



## 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.

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.

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

SECTION A: KEY DETAILS	
Partner	Name of partner institution
Full title (as approved by CPASC) and award of the course	This should be the title as approved by CPASC.
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 CPASC New Course Proposal (Validation Partnership) or Stage 2 (TNE) proposal
Exit Awards (not to be included in the prospectus), if applicable (PGT only)	<p>For PGT courses give the titles of PGCert and PGDip exit awards if they differ from the main title</p> <p>UG exit awards are not normally named so this field does not need to be completed for UG courses, unless the partner would like to request approval to specify named exit awards.</p>

SECTION B: QAA SUBJECT BENCHMARK STATEMENT/S	
QAA Subject Benchmark Statement/s applicable to the subject area/s	<p>Please list the <a href="#">QAA Subject Benchmark Statement/s</a> which you have referenced for the course.</p> <p>QAA Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in the subject area. You will be asked to refer to the relevant Subject Benchmark Statement/s and how they have informed the development of your course proposal throughout this document, in particular the learning outcomes and aims. Contact AQP for further advice on completing this section.</p>

## **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:
  - o the institution's Teaching and Learning Strategy,
  - o sector recognised standards including [FHEQ levels](#) and relevant [QAA Subject Benchmarks](#)
- 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

<b>SECTION D: COURSE STRUCTURE</b>					
<b>FULL-TIME</b>					
<b>Module Title</b>	<b>FHEQ Level</b>	<b>Credits</b>	<b>Core or Option</b>	<b>New or Existing</b>	<b>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)</b>
<b>SEMESTER 1</b>					
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'
<b>SEMESTER 2</b>					
Repeat as above for S2					
<b>Total credits for the year should equal 120 for Bachelors or 180 for Masters</b>					

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

## SECTION E: 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.

Course aims are different to learning outcomes in that they describe the overarching reasons for providing this particular course of study from the perspective of the educator. Learning outcomes, on the other hand, describe the measurable qualities students will be able to demonstrate as a result of successful engagement with the course of study and are therefore written from the perspective of the student. It is recommended that you provide 3-5 course aims in a concise bullet point format.

## SECTION F: COURSE LEARNING OUTCOMES

Course learning outcomes describe the measurable qualities students will be able to demonstrate as a result of successful engagement with the course of study and are therefore written from the perspective of the student.

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

Ensure that these are aligned to the [FHEQ](https://www.fhe.ac.uk/) and the relevant QAA Subject Benchmark. **For guidance on writing learning outcomes that meet QAA standards**, please see <http://www.sussex.ac.uk/adge/curriculum/learning-outcomes>.

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.

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

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 CPASC as an entry route and for named exit awards (where the exit award title is different to the main award title) only.

Learning outcomes must be provided for associated courses which have been approved by CPASC as an entry route (e.g. where an MA Creative Performance and PGDip Creative Writing have been approved, which are the same course but with the MA having a 60-credit research element).

Learning outcomes are also needed for named exit awards, where the exit award title is different to the main award title (e.g. the BA Social Work has been approved with the exit award title Cert/Dip HE in Social Care). We do not require course learning outcomes for standard exit awards, aside from where the exit award has a different title to the main award.

## SECTION G: 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.

For further guidance on course learning outcome mapping, please speak to the AQP Partnership Managers or see the Educational Enhancement webpage.

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

## **SECTION H: COURSE REGULATIONS**

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. For any regulatory queries and advice on derogations, please contact AQP (Partnership).

## **SECTION I: 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 J: LEARNING AND TEACHING 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:

### Learning and teaching strategy

- A brief overview of the teaching and learning methods to be used on the course, *i.e. the detail on how the aims of the course will be delivered*, that may draw on areas of good and successful pedagogical practice
- The link between chosen teaching methods and the curriculum's content, aims, learning outcomes and assessments
- 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

- 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.

## SECTION K: 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
<b>Week 1</b>																
<b>Total hours</b>																

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

## SECTION L: 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, i.e. how the learning outcomes will be measured, 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 M: 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	<i>Formative assessments in italics</i>	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 all 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 [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 N: STUDENT EXPERIENCE AND ENHANCEMENT (Max 1000 words)

Use the prompts below to provide a full account as to how the pedagogy and strategic vision underpinning the course and module design provide 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:

### 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

### 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:

- Educational Enhancement: [Guidance on curriculum design](#)
- AQP
- [Quality Assurance Agency \(QAA\)](#)
- [Skills Hub](#)
- [Advance HE](#)
- Department for Language Studies English Language support
- Disability Support
- [British Dyslexia Association](#)
- [World Blind Union](#)