GUIDANCE FOR PARTNERS COMPLETING THE VALIDATION OVERVIEW

The Partner should submit the compiled set of course documentation to the Validation Secretary at **least 6 weeks before the date** set for the Validation Panel.

This guidance does **not** need to be submitted.

SECTION A: KEY DETAILS	
Partner	Name of partner institution
Full title (as approved by CPAC) and award of the course	This should be the title as approved at CPAC Stage 1 (Validation Partnership) or Stage 2 (TNE).
Academic year of introduction	Give the first academic year that the course is expected to run
FHEQ Level (for the Final Award)	For Masters this is Level 7, for Bachelors this is Level 6, for FdA this is Level 5
Name of Course Leader	Give the name of the Course Leader/Director
Maximum period of registration	Give the maximum period of registration permitted for this course in your institution's regulations
Entry criteria	Complete this section using the information from the CPAC Stage 1 (Validation Partnership) or Stage 2 (TNE) proposal
Exit Awards (not to be included in the prospectus), if applicable (PGT only)	For PGT courses give the titles of PGCert and PGDip exit awards if they differ from the main title

UG exit awards are not normally named so this field does not need to be completed for UG courses |

SECTION C: Narrative of course pedagogical vision and practice (Max 1000 words)

Use the prompts below to provide a full account of the pedagogy and strategic vision underpinning the course and module design. While you do not need to use these subheadings, it is important that you address each of these areas in your narrative:

Background

- The academic rationale and reasons for introducing the course, including course aims, the relationship to the institution's plans and how the course differs from or complements existing or related courses
- The overall vision for the course now and in the future
- Sites where the course is to be delivered
- An account of the process of course development and approval within the institution, including reference to the institution's internal validation or review report and a summary of responses to any conditions and recommendations imposed by the internal panel
- Any external commentary directly relevant to the proposed course, for example reports of inspections.

Students
- Numbers, characteristics, needs – consideration of protected characteristics, abilities and trends in student performance, achievement and progression
- Recruitment, retention, progression and achievement – consideration of market research
- The intended student experience
- Attributes and anticipated destinations of course graduates (employability, relevant skills, criticality, civic and social contribution etc., future careers)
- How student views and feedback have been and will be taken into account in the design and development of this course
- Cohort identity – how will this be built and maintained?

Curriculum
- An explanation of the curriculum framework where this leads to a number of exit points and awards. A discussion of the curriculum content, its coherence, breadth, depth and progression.
- How do the course learning outcomes address:
    - the institution's Teaching and Learning Strategy,
    - Sector recognised standards including FHEQ levels and relevant QAA Subject Benchmarks
- How the relevant subject Benchmark has informed the development of the course
- How the curriculum is appropriate to the abilities and needs of anticipated students
- How will curriculum promote achievement and progression of all learning outcomes at the intended level(s)

Support and guidance
- Opportunities for academic support and guidance, curricular choices
- Opportunities for personal development planning (skills development and career planning for instance)
- Pastoral support
- Inclusive pedagogical approaches to support all students and address needs of students with protected characteristics
- Sources of support beyond the course available to students
- What support and guidance will be offered to support students to access fieldtrips and placements (including professional placements where relevant)

Communication, management and enhancement
- Details of course management arrangements
- How information will be communicated to students and staff
- How students will be made aware of the expectations of them and their responsibilities as learners
- Methods to monitor, reflect on and develop the course with input from colleagues and students

Resources and Support

You may find it useful to consult:
- AQP
- Quality Assurance Agency (QAA)
- Skills Hub (University of Sussex)
- Advance HE
- British Dyslexia Association
- World Blind Union

SECTION D: COURSE STRUCTURE					
FULL-TIME					
Module Title	**FHEQ Level**	**Credits**	**Core or Option**	**New or existing**	**For options, give any groupings and state how many from each group a student will need to choose (e.g. Group 1, choose 2 from 4)**
SEMESTER 1					
Give the module title and for existing modules the code	Give the FHEQ level the module will be taught at	Give the credits for the module.	State whether the module will be core or optional for the course	State whether the module is new or existing	Give the options groups and details of how many options/credits from each group need to be taken. It may be easiest to merge the cells in this column to indicate the groups and then say 'one of these'
SEMESTER 2					
Repeat as above for S2					
Total credits for the year should equal 120 for Bachelors or 180 for Masters					

Please copy and paste additional tables as required for each subsequent academic year.

SECTION E: COURSE LEARNING OUTCOMES

Course learning outcomes should be expressed as the minimum achievement of students successfully completing the course of study. Course Learning Outcomes should be expressed at the level of the award (e.g. level 6 for Bachelors and level 7 for Masters).

Ensure that these are aligned to the FHEQ and the relevant QAA Subject Benchmark.

For guidance on writing learning outcomes that meet QAA standards, please see http://www.sussex.ac.uk/adqe/curriculum/learning-outcomes.

It is recommended that the Learning Outcomes are broken down into 4 categories: Cognitive Skills, Practical Skills, Transferable Skills and Professional Competencies. There is a recommended maximum number of learning outcomes of 10 for PGT and 14 for UG courses.

All Learning Outcomes start 'By the end of the course (or module), a successful student should be able to': Professional Competencies refers to PSRB related learning outcomes only. This means that they should therefore start with an active verb, e.g. 'demonstrate', 'evaluate'.

SECTION F: Course Learning Outcomes Map

Mapping Key for Undergraduate courses:

As Course Learning Outcomes are written at the level of the award these cannot be met by all modules on an Undergraduate course (particularly those in levels 4 and 5).

All modules, including options, should contribute to securing the Course Learning Outcomes, either by formally assessing the Outcome (A) or by allowing students to develop their skills and knowledge (D).

No one module should assess all Course Learning Outcomes and no one Learning Outcome should be assessed by all modules. Students should also be given more than one opportunity to secure a Learning Outcome through formal assessment where compensation and/or condonement may be awarded by the PAB. The exception to this may be the project or dissertation.

The panel will expect to see students developing their skills early in their degree and then formal assessment of the Learning Outcomes towards the end of the degree.

Course Learning Outcomes	Title and code of relevant module											
LO1.												
LO2. *etc*												

SECTION G: COURSE REGULATIONS

Please note that <u>all</u> requests for a derogation from the University of Sussex Examination and Assessment Regulations must be submitted to AQP for approval by the Chair of University Education Committee, and cannot be approved by the validation panel. For any regulatory queries and advice on derogations, please contact AQP (Partnership).

For any award(s) associated with this course (e.g. PGDip or PGCert) please state the related learning outcomes below, creating a new list for each award.

This is for associated courses which have been approved by CPAC as an entry route and for named exit awards (where the exit award title is different to the main award title) only.

SECTION H: ACCREDITATION AND PSRB

Please indicate whether there are plans to seek external accreditation of the course. If so, please identify the intended body and whether you intend to seek accreditation as part of the validation process, once the course has been validated, or after the course is running.

Please also provide a link to the relevant section of the PSRB website. If accreditation is sought, please detail how your Course learning outcomes have been designed to meet PSRB requirements.

SECTION I: TEACHING AND LEARNING STRATEGY (Max 1000 words)

Use the prompts below to provide a full account of the pedagogy and strategic vision underpinning the course and module design. While you do not need to use these subheadings, it is important that you address each of these areas in your narrative:

Teaching and Learning
- A brief overview of the teaching and learning methods to be used on the course that may draw on areas of good and successful pedagogical practice
- The link between chosen teaching methods and the curriculum's content, aims and learning outcomes
- How the selected teaching methods take into consideration the students' abilities, needs and backgrounds
- How resources will be used to support student learning and needs, embedding inclusive practice in materials and provision
- How employability and real-world skills will be embedded in the course
- Details of any placements, trips or visits, including specific aims and learning outcomes, criteria and approval processes for suitable placements, responsibility for finding and arranging placement, and supervision arrangements
- How students will be supported to become independent learners
- How the curriculum will be informed by staff research interests

Resources and learning environment

- o Staff – complement, expertise and development

- o Support staff –e.g. Library, Student Support, IT, technical or specialist staff

- o Teaching spaces, specialist equipment & specialist facilities (laboratory, studio, workshop, etc.) necessary to support the course

- o Library resources necessary to support the course (specific book, journal and media acquisitions)

- o Details of relevant multimedia, IT and computing resources necessary for the course

- o Equipment needs, e.g. whether new resources will be required to run the course and how these are to be secured.

SECTION J: TEACHING METHODS

1 credit is equal to 10 hours of effort for a student. This is split between contact (teaching) hours and independent study.

Contact hours for each module should reflect the subject discipline and the skills students expect to acquire. Typically contact hours will be higher at lower levels of study to support students on their way to becoming independent learners, and will reduce as students gain skills, experience and autonomy.

There are no university guidelines on expected contact hours due to different expectations and requirements across subject areas.

LAB = Laboratory practical   LEC = Lecture   WRK = Workshop   FWK = Fieldwork   SEM = Seminar
CLA = Class   PRA = Practical   FLM = Film   Project = PRJ

Please add as required

Year 1, Semester 1

	Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:		Module: Credits: Core/Option:	
	Session type	Duration	Session type	Duration	Session type	Duration	Session type	Duration	Session type	Duration	Session type	Duration	Session type	Duration	Session type	Duration
Week 1																
Total hours																

Please copy and paste additional tables as required for each subsequent academic year.

SECTION K: ASSESSMENT AND FEEDBACK STRATEGY (Max 1000 words)

Use the prompts below to provide a full account of the assessment and feedback strategy for the course:

Assessment and feedback
- A brief overview of the assessment methods to be used on the course that build on areas of good and successful pedagogical practice, reflecting on their authenticity and inclusivity.
- How employability and real-world skills will be embedded in the assessment strategy
- How do the proposed methods of assessment enable the student to demonstrate that they have met the course learning outcomes?
- How modes of assessment are distributed across the course, providing students with opportunities to develop and re-apply skills.
- Rationale behind balance and scheduling of formative and summative assessments in terms of student development across a course.
- Mechanisms for provision of feedback to students on assessed work, including format, standards and timescale
- How opportunities for feedback and feedforward have been built into the assessment strategy.

SECTION L: MAP OF COURSE ASSESSMENT *(please indicate formative assessments in italic font)*

Year 1, Semester 1

Module Title (and code)	Core/Option	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	AB1
Module title and code if existing	Indicate if core or optional	*Formative assessments in italics*	Contributory assessments include mode, duration or word count and weighting in the appropriate week				Formative assessments are 0% weighted		Total weight of contributory assessments should be 100%				

Year 1, Semester 2

Module Title (and code)	Core/Option	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	AB2
			If your institution has an assessment equivalency calculator or similar, please refer to this when designing assessments										

Ensure the assessment key below is updated to include <u>all</u> modes used in the maps above. Please copy and paste additional tables as required for each subsequent academic year.

Key for Assessment Map: (Please see https://www.sussex.ac.uk/adqe/standards/examsandassessment for details of assessment modes and definitions)							
REP	Report	ESS	Essay	GPN	Group Presentation	MCQ	Multiple Choice Questions
POF	Portfolio	PRE	Presentation	ORL	Oral	CEX	Computer Based Exam
PRB	Problem Set	TAP	Take Away Paper	PRJ	Project	GWS	Group Written Submission
PRA	Practical	REP	Report	DIS	Dissertation	(please add and delete as needed)	