

**ACADEMIC DEVELOPMENT & QUALITY ENHANCEMENT OFFICE (PARTNERSHIP)**

**APPENDIX 7a: COURSE VALIDATION OVERVIEW TEMPLATE – PARTNER INSTITUTIONS**

The Partner Institution should submit the **compiled set of course documentation** as listed below to the Validation Secretary at **least 5 weeks before the date** set for the Validation Panel.

* Completed Validation Overview document
* Module specifications for all new and existing modules (see **Appendix 9** *Proposal for a New Module – Partner Institutions*)
* List of proposed teaching and management staff for the course (see **Appendix 12** *List of Staff*)
* Curriculum vitae for each member of staff
* Generic documentation (see **Appendix 6** *Generic Documentation for Validation/Re-validation* for a full list)
* Course Handbook

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| **SECTION A: KEY DETAILS** |
| **Partner** |  |
| **Full title and award of the course** |  |
| **Academic year of introduction** |  |
| **FHEQ Level** |  |
| **Name of Course Leader** |  |
| **Maximum period of registration** |  |

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| **SECTION B: Narrative of course pedagogical vision and practice (Max 1500 words)** |
| Please 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 rationale and reasons for introducing the course, 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, 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

**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,
		- external generic policy around FHEQ levels
		- external subject-related polices such as the QAA Subject-Area Benchmarks and other relevant professional or statutory body criteria
* How 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

**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
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| **SECTION C: COURSE STRUCTURE** |
| **FULL TIME – YEAR 1** |
| **Module Title** | **FHEQ Level** | **Credit weighting** | **Core or Option** | **New or existing** | **If there are option groupings, please detail these** |
| **SEMESTER 1** |
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| **FULL TIME – YEAR 2** |
| **Module Title** | **FHEQ Level** | **Credit weighting** | **Core or Option** | **New or existing** | **If there are option groupings, please detail these** |
| **SEMESTER 1** |
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| **FULL TIME – YEAR 3** |
| **Module Title** | **FHEQ Level** | **Credit weighting** | **Core or Option** | **New or existing** | **If there are option groupings, please detail these** |
| **SEMESTER 1** |
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| **SEMESTER 2** |
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| **Total credits for the year should equal 120 for Undergraduate or 180 for Postgraduate** |

Please repeat as required for each subsequent academic year.

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| **POSTGRADUATE ONLY PART TIME (Please delete if not required)** |
| **Module Title** | **FHEQ Level** | **Credit weighting** | **Core or Option** | **New or existing** | **If there are option groupings, please detail these** |
| **YEAR 1, SEMESTER 1** |
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| **YEAR 1, SEMESTER 2** |
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| **YEAR 2 SEMESTER 1** |
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| **YEAR 2, SEMESTER 2** |
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| **Total credits for this course should equal 180** |

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| **SECTION D: COURSE LEARNING OUTCOMES**  |
| Course learning outcomes should be expressed as the minimum achievement of students successfully completing the course of study. The course learning outcomes will be used as the basis for full course development and you should identify outcomes in the areas of both knowledge and skills.Please ensure that these are aligned to the FHEQ Level of the qualification and the relevant Subject Benchmark. **For guidance on writing learning outcomes that meet QAA standards,** please see http://www.sussex.ac.uk/adqe/curriculum/learning-outcomes |
| By the end of the course, a successful student should be able to: |
| **LO1** |  |
| **LO2** |  |
| **LO3** |  |
| **LO4** |  |
| **LO5** |  |
| **LO6** |  |
| **LO7** | *(Please add additional learning outcomes as necessary)* |

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| **SECTION E: Course Learning Outcomes Map** |
| **Mapping Key for Undergraduate courses:** A = where course learning outcomes are expected to be demonstrated through assessmentD = undergraduate courses only – where students are formally assessed on their developing skills and knowledge in relation to a specific learning outcome, as Course Learning Outcomes are written at the level of award and so will not be met in full at levels 4 & 5. This allows the panel to see how all modules contribute to the Course Learning Outcomes without the student being able to secure the award from taking one or two modules. |
| **Course Learning Outcomes** | **Title and code of relevant module** |
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| **SECTION F: QAA SUBJECT BENCHMARK** |
| **Name of QAA Benchmark (if applicable)** |  |
| **Please indicate how the course meets the benchmark standards through the outcomes of the course**  |
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| **SECTION G: COURSE REGULATIONS** |
| **Please give details of any course-specific criteria for the award.** |
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| **If relevant, please identify any named exit awards and the specific requirements for each.** |
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| For any exit award(s) associated with this course please state the related learning outcomes below, creating a new list for each exit award (e.g. one list for PGDip and another list for PGCert etc.)  |
| By the end of the course, a successful student should be able to: |
| **LO1** |  |
| **LO2** |  |
| **LO3** |  |
| **LO4** | *(Please add additional learning outcomes as necessary)* |

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| **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.** |
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| **SECTION H: TEACHING AND LEARNING STRATEGY**  |
| Please use the prompts below to provide a full account of the teaching and learning strategy for the course:**Teaching*** 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 and needs
* How resources will be used to support student learning and needs, embedding inclusive practice in materials and provision
* 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
* Arrangements for preparing and supervising students undertaking dissertations or projects.
* Responsibilities of students.
* Any areas of good and successful pedagogical practice that can be shared from existing modules across the curriculum

**Resources and learning environment*** Staff – complement, expertise and development
* Support staff –e.g. Library, Student Support, IT, technical or specialist staff
* Teaching spaces, specialist equipment & specialist facilities (laboratory, studio, workshop, etc.) necessary to support the course
* Library resources necessary to support the course (specific book, journal and media acquisitions)
* Details of relevant multimedia, IT and computing resources necessary for the course
* Equipment needs, e.g. whether new resources will be required to run the course and how these are to be secured.
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| **SECTION I: TEACHING METHODS** |
| **LAB = Laboratory practical LEC = Lecture WRK = Workshop FWK = Fieldwork SEM = Seminar****Please add as required**  |
| **Year 1, Semester 1** |
| **Module (specify whether core or option, and credit weighting)** | **Module:** | **Module :** | **Module:** | **Module:** | **Module:** | **Module:** | **Module:** | **Module:** |
| **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** |
| **Week 1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  **Week 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Week 3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Week 11** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total hours** |  |  |  |  |  |  |  |  |

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| **LAB = Laboratory practical LEC = Lecture WRK = Workshop FWK = Fieldwork SEM = Seminar****Please add as required**  |
| **Year 1, Semester 2** |
| **Module (specify whether core or option, and credit weighting)** | **Module:** | **Module :** | **Module:** | **Module:** | **Module:** | **Module:** | **Module:** | **Module:** |
| **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** | **Session type** | **Length** |
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| **Week 11** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total hours** |  |  |  |  |  |  |  |  |

Please repeat as required for each subsequent academic year.

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| **SECTION J: ASSESSMENT AND FEEDBACK STRATEGY (Max 1000 words)** |
| Please use the prompts below to provide a full account of the assessment and feedback strategy for the course: **Assessment and feedback*** How methods of assessment are aligned with the intended learning outcomes of the course, teaching methods and resources
* How modes of assessment and feedback are aligned 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 and how assessment will be used for learning as well as measurement of learning.
* Mechanisms for provision of feedback to students on assessed work, including format, standards and timescale
* Areas of good and successful assessment and feedback practice that can be shared from existing modules across the curriculum
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| **SECTION K: MAP OF COURSE ASSESSMENT (please indicate formative assessments in italic font)** |
| **Year 1, Semester 1** |
| **Module Title**  | **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** |
|  |  | *e.g. ESS 40%, UEX 60%* |  |  |  |  |  |  |  |  |  |  |  |
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| **Year 1, Semester 2** |
| **Module Title** | **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** |
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Please repeat as required for each subsequent academic year.

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| **Key for Assessment Map:**  |
| COR  | Course Report | ESS | Essay | EXC | Exercise | GPN | Group Presentation |
| POF | Portfolio | PRE | Presentation | UEX | Unseen Exam | (please add, delete or use alternative modes as required) |

See [here](https://www.sussex.ac.uk/webteam/gateway/file.php?name=modes-of-assessment-from-2016-17-(for-webpages).pdf&site=457) for guidance on assessment modes