University of Suffolk

**[Insert proposed course title(s) of all named awards students can enrol onto]**

**VALIDATION DOCUMENT**

[Insert Partner Institution name, where relevant]

[Insert School / Department name]

[Insert date of validation event]

**Upon request this document can be provided in an alternative format**

**GUIDANCE**

*This template should be used in the production of validation documents to approve a new course. For correspondence events, this document alongside the appendices will initially be provided to an external academic for review prior to internal sign-off.*

*The headings within this template replicate the eight themes within the* [*Course Design Blueprint*](https://libguides.uos.ac.uk/celt/cdb/home) *and should outline the team’s approach. Guidance boxes under each of the headings provide areas of coverage, however, the course team may want to add further headings/information to highlight particular features of the course or the environment in which it operates. Course teams do not need to replicate information within this document that is already contained within the course handbook.*

**When complete, delete this box**

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The following documents have also been submitted in preparation for validation and are available electronically in support of the discussions presented here: Please add additional appendices, where necessary e.g. to meet PSRB requirements

1. Course handbook
2. Module specifications
3. Further student documentation where relevant (for example work-based learning, professional practice or study abroad handbooks)
4. An employer handbook [where relevant, for example for higher or degree apprenticeships]
5. Definitive Course Record (for each named award a student can enrol on or transfer to)
6. Staff CVs
7. [For documents to be submitted to a PSRB] Framework and regulations for the relevant type of award *[delete if not relevant]*
8. Mapping of course and module learning outcomes for each award presented for validation (including exit awards)
9. Course Development report/action record (as agreed through the course development events)
10. Mapping against relevant professional standards [where relevant, for example for courses leading to professional accreditation and for higher or degree apprenticeships]
11. Course handbook for [feeder Foundation degree or similar provision / associated progression route / etc, where applicable]

# General information

|  |  |
| --- | --- |
| **Course title(s)** | This should include all named awards that students can enrol or transfer to |
| **Exit award(s)** | This should include all named exit awards |
| **Dean / Head of HE:** |  |
| **Course Leader(s):** |  |
| **Validating body:** | University of Suffolk |
| **Professional bodies:** | [Where applicable insert name of relevant professional, statutory or regulatory body (PSRB) accreditation] |
| **Professional standards:** | [Where applicable, insert details of any professional standards that the course has been designed to meet, including relevant apprenticeship standards for higher or degree apprenticeships] |
| **Modes of attendance:** | [Insert all possible modes of attendances] |
| **Duration:** | [Insert duration for each mode of attendance] |
| **Available as:** | [For degree programmes, please state if offered as single, major, minor and/or joint] *(delete if not applicable)* |
| **Proposed start date:** | [Month and year] |

# Ethos and values

**GUIDANCE**

*Include:*

*Rationale*

* *What is the purpose of the course? – who is it aimed at, what it will enable students to achieve?*
* *How does the course fit with the* [*University Strategy and Vision for 2020-2030*](https://issuu.com/uniofsuffolk/docs/our-strategy-and-vision-2020-2030-online-a?fr=sNmU5ZTIzMjg5ODA)*?*
* *How does the course fit with the wider external context? – consider employer/community need, external policy/sector developments etc*
* *How is the course distinctive from other courses?*
* *What, if any, professional/regulatory recognition are students eligible for upon successful completion of the course? (include confirmation of whether this is dependent upon successful completion of any steps in addition to meeting the requirements for a University of Suffolk award and whether accreditation is dependent on completion of certain modules)*

*Recruitment*

* *Discussion on recruitment to the course, including marketing and recruitment strategies and, where applicable, how hard to reach groups will be encouraged to apply*
* *What are the expected student numbers over the next three years?*
* *Where entry requirements differ from the University standard criteria (e.g. higher/lower tariff points, specific subjects/grades at GCSE/A-Levels) or from standard admissions processes (e.g. interview), provide a brief rationale (e.g. subject standard, targeting particular student groups). Standard entry/admissions requirements will be outlined on the Definitive Course Record and do not need further explanation here*

**When complete, delete this box**

# Content

**GUIDANCE**

*You do not need to duplicate course aims, learning outcomes or the course structure within this section as these are contained within the course handbook*

*Include:*

* *How does the course align with relevant QAA subject benchmarks and/or other external reference (including PSRB) points to inform the curriculum?*
* *How has the course been designed to ensure the subject matter is up-to-date (representative of current thinking and practices)?*
* *How has the course been designed/structured/sequenced so that it is coherent (this should cover ensuring there is appropriate breadth and depth in content; the order of modules so that students build on relevant skills and knowledge; the balance between academic/theoretical approaches with practical and specialist skills; the use of optional modules)?*
* *How has the course been designed/structured to allow progressive learning throughout the course (and levels)?*
* *Where optional modules are included in the course structure, a brief summary of whether these will be offered every year and conditions for offering these. Where optional modules are not included in the course, a brief rationale why*
* *How has the course been designed to reflect the perspectives of different groups (a liberated curriculum)?*
* *How has employability and entrepreneurship been embedded in the curriculum?*
* *For Foundation degrees, illustrate how the course addresses the characteristics (including each of the distinctive features) set out in the* [*QAA Foundation Degree Characteristics Statement*](https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781_10)*.*
* *For Master’s degrees, illustrate how the course addresses the characteristics set out in the* [*QAA Master’s Degree Characteristics Statement*](https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10)*.*
* *For higher or degree apprenticeships, illustrate how the course meets the requirements of the relevant apprenticeship standard (with reference to the mapping document) and aligns with the* [*QAA Higher Education in Apprenticeships Characteristics Statement*](https://www.qaa.ac.uk/docs/qaa/quality-code/characteristics-statement-apprenticeships.pdf)*.*

**When complete, delete this box**

# Delivery

**GUIDANCE**

*Include:*

* *What is the team’s approach to learning and teaching (the intended student learning experience) and how does it link with the* [*University of Suffolk Learning, Teaching and Assessment Strategy*](https://www.uos.ac.uk/sites/default/files/Learning-Teaching-Assessment-Strategy-2018_0.pdf)*?*
* *Where applicable, an explanation of the delivery model used where this deviates from the standard block learning*
* *For joint courses with an interdisciplinary approach using block model delivery – further exploration of how the modules will be sequenced*
* *What is the team’s approach to the forms of structured learning used, how does this provide an appropriate level of contact, stimulation and challenge, and which encourages student engagement and effort?*
* *How will the team provide a blended learning experience?*
* *How will the chosen delivery methods help to scaffold and reinforce learning?*
* *How do the delivery methods respond to different learning needs and preferences within the student group to ensure equality of opportunity and promote diversity?*
* *How will the course delivery foster a sense of student community?*
* *Are any other personal and pastoral support available to students, in addition to standard personal academic coaches and central services?*

*For courses with work placement opportunities included within the course (cross-referencing to the work experience/placement handbook):*

* *How are placements secured, approved and evaluated?*
* *What involvement is there from employers and what support will be provided to them e.g. mentor training?*
* *What is the assessment of learning/experience?*
* *How will the placement be managed?*
* *How have the Careers, Employability and Enterprise Team been engaged with the placement plans (for non-PSRB placements), and is your School Placement Consultant aware of how they will need to be supported?*

**When complete, delete this box**

# Assessment

**GUIDANCE**

*Details of formative and summative assessment methods, load and weighting will be contained within the course handbook and do not need to be replicated in this section.*

*Include:*

* *What is the overarching assessment strategy and how does it align with the* [*University Principles for assessment and feedback*](https://libguides.uos.ac.uk/celt/cdb/assessment)*?*
* *What is the approach to formative assessment that enables students to measure their progress, plan their independent learning activity, and prepare for summative assessment components?*
* *How does the assessment strategy enable students’ development to be progressive, prepares them for tasks at a higher level and demonstrates learning gain?*
* *How have the assessment methods been chosen to ensure they are inclusive to a diverse range of students to ensure equality of opportunity and promote diversity?*
* *How do the assessments encourage development of employability skills (including the use of external partners in appropriate areas)?*
* *How is students’ good academic practice developed, and how has academic misconduct and collusion (including the mis-use of essay mills and AI) been considered in the design of the assessment strategy?*
* *What are the feedback strategies and approaches which will be employed to support students’ development of confidence and learning, and their further learning?*

**When complete, delete this box**

# Skills and attributes

**GUIDANCE**

*Include:*

* *How has the University’s Graduate Attributes and employability, enterprise and entrepreneurship been incorporated (course content, learning outcomes, assessment etc) into the course to allow graduates to achieve following qualification?*
* *How have modules been mapped against the Graduate Attributes to ensure every Attribute is evident across the programme? How will students understand what skills and attribute their degree has helped them develop?*
* *How will the proposed provision further develop industry ready graduates (internship programmes, placements, extra-curricular programmes or opportunities, involvement of CEE team and employers in course delivery, assessment and student activities)?*
* *How and where will students develop academic skills?*
* *How and where will students continue to develop written English skills plus numerical and statistical skills from entering the course to graduation?*
* *How and where will students develop digital and reflective skills?*
* *How does the course promote a research culture?*
* *What progression opportunities (career sectors, further study) are available to graduates following acquisition of the academic award?*
* *How are students supported to understand the breadth of opportunities this course could offer them as a graduate and beyond?*

**When complete, delete this box**

# Stakeholders

**GUIDANCE**

*Include:*

* *Who are the course stakeholders?*
* *How were stakeholders involved in the design and development of the course, and what impact did this have on the proposed design?*
* *How will stakeholders be involved in the future development of the course to ensure it continues to be up-to-date?*
* *How are stakeholders involved in the delivery and assessment of the programme e.g. guest lecturers, alumni, work based learning/placement provider?*
* *What other links are there with the academic community*

**When complete, delete this box**

# Quality and governance

## Management of the course

The course will be subject to the standard continuous monitoring processes to maintain watch over the provision and the key performance indicators available to inform monitoring activity.

Integral to the monitoring processes is the student voice forum. This is chaired by a relevant senior manager, and its membership includes academic staff involved with course delivery, the academic administrator, student experience ambassadors, elected student representatives from each year group and external stakeholders such as employers. [For joint courses or courses which will have a shared student voice forum with other provision] This course will be considered at a joint student voice forum covering the [list course titles] courses. The forums meet twice a year, receiving reports on course activity and exploring indicators such as student retention and achievement data, student survey results, the external examiner’s annual report, and graduate destination data. Through the maintenance and publication of minutes and a course action plan to students on the online learning environment (OLE), the decisions are recorded and the progress and effectiveness of actions monitored.

In accordance with the University’s External Examiner Policy, an external academic(s) will be appointed to moderate marking standards and assess the quality of the assessment processes and the experience of the students on the course. [*For joint courses or where more than one external examiner will be appointed -* More than one external examiner will be used on this course that will cover different modules according to subject expertise/to cover multiple campuses/to cover large student numbers. One of the external examiners appointed will be responsible for signing off the overall award.]

There will be a single assessment board that will ratify module results/Module and award results will be considered at a shared assessment board with [course title] courses. *[delete as necessary]*

**GUIDANCE**

*In addition, include:*

* *Evaluation and enhancement strategies e.g. feedback from students (where these differ from standard University practice), professional academic links, employers, awarding bodies*
* *Where a PSRB is associated with the course - what monitoring arrangements need to be in place and course modification processes need to be in place to maintain ongoing PSRB approval?*

**When complete, delete this box**

# Sustainability

**GUIDANCE**

*Include:*

* *What course specific resources/learning materials are already in place and/or planned to be put in place to deliver the course?*
* *What are the current number of staff to deliver the course including use of guest/visiting lecturers and PGR teaching assistants?*
* *How will staff maintain their subject expertise, knowledge and skills to ensure effective delivery?*
* *What future resource requirements (both physical and staffing resources) are needed as student numbers grow/additional cohorts join?*
* *What mechanisms will be used to ensure the course will continue to reflect current sector practices and so will remain up-to-date and attractive to applicants?*

**When complete, delete this box**