**PARTNER INSTITUTION**

**VALIDATION REFLECTIVE DOCUMENT**

***Please note: Where more than one course is being considered within one Validation event, the Course Team are only required to complete one Reflective Document which covers all of the courses under review.***

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| **Partner Institution:** |  |
| **Date of Reflective Document:**  |  |
| **Date of Validation:** |  |
| **Proposed date of admission of first student cohort:**  |  |
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| 1. **A brief introduction to the Partner Institution and Faculty / Department in which course(s) based, including:**
* details of how the Faculty / Department has changed and developed over time;
* an overview of the range of subjects on offer and the Course Team’s research interests / scholarly activity (where applicable);
* the Faculty / Department’s aims, strengths and any particular features.
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| 1. **Overview of the scope and context for the review including:**

**2a. List of proposed courses being reviewed (including all named and unnamed exit awards and details regarding modes of study (F/T, P/T, credit accumulation, where appropriate)** |
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| **2b. Rationale, aims and objectives for the proposed courses (including the reason for proposing the new courses, how they fit into the HE portfolio and how they align with the University’s Education Strategy)** |
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| **2c. Information on how the course was developed, including:*** details of any external consultation (e.g. academic experts, industry representatives and employer representatives), where applicable, and how this has impacted upon the final proposal;
* details of how internal and external reference points have been considered within the course development, including:
* *Professional, Statutory and Regulatory Bodies (PSRB) accreditation*
* *Quality Assurance Agency (QAA) UK threshold standards*
* *Research Council requirements and reports (where applicable)*
* [*University's Strategic Plan*](http://www.essex.ac.uk/about/strategy/documents/strategic-plan.pdf)
* [*University’s Education Strategy*](http://www.essex.ac.uk/about/strategy/documents/education_strategy.pdf) *and associated Curriculum Review*
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| **2d. An overview of the target market for the course including:*** details of the anticipated target market;
* evidence of applicant demand and employer demand;
* details of anticipated growth;
* details of selection and admissions criteria (including non-standard entry).
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| **2e. An indication of the potential progression opportunities for the students, such as further academic study or employment, including:*** details of how the employability of students will be developed throughout the course;
* details of employer links.
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| **2f. An explanation of how the proposed course fits within the existing course portfolio, including details of shared modules/courses and the impact on existing provision.** |
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| 1. **Overview of the Course Structure and Content, including:**
* course structure diagrams;
* details of how the curriculum promotes progression through the levels of the award, in line with the QAA Framework for Higher Education Qualifications (FHEQ);
* details of how the programme learning outcomes map to the module learning outcomes;
* details of skills development (specialised and transferable) and support for Personal Development Planning (PDP);
* details of how the learning outcomes map to QAA/PRSB Benchmarks;
* where the course operates in a non-standard format (e.g. online provision, part-time provision, credit accumulation), details of how the course will be delivered.

*(This section should be cross-referenced to the Programme Specifications, Module Maps and Module Outlines within the “Course Documentation” section.)* |
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| 1. **Overview of the Learning and Teaching Strategy for the course, including:**
* details of the range of learning and teaching tools that will be employed and the rationale for using them;
* commentary regarding the appropriateness off the strategy for students with any additional needs (e.g. physical disabilities, learning disabilities) and any adjustments that might need to be made.
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| 1. **Overview of the Assessment Strategy for the course, in accordance with the University’s** [**Undergraduate Rules of Assessment**](http://www.essex.ac.uk/students/exams-and-coursework/ppg/ug/default.aspx) **or** [**Postgraduate Taught Rules of Assessment**](http://www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/assess-rules.aspx) **including:**
* an explanation of how formative and summative assessment will be used to promote progression of learning and the feedback methods that will be used;
* a description of the proposed variety of assessment methods, including the use of innovative methods where possible;
* information on assessment load;
* an explanation of how students will be adequately prepared to undertake the assessment (e.g. dissertation research methods preparation, module pre-requisites);
* an explanation of how the various assessment methods will enable the development of skills (specialised and transferable);
* commentary regarding the appropriateness of the strategy for students with any additional needs.

*(This section should be cross-referenced to the Assessment Schedule within the “Course Documentation” section.)*  |
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| 1. **Overview of Resources (staffing, learning resources and physical resources) including:**
* an overview of the Course Team and how pastoral support is managed;
* details of the learning resources and physical resources in place to deliver the course;
* an overview of specialist, subject-related resources (where applicable);
* details of how resourcing implications (including staffing) will be managed as student numbers increase;
* commentary regarding the appropriateness of the learning resources and physical resources for students with any additional needs.

*(This section should be cross-referenced to Appendix 3: Subject-Related Resources and Appendix 4: Current Course Management and Staffing within the “Supporting Documentation” section.)*  |
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| 1. **Overview of work-based learning within the course, where applicable, including:**
	* details of how year abroad/sandwich year/work-based learning/placement arrangements will be managed;
	* details of how the work-based learning arrangements adhere to the [University’s Guidelines on Work-based Learning](http://www.essex.ac.uk/quality/university_policies/WBL.asp);
	* details of how the work-based learning component will be assessed.

(This section should be cross-referenced to the study abroad/ sandwich year/work-based learning/work placement guidance/handbooks within the ‘Course Documentation’ section.) |
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| 1. **Highlight the key themes that you would like the Panel to focus on at the Validation Event**
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| 1. **Any other relevant issues**
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