



ACADEMIC QUALITY & PARTNERSHIPS OFFICE

APPENDIX 7b: COURSE REVALIDATION OVERVIEW TEMPLATE – PARTNER INSTITUTIONS

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

Please note that draft paperwork should be submitted 8 weeks ahead of the validation date, to allow time for University colleagues to review the paperwork and meet with course teams to provide feedback.

- Completed Revalidation Overview document
- Module specifications for all new and existing modules (see [Appendix 10](#) *Proposal for a New Module – Partner Institutions*)
List of proposed teaching and management staff for the course (see [Appendix 13](#) *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)
- Revised Course Handbook

SECTION A: KEY DETAILS	
Partner	
Full title and award of the course	
Academic year of introduction	
FHEQ Level (for the Final Award)	
Name of Course Leader	
Maximum period of registration	
Entry criteria	
Exit awards (see guidance document)	

SECTION B: Reflective and evaluative review of the course (Max 1000 words)

Please use the prompts below to provide a full account of the course as it has been delivered to date. While you do not need to use these subheadings, it is important that you address each of these areas in your review:

Course overview

- Assessment of the quality of the course in operation as demonstrated, for example, by student achievement
- The rationale for any modifications that have been made to the course since validation
- Problems encountered in delivering the course as originally planned and strategies that have been used to overcome the problem
- External developments that may have affected the course
- A review of course management
- Statistical data, to include for each year of the course's operation on a cohort basis:
 - target numbers
 - number of applications
 - number of enrolments
 - entry qualifications
 - withdrawal rates
 - progression
 - first destination data
 - analysis and discussion of the data.

Enhancement

- The results of student evaluations of the course during the period of validation and subsequent action taken by the partner
- External Examiner Reports for the period of validation, University comments on them, and responses sent to external examiners
- The strengths and weaknesses of the course as perceived by staff, students and external examiners
- Any external review or employer reports and the responses to them
- The institution's responses to the University's commentary on annual monitoring reports

Resources

- Identified shortfalls in the provision of resources and methods by which these might be overcome
- The need for further staff development in particular areas and how this will be addressed.

SECTION C: Summary of proposed changes (Max 1000 words)

Please provide a summary of proposed modifications to the course with the background and rationale for any changes.

Where appropriate, include examples of student work.

SECTION D: 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					
SEMESTER 2					

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					
SEMESTER 2					

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					
SEMESTER 2					
Total credits for the year should equal 120 for Undergraduate or 180 for Postgraduate					

Please repeat as required for each subsequent 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 AIMS

Course aims are broad statements which summarise the overarching goals and intentions of the course. The course aims should address the purpose of the course and what it is trying to achieve, as well as the intended benefits for students.

Use the [guidance](#) to complete this section

It is recommended that you provide 3-5 course aims in a concise bullet point format.

This course aims to:

CA1	
CA2	
CA3	
CA4	
CA5	

SECTION E: COURSE LEARNING OUTCOMES

Use the prompts in the [guidance](#) to complete this section

It is recommended that the Learning Outcomes encompass the following skills: Cognitive Skills, Practical Skills, Transferable Skills and Professional Competencies.

The recommended minimum/maximum number of learning outcomes is 8-10 for PGT and 10- 14 for UG courses.

By the end of the course, a successful student should be able to:

L01	
L02	
L03	
L04	
L05	
L06	
L07	<i>(Please add additional rows for further learning outcomes as necessary)</i>

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.

See the [guidance](#) document for help completing this section.

By the end of the course, a successful student should be able to:

L01	
L02	
L03	
L04	<i>(Please add additional learning outcomes as necessary)</i>

SECTION F: COURSE LEARNING OUTCOMES MAP												
See the guidance document for help completing this section												
Course Learning Outcomes	Title and code of relevant module											
1.												
2.												
3.												
4.												
5.												
6.												
7.												

SECTION G: COURSE REGULATIONS

Please give details of any course-specific criteria for the award.

Please note that all 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.

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.

SECTION I: LEARNING AND TEACHING STRATEGY

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



SECTION J: TEACHING METHODS

See the [guidance](#) document for help completing this section

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	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																
Week 4																
Week 5																
Week 6																
Week 7																
Week 8																
Week 9																
Week 10																
Week 11																

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 2																
Module (specify whether core or option, and credit weighting)	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	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																
Week 4																
Week 5																
Week 6																
Week 7																
Week 8																
Week 9																
Week 10																
Week 11																
Total hours																

Please repeat as required for each subsequent academic year

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

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

SECTION L: MAP OF COURSE ASSESSMENT (please indicate formative assessments in italic font)See the [guidance](#) document for help completing this section**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

Please repeat as required for each subsequent academic year.

Key for Assessment Map: (Please see [regulations](#) 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)	

SECTION M: STUDENT EXPERIENCE AND ENHANCEMENT (Max 1000 words)

Use the prompts in the [guidance](#) to provide a full account as to how the pedagogy and strategic vision underpinning the course and module design provides students with opportunities for engagement and enhancement and the development of a cohort identity.

While you do not need to use these subheadings, it is important that you address each of these areas in your narrative: