teaching Policy was approved by Senate in December 1997. The full text is available via the University web site (http://www.sussex.ac.uk/Units/TLDU/ltpolicy.html) and from the Teaching and Learning Development Unit (Arts D, tel: 8543). In order to make the principles of the Policy more accessible, a short statement has been approved by the Academic Audit Committee and included as an insert in this issue of Bulletin.

The circumstances when the Policy may be used are during:

- the Periodic Review of Academic Programmes and Annual Monitoring of Courses
- preparations for QAA Subject Review of Teaching and Institutional Review

(previously HEQC Quality Audit)

- the preparation and consideration of curriculum proposals
- subject group or academic unit ‘awaydays’
- staff induction (with additional explanation)

The Policy does not attempt to present the final word on learning and teaching. The document will be revised as discussion of the issues progresses: developing practice will condition the evolution of the Policy; the Policy will inform changes in practice. The document aims – along with existing documents and the proposed dissemination and discussion material – to offer guidance, but it is also part of the process of change, and will need to be refined accordingly.
A MATTER OF QUALITY

The Quality Assurance Agency (QAA) has issued a consultative document outlining an agenda for assuring the quality and standards of higher education. Summarised below are the main areas of development identified by the QAA together with the University's response to the recommendations. Full copies of each of these are available from Sarah Butler in Sussex House. The full text of the University's response is also available on USIS under "About the University".

QAA recommendations

These fall into five main areas:

1. The establishment of coherent and consistent national qualifications frameworks, which identify levels and types of award, define each level and amount of credit associated with it and clarify what each award signifies in terms of student achievement. It is also intended to standardise the nomenclature applied to awards.

2. The development of a standard template for specifying the intended outcomes of academic programmes in terms of the knowledge and understanding and the range of skills expected of the student upon completion.

3. The establishment of expert teams to develop statements of the standards of student achievement at subject level across the higher education sector. 41 subject areas have been proposed for this purpose. The 'benchmark' information will focus on the abilities and attributes required of graduates and, in some cases, prescribe minimum curriculum content.

4. The development of codes of practice focussing on the results which institutions' own quality assurance arrangements will be expected to provide - rather than the procedures for achieving those results. Institutions will be expected to adhere to this code and their adherence will be assessed through Institutional Review. This Review will focus on the evidence which an institution is using to check that it is discharging its responsibility for academic standards and for the quality of education provided to students.

5. The 'strengthening' of the external examiner system whereby some external examiners, to be known as Registered External Examiners (REEs), report directly to the agency in addition to carrying out their role for the specific department and institution. They would be required to report to the QAA on the attainment of standards and levels of awards against the established subject benchmarks and qualifications framework.

The University's response

The University is a signatory to a response from a group of research-intensive universities which questioned the utility of the subject benchmarking exercise and argued strongly that the proposed registered external examiner system would not be feasible.

In essence, the University's response to the QAA proposals is as follows:

1. The University supports the development of a national framework for qualifications subject to full consultation on the proposals.

2. It rejects the introduction of a standard template for programme specifications, arguing that it is of little value and would impose additional burdens on universities by requiring them to duplicate existing systems. A more cost-effective approach would be to seek agreement on any additional types of information to be provided which could then be disseminated through universities' existing mechanisms designed to meet the needs of different audiences.

3. The University questions the utility of the subject benchmarking exercise and in particular points to the impracticability of linking this to 41 subject areas. It is concerned that a focus on threshold standards would reduce the expectation of outcomes of student learning to the lowest common denominator and would not adequately address the achievements expected of the majority of our students. It argues that the concept of threshold standards as a vehicle for ensuring value for money was flawed in a heterogeneous system. The University is particularly concerned about the proposal to link subject benchmarking to 41 subject areas which are inappropriate for interdisciplinary and multidisciplinary programmes. We indicate that we would prefer the adoption of a much smaller group of subject areas which would permit standards to be articulated at a more general level and thus be more appropriate to the majority of programmes which we offer at both undergraduate and postgraduate level.

4. The University supports the approach to the development of codes of practice, which focused on the expected outcomes at institutional level rather than on detailed procedures. We are satisfied that this would recognise the diversity of the sector and allow systems to be developed appropriate to the requirements of individual institutions.

5. The University argues that an adequate case had not been made for the perceived "failings" of the current external examiner system. The gains of the proposed REE system were not clear and would result in significant additional costs. The University is prepared to support proposals for strengthening the external examiner system, but wishes to build on the existing system rather than developing the REE role which it regards as unworkable. Its preference is to place greater reliance on the existing systems for sector-wide institutional review, coupled with internal programme reviews, as a means of guaranteeing and reporting on standards.

Questionnaire on workplace issues

University and trade union officers have been discussing a questionnaire on workplace issues, which will include such issues as stress and bullying. The intention is to issue the questionnaire to all members of staff of the University in the Autumn Term. An analysis of the results will be made public. The implications of the analysis will inform any subsequent reviews by the University of its personnel practices and policies.
ALL IN A DAY'S WORK

Bulletin introduces the three members of USIS, the University's information service. Danny Birchall, Penny Williams and Jo Whiting are collectively responsible for the on-line face of the University, from the home page to Bulletin on-line. Danny explains the role of the web editors:

"The first thing we do when we get to work each day is go through our e-mail. We get quite a bit of unsolicited mail with invitations to join X-rated mailing lists and web rings, probably because the Sussex web address includes the word 'sex'. We answer emails requesting information about the University, or redirect them to the appropriate contacts. We also get email from the national web-support mailing list where the day-to-day issues of running a University web service are discussed, from technical server stuff to legal and copyright problems. Then there is the routine updating of information on USIS: news items of interest to people on campus; press releases from the Information Office; regular updates for Units whose pages we look after, and of course, once a week the online Bulletin, which is usually available a day earlier than the print version.

Essentially our job is to maintain the public face of the University in cyberspace and provide a service for everyone on campus. We have a number of ongoing projects: we are improving the online phone book and building an online teaching timetable, where students will be able to tap in their course code and get a full lecture list. We're also hoping to create a web-based housing list for the Housing Office. The list is currently distributed on paper every Wednesday; using an online version, students would be able to pick out houses by area, price, or number of rooms.

Each term we teach a basic HTML course in collaboration with the Computing Service, for people who want to create their own web pages for their part of the University. We try to set aside time to catch up on the latest technology ourselves. We have loads of books around, and we regularly surf other sites to see what the competition's doing.

Jo has been working on the Past Exam Papers project, funded by the Teaching and Learning Development Unit, to put the last three years' exam papers online. This will replace the paper versions piled up in the Library, giving students easier access to the papers and relieving pressure on the library staff dealing with them.

We are also responsible for putting all three prospectuses (Undergraduate, Postgraduate and Study Abroad) on the web. People can access information on the great courses and vibrant atmosphere at Sussex from any computer in the world! We are working closely with colleagues in Sussex House on a redesign and restructure of the website, to show Sussex as a forward-looking and distinctive University. Sussex's appearance on the web will be changing at the beginning of the next academic year, so watch this space.

Find out more about what USIS does and can do for you by checking the USIS page at: http://www.sussex.ac.uk/USIS/USIS.html

Experts in cyberspace: l to r: Jo, Danny and Penny

"What art really is" according to Aubrey

In our series on works of art around the University, Simon Lane tells us a little about the work of Aubrey Williams whose painting below can be found in AFRAS (Arts C), room C333.

Aubrey Williams was born in Georgetown, Guyana in 1926, where he was educated and worked in the Civil Service. During service in the North West jungle of Guyana he lived for two years with an indigenous tribe, the Warrau, which became one of the formative influences of his life.

Hearing the Indians talking about colour and form, Williams "started to understand what art really is". Much of his work came from his involvement in the work of South American Indians, and these visual and cultural influences are an evident preoccupation of Williams' early work. The painting held at the University, which dates from 1969, attempts to show this fusion of influences.

In 1954 Williams settled in Britain where he studied briefly at St Martin's School of Art. An exhibition of his work was held here at Sussex in 1967, when he formed close links with the University and staff of the time. Williams exhibited and lectured extensively maintaining studios in Jamaica and later Florida. He died in 1990.

A retrospective exhibition of the artist's work can be seen at the Whitechapel Art Gallery, London until 16 August.

A few copies of the Tom Phillips print 'A Course in Sussex' are still available from the limited edition of 75, at £200 each incl. VAT. Please contact Geoff Ivey on ext 3845 for details.

Demerara: Red, white and blue circles by Aubrey Williams
Sun tans go out of fashion

IMAGES of sun damage head a new exhibition produced with the collaboration of scientists on campus.

Local artist Haroob Mullick has been assisted by members of the Cell Mutation Unit in his work which forms part of the Suntrap exhibition at the Fabrica Gallery in Brighton. Haroob is using images of skin cancer and sun tans derived from CMU slides, internet sites, magazines and photographs, to illustrate the contradictions between sun tans as skin damage and as a beauty accessory.

“My work should be interpreted as ironic, not as a political statement. It illustrates the contradictions between beauty companies and travel agents who tell us to spend time in the sun, versus the reality of burning holes in our skin,” said Haroob.

Haroob’s work will be displayed from 8 to 19 July as part of the Suntrap exhibition which runs from 20 June to 16 August and features seven other artists. The Fabrica Gallery is open Wednesday to Saturday from 11.30 am to 5 pm and on Sunday from 2 to 5 pm.

ELDIS the Electronic Development and Environment Information System

Based at the Institute of Development Studies at Sussex, ELDIS is a free Internet gateway to information sources on development and environmental issues. It contains descriptions and Internet/gopher links to a range of information sources including WWW sites, library catalogues, databases, bibliographies, research project information, as well as email discussion lists, newspaper and map collections, plus much more. Full-text online documents are also described and links provided – helping you to avoid those queues at the library. See ELDIS at: HYPERLINK http://www.idss.ac.uk/eldis/eldis.html

Superjournal project

Sussex is participating along with a select number of other UK universities in the HEFCE-sponsored Superjournal project. This aims to evaluate the take-up and use of electronic journals in a number of specific subject clusters. Sussex is particularly involved in the Communication and Cultural Studies group but we also have access to electronic journals covering Political Science, Molecular Genetics & Proteins and Materials Chemistry. The journals available include some of the major ones in these fields.

If you are interested in any of the above areas and have not yet used Superjournal, you can find more details from the Superjournal home page (http://www.superjournal.ac.uk/sj/application/introduction.html) and get a password by contacting Shirley Kirby-Turner in the Library (3409, email: S.P.Kirby-Turner@Sussex.ac.uk). If you have already used Superjournal, please use it again over the Summer vacation. This is a research project and we are keen to gather as much data as possible. The Library has a limited number of special edition Superjournal mugs which we will offer to those who make most use of the journals. These could turn out to be collector’s pieces in years to come!

Sussex helps restructure the Arts Council

Dr David Alan Mellor, whose appointment to the Chair of the Arts Council Visual Arts Panel was reported in Bulletin last week, pictured with former Sussex student and Arts Council Officer, Rebecca Maxwell.
**Monday 22 June – Sunday 28 June**

<table>
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<tr>
<th>Lectures, Seminars, Colloquia</th>
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<tr>
<td><strong>Monday 22 June</strong></td>
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<tr>
<td>1.00 Experimental Psychology Seminar: Ross Tasker, Aspects of perceptual and conceptual implicit memory. <strong>Biological Lecture Room (EP 3.9)</strong></td>
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<tr>
<td><strong>1.00 pm IDS (Poverty Research Programme) Seminar:</strong> David Leonard (University of California at Berkeley) <em>Health care in Africa and the new institutional economies.</em> Room IDS 221</td>
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<tr>
<td><strong>2.00 pm Particle Theory Group Seminar:</strong> Graham Shore (Swansea University) <em>Topological charge screening and Roman pots.</em> Room Pevensy 2A1</td>
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<tr>
<td><strong>3.00 pm Centre for Mathematical Analysis and its Applications Seminar:</strong> L A Bordag (Magdeburg) <em>Projective differential geometrical structure of the Painleve equations.</em> Room Pevensy 2A2</td>
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<tr>
<td><strong>4.30 pm Neuroscience Seminar:</strong> John Pitts (Beaton Institute for Cancer Research) <em>Gap junctions: what are they and what do they do?</em> <strong>Biological Lecture Room (EP 3.9)</strong></td>
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<td><strong>Tuesday 23 June</strong></td>
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<tr>
<td><strong>2.00 pm SPRU Seminar:</strong> Frank von Hippel (Princeton University) <em>A US perspective on British plutonium policy.</em> <strong>Mantell Building, Room 2A3</strong></td>
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<tr>
<td><strong>2.15 pm SEI Plenum:</strong> An open forum for all SEI students and staff. <strong>Room A71</strong></td>
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<td><strong>Wednesday 24 June</strong></td>
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<td><strong>1.00 pm IDS (Poverty Research Programme) Seminar:</strong> Nandini Goopath (Queen Elizabeth House, Oxford) <em>The urban poor in inter-war North India: politics, perception and policies.</em> <strong>Room IDS 221</strong></td>
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<td><strong>Thursday 25 June</strong></td>
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<td><strong>1.00 pm IDS (Participation Group) Seminar:</strong> Robert Chambers, PRA: <em>from practice to theory.</em> <strong>Room IDS 121</strong></td>
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<td><strong>Friday 26 June</strong></td>
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<td><strong>11.30 am Topology, Algebra and Geometry Group: G E Andrews (Pennsylvania State University) The re-birth of MacMahon's partition analysis.</strong> Room Pevensy 2A1</td>
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<tr>
<td><strong>2.00 pm SPRU Seminar:</strong> Sally Wyatt (University of East London) <em>Technology and inequality: metaphors of the Internet and social exclusion.</em> <strong>Room EDB 121</strong></td>
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<tr>
<td><strong>3.00 pm Applied Mathematics and Numerical Analysis Seminar:</strong> Vanessa Styles (Oxford Brookes) <em>Mean field models of superconducting vortices.</em> Room Pevensy 1A1</td>
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<tr>
<td><strong>4.00 pm Astronomy Centre Seminar:</strong> Anthony Whithworth (Cardiff) <em>Dynamically-triggered star formation.</em> <strong>Room Arundel 401</strong></td>
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<th>Miscellaneous</th>
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<td><strong>Lunchtime recital at the Meeting House - Kings Manor students, 23 June at 1.20 pm in the chapel</strong></td>
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<td><strong>Open Day 1998 on Tuesday 23 June - for sixth formers, parents, teachers and mature students, at the Refectory from 10 am to 3 pm</strong></td>
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<td><strong>Film Studies course in 1998-1999 - a survey of modern film theory and a chance to watch films on the big screen by directors such as Alfred Hitchcock, John Ford, Howard Hawks and Fritz Lang, with tutor Nicholas Tredell (writer/critic). Course starts on 28 September at 6.30 pm with Josef von Sternberg's 'The Blue Angel'. For more details contact 685447</strong></td>
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<td><strong>University Sport Service facilities - new state-of-the-art fitness suite, three-month public membership from 1 July to 1 September, £40 all inclusive. Memberships available at the new Falmer Sports Complex opening Autumn 1998, with superb facilities including Sports Injury Clinic. Contact ext 8228 or email: <a href="mailto:sportservice@sussex.ac.uk">sportservice@sussex.ac.uk</a></strong></td>
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<td><strong>FOR SALE:</strong> two comfortable armchairs, fully upholstered (cream/fawn), excellent condition, £60 o.n.o. for the pair. Contact 305540 or e-mail: <a href="mailto:m.a.tribe@sussex.ac.uk">m.a.tribe@sussex.ac.uk</a>** FOR SALE:** 486-DX-66 PC, 8 RAM, 520Mb HD, CD-ROM, new 14&quot; SVG monitor, tower case, Windows 95, Word 7, MS Office, £300. Contact 622367 or e-mail: <a href="mailto:happe6@sussex.ac.uk">happe6@sussex.ac.uk</a>** FOR SALE:** two sling chairs, £30 each. Please e-mail: <a href="mailto:tafe3@sussex.ac.uk">tafe3@sussex.ac.uk</a>** ACCOMMODATION WANTED:** want to sub-let your room? Friendly female non-smoker is looking for accommodation from 1 July to end of August. Contact 246563 or e-mail: <a href="mailto:fcu67@central.sussex.ac.uk">fcu67@central.sussex.ac.uk</a>** FOR SALE:** 1998 Collins road atlas of France, includes detailed maps of Paris, £9.99 new, used once, selling for £6. Contact ext 2598** TO LET:** pleasant double room in two-bedroom flat, sharing kitchen and bathroom, own telephone if required. Good for university and town centre, £65/week, incl. bills. Contact David on ext 3337** FOR SALE:** Fiat Panda, H-reg, MOT and tax, £700; single room to let in shared house, close to both universities, £47/week incl. Contact 570117** TO LET:** room in pleasant terrace house from early July onwards. Convenient for universities, would suit non-smoking mature student, £50/week incl. Contact 602050**</td>
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<td><strong>FOR SALE:</strong> Amstrad PC1640-SD with Epson MX8 F/T printer, mini office software, w/p, etc. Offers to Alan Butler, ext 8067** FOR SALE:** one-bedroom first-floor flat in attractive grounds, Kingmer, London Road. Good decorative order throughout, g/fch, close to mainline railway station and bus routes, £49,950. Contact 813126** ROOMWANTED:** mature female third year UG seeks house/flat-share from July/August for next academic year, prefer quiet location such as Lewes area, for £40-£50 per week. Please contact Lindzey on 325184 or e-mail: <a href="mailto:ecuc1@central.sussex.ac.uk">ecuc1@central.sussex.ac.uk</a>** FOR SALE:** cool, comfy Dahaut Charade, automatic, very reliable, only clocked 66,000 miles, E-reg., £1,600 o.n.o. Contact 330614** TO LET:** two single rooms available from 20 June for short or long lets, in non-smoking house. Use of kitchen/dining/sitting room, shower room, bathroom, garden, washing machine and own telephone line. Southover area, on 25 bus route, easy parking, fac/staff/PG only please, £225 p.c.m. incl. except telephone and deposit. Contact Alison on 670599 or e-mail: <a href="mailto:alison@qsb.net.com">alison@qsb.net.com</a>** WANTED:** two/three bedroom flat for two PGs in Brighton centre from July or September, please e-mail: <a href="mailto:k.c.stockler1@sussex.ac.uk">k.c.stockler1@sussex.ac.uk</a>**</td>
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<th>Vacation Opening Times</th>
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<tr>
<td>Computing Service - 9 am to 9 pm Mon to Fri, help desk 11 am to 4 pm, closed at weekends** Library - Mon, Wed, Fri, 9 am to 5.30 pm, Tues 9 am to 7.30 pm, weekends and bank holiday (31 August) closed. The Library will be open for reference only on 5.12, 19 and 26 July, and 2 and 9 August, from 10 am to 5 pm**</td>
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<tr>
<th>Bulletin</th>
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<tr>
<td>This is the last Bulletin of term, but an additional issue will be published on 10 July. Thank you for all your contributions, and have a good summer!</td>
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UNIVERSITY OF SUSSEX

Learning and Teaching Policy: Achieving excellence in education

Statement of principles

The University is committed to the provision, in teaching, of a high quality education which is academically challenging and intellectually coherent, and which builds progressively on previously acquired skills and knowledge...

(University Mission Statement)

The Learning and Teaching Policy is the expression of a collective responsibility for achieving excellence in education, and individuals’ involvement will differ according to their roles and the contexts in which they work.

The University is committed to:

• achieving high quality teaching, based throughout on professionalism and scholarship and, as appropriate on the research of faculty
• providing coherent educational programmes which students and staff find stimulating and challenging
• sustaining high levels of student learning, understanding, achievement and satisfaction
• ensuring equity and consistent treatment of students on different programmes
• applying rigorous methods of assessment which demonstrate the standards of our awards
• reviewing and evaluating our educational provision in order to improve it
• encouraging study appropriate to the University’s local and international setting.

Our educational programmes aim to offer distinctive curricula based on the study of subjects within relevant contexts, and to develop students' knowledge, understanding, skills and abilities. A degree programme’s aims and objectives should be the guiding principles in the design, planning and management of constituent courses and of students’ pathways through that programme.

Teaching methods are designed to ensure that students achieve the objectives of their courses and programmes. In both formal and informal ways, academic staff help students to deepen their understanding of their subject and to apply their knowledge to a range of situations.

As they progress, students are expected to take greater responsibility, and to engage actively in their learning. This involves understanding the context in which they are studying, developing transferable skills, reflecting on their performance and achievements, and articulating this to others. Academic and personal tutors and University-wide welfare services seek to support students in their individual development.

In its library and computing provision, the University seeks to ensure that all relevant forms of information are available, and that access to information is as open as possible. This includes developing the competence of students and staff in handling information and technologies as well as the providing the physical resources themselves.

The University is committed to ensuring that assessment of students is valid, fair and reliable. Assessment is also an important means by which we ensure the standards appropriate for our awards and the quality of our educational provision.

Through the audit procedures, academic units and individual members of staff aim to ensure the quality of teaching, learning and assessment and the equitable and consistent treatment of students on different programmes.

The assurances and aspirations of this Policy demand a high level of commitment and endeavour from staff, as well as students. The University seeks to value and reward professionalism and scholarship, to provide development opportunities and to support innovation in teaching and learning.