

VALIDATION OF A NEW COURSE – DOCUMENTATION FOR REVIEW BY PANEL

The School should submit the compiled set of course documentation to the Validation Secretary at **least 3 weeks before the date** set for the Validation Panel.

SECTION A: KEY DETAILS	
Full title and award of the course (and code if existing)	
Owning School and Department	
Academic year of introduction	
FHEQ Level	
Name of Course Convenor¹	

¹ There should be a single identified course convenor for each new course.

SECTION B: Narrative of course pedagogical vision and practice (Max 1000 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:

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
- 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

- How do the course learning outcomes address:
 - o School and University policies and Teaching and Learning Strategies
 - o external generic policy around FHEQ levels
 - o external subject-related policies such as the QAA Subject-Area Benchmarks and other relevant professional or statutory body criteria
- The academic rationale for the course
- 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

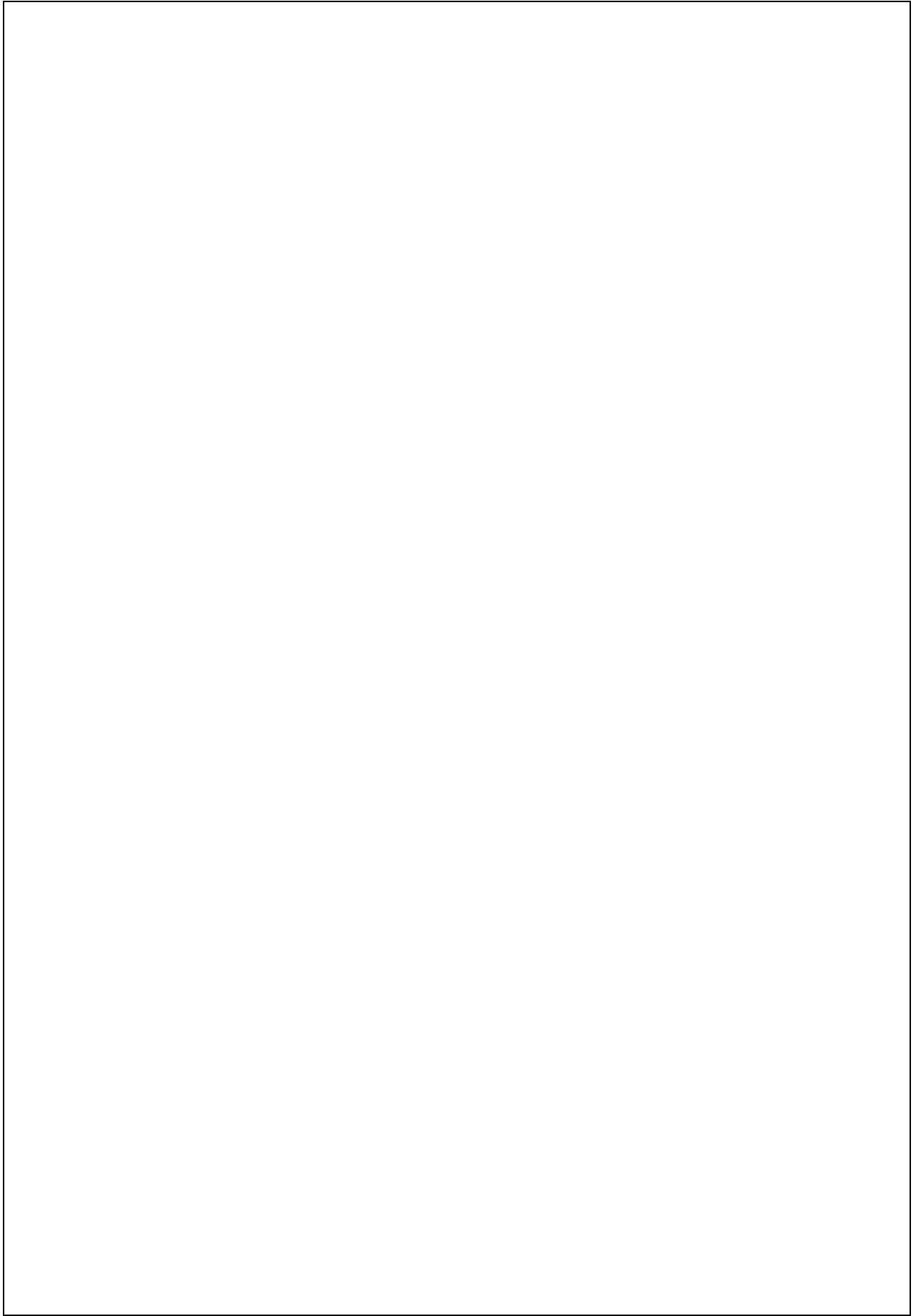
Communication, management and enhancement

- 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

- | | |
|-------------------------------------|--------------------------------------|
| • Director of Teaching and Learning | • Quality Assurance Agency (QAA) |
| • Technology Enhanced Learning | • Skills Hub |
| • Head of School/Dean | • Advance HE |
| • Careers and Employability Centre | • Sussex Centre for Language Studies |
| • The Library | • English Language support |
| • ADQE | • Student Support Unit guidance |
| • IT services | • British Dyslexia Association |
| | • World Blind Union |



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

Please repeat as required for each subsequent Undergraduate academic year.

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					
YEAR 1, SEMESTER 2					
YEAR 2 SEMESTER 1					
YEAR 2, SEMESTER 2					
Total credits for this course should equal 180					

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	<i>(Please add additional learning outcomes as necessary)</i>

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

SECTION G: COURSE REGULATIONS

Please note that all requests for a derogation from the Examination and Assessment Regulations must be submitted to the Examination and Assessment Regulation Sub-committee, and cannot be approved by the validation panel.

If relevant, please identify any named exit awards and the specific requirements for each.

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)*

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.



SECTION H: TEACHING AND LEARNING STRATEGY (Max 1000 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:

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
- 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 – The Library, Careers and Employability Centre, Sussex Centre for Language Studies, Technology Enhance Learning, IT services
- Teaching spaces, specialist equipment & facilities
- Other – fieldtrips, placements etc.

Total hours								
------------------------	--	--	--	--	--	--	--	--

Please repeat as required for each subsequent academic year.

SECTION J: ASSESSMENT AND FEEDBACK STRATEGY (Max 1000 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:

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.
- Areas of good and successful assessment and feedback practice that can be shared from existing modules across the curriculum.

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
		<i>e.g. ESS 40%, UEX 60%</i>											

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

Key for Assessment Map: (Please see [https://www.sussex.ac.uk/webteam/gateway/file.php?name=modes-of-assessment-from-2019-20-\(final\).pdf&site=457](https://www.sussex.ac.uk/webteam/gateway/file.php?name=modes-of-assessment-from-2019-20-(final).pdf&site=457) for details of assessment modes and definitions)

COR	Course Report	ESS	Essay	EXC	Exercise	GPN	Group Presentation
POF	Portfolio	PRE	Presentation	UEX	Unseen Exam	(please add and delete as	

Please repeat as required for each subsequent academic year.

When submitting a new course for validation, course convenors are guided to keep in mind the principles underpinning the restructuring of the academic year.

In overview, the new academic year structure comprises two semesters, one in the Autumn and the second in the Spring. Each semester has a teaching period (weeks 1 to 11) and an assessment period. A third two-part assessment period straddles the summer. Assessment period 1 (A1) falls immediately after the winter break and comprises semester 1 module assessments only. Assessment period 2 (A2) falls after the summer revision week and comprises semester 2 and year-long module assessments. The Summer comprises assessment periods A3 and A4). A3 and A4 comprise 'resits' and 'sits' only. A3 falls immediately after the end of A2. A4 falls in the latter part of August.

1. Scheduling of assessment deadlines through the assessment period

Schools are responsible for scheduling submission deadlines during the teaching period and throughout the four assessment periods (A1, A2, A3 and A4).

Principles:

- (i) *Submission deadlines are scheduled throughout the assessment period to avoid a cluster of submission deadlines.*
- (ii) *Submission deadlines in A1 and A2 are published at the start of the year.*
- (iii) *Normally, no more than one assessment is scheduled in the assessment period for an individual module, with the exception of A3 and A4.*

2. Scheduling of assessment of Semester 1 modules in A1 only

Schools are responsible for scheduling all assessments for Semester 1 modules in A1 only

Principle:

- (iv) *Module assessments are scheduled during the teaching period and the assessment period in which the module is taught.*

3. Eliminate, where possible, year-long modules

Schools are responsible for reviewing the use of 30 credit modules which are taught and assessed across the entire academic year.

Principle:

- (v) *Modules are normally taught and assessed within a single Semester.*

4. Reduce unseen exams to no more than 2 hours

Schools are responsible for reviewing modules with an examination of more than 2 hours.

Principles:

- (vi) *Examination durations are not normally longer than 2 hours, with the exception of practicals, enabling a maximum duration of 4 hours following the application of additional time given as a reasonable adjustment.*
- (vii) *The University will endeavour to schedule no more than one examination per day for an individual student.*

5. Introduce a Semester 1 PAB

Schools are to schedule a Semester 1 PAB after the Semester 1 MAB.

Principles:

- (viii) *Students will be notified of resit and sit requirements for Semester 1 modules, following publication of Semester 1 module results.*
- (ix) *Students will be notified of exceptional circumstances outcomes regarding Semester 1 modules, following publication of Semester 1 module results.*

6. Splitting the resit period

The Summer vacation assessment period will be scheduled in two parts: A3 and A4.

Principles:

- (x) Resits for failed Semester 1 modules will be scheduled following the completion of Semester 2 assessments in the end of year assessment period.*
- (xi) Resits for failed Semester 2 modules will be scheduled in the summer vacation assessment period.*
- (xii) Resit outcomes will be published in a timely manner.*

7. Reading week

Schools have the discretion to schedule a reading week. However, this must be uniform across the University and applies to Semester 1 only.

Principles:

- (xiii) Where a reading week is given, it will be scheduled in week 6 of Semester 1 for all modules.*
- (xiv) A reading week must have a clear purpose and include an element of directed learning.*