Required documentation checklist for validation

It is suggested that two separate documents are presented to the University to inform the validation process. The first will contain the institution-wide policies and procedures that would be the same for all courses considered for validation. The second document will contain the course-relevant information and documentation. All procedures and regulations must take account of the appropriate sections of the QAA Quality Code for the assurance of academic quality and standards in higher education.

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<th>Documentation</th>
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1. **Generic documentation, to include:**

   - Admissions policies and selection processes.
   - Assessment regulations including:
     - the policy on anonymous marking, arrangements for double marking or other forms of verification
     - proportion of work seen by external examiners
     - the policy and procedure for addressing mitigating circumstances
     - the policy and procedure for addressing late submissions
     - the terms of reference and composition of the examination board, including the minimum number of external examiners
     - the requirements for progression from one stage of the course to the next
     - arrangements for compensation and condonement
     - arrangements for intermission
     - regulations on reassessment (which must include)
       - a requirement that the reassessment of a candidate for an award must normally take place within the maximum period of registration
       - the number of opportunities for reassessment at each stage of the course
       - the marks to be carried forward
       - any effects upon credit
     - award criteria
     - the policy and procedures for dealing with plagiarism, collusion and misconduct
   - Procedures for the nomination and operation of external examiners.
   - Teaching and Learning policy.
   - Annual monitoring procedures.
   - Procedures for evaluations by students of courses and modules.
   - Complaints and appeals procedures.
   - Arrangements for academic support and personal tutoring.
   - Arrangements for oversight and formal monitoring of student progress.
   - Pastoral and welfare arrangements.
2 Course documentation

2.1 Background information and course development

- Background to the proposal: the rationale and reasons for introducing the course, the relationship to the institution’s plans, how it differs from and complements existing or related courses.
- A statement of the target market and details of market research and consultation with employers, prospective students and relevant professional bodies: assessment of the demand for the course and competition by other providers.
- Target and minimum and maximum student numbers for recruitment in each year, pathway, and mode for the period of proposed validation.
- If the proposed course is replacing an existing course, include details of consultations with students regarding the change.
- Details of course management arrangements.
- 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.

2.2 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. The relationship between the compulsory and optional elements and the balance of teaching, learning and assessment needs.

2.3 Course specification

- The awards and FHEQ level.
- The aims and learning outcomes of the course(s), stating how the outcomes meet the Framework for Higher Education Qualifications descriptors for the relevant awards.
- Core structure diagram, showing the order of courses, when they will be taken and a rationale for the order. Core and optional units and the credit volume and level of each component.
- A ‘curriculum map’ showing the outcomes of courses of study against the intended learning outcomes of the course as a whole.
- An explanation as to how the course design and development has taken account of any relevant subject benchmark statements. It is suggested that core benchmark statements are listed together with reflective statements on how the course or its outcomes are aligned to these.
Details of all the elements assessed, the assessment mode and timing.
Minimum and maximum periods within which a student must complete the course and associated assessment, including resits.
Any provision for deferment.
Relationship or articulation of the course with existing internal or external courses, e.g. top up from foundation degree. Details of any bridging units or special induction arrangements.
Arrangements for practical experience and work placements.

2.4 Teaching and learning strategies

Details of strategies for delivering the course, achieving the intended outcomes and facilitating or supporting the students' learning and progression.
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.

2.5 Assessment

Details of the assessment strategy, including:

- How the methods will assess the outcomes of the course and the philosophy guiding the selection of methods.
- Assessment criteria and their relationship to learning outcomes.
- The pass mark for all units.
- Assessment weightings for the overall scheme and within specific units.
- Deadlines for submission of work.
- Specification of which elements must be passed to obtain the award, and specification of any elements which cannot be the subject of compensation or failure.
- Any course specific criteria for the award.
- Use of formative and diagnostic assessment.
- Mechanisms for provision of feedback to students on assessed work including format, standards, and timescale.

2.6 Module outlines, containing details of:

- Aims and rationale.
- Specific learning outcomes.
- Credit value and FHEQ level.
- Module convenor.
- Teaching and learning methods.
- Formative assessment/ coursework requirements.
- Summative assessment methods, including weightings of multiple elements, mapped to course learning outcomes.
• Any module-specific assessment criteria.

2.7 Admissions

• Entry requirements including admissions criteria for the course, taking account of the abilities, aptitudes, skills, qualifications and experiences which would indicate potential to succeed on the course and how these might be demonstrated.
• Any requirements of statutory or regulatory bodies, such as medical or criminal record checks.
• Admission by AP(E)L.

2.8 Staffing

A description of the human resources required to deliver the course, including:

• List of the proposed staff who will manage or teach on the course, including details of vacant posts. The list should note the proposed responsibilities for each staff member (for example: course leader) and whether full or part time, permanent or sessional staff. Where staff have commitments to other courses, these should be specified and quantified.
• Curriculum vitae for each member of teaching staff.
• Projected staff development needs.

2.9 Learning and other resources

A description of the resource requirements for the course, including:

• Details of library resources necessary to support the course (specific book, journal and media acquisitions).
• Details of relevant multimedia, information technology and computing resources necessary for the course.
• Teaching accommodation.
• Workshop, laboratory or studio space and any other specialist teaching resources or accommodation available to support the course.
• Equipment needs, e.g. whether new resources will be required to run the course and how these are to be secured.