**Validation Documentation**

This checklist has been designed to complement the Validation Guidance and course teams should read both this checklist and the guidance when preparing their documentation.

The QUAD Manager will advise departments of the format of the validation, and the deadline to which documentation should be submitted.

The validation documentation will include a Reflective Document written by the Department/Centre/School, core course approval documentation and supporting information, as detailed below.

The documentation should include a contents page (for the Reflective Document and supporting documentation).

Departments/Schools should provide the documentation (relating to all courses under validation) to QUAD electronically **6 weeks before the initial Panel meetings**. Departments are welcome to provide additional documentation to the items listed in this document to support the Reflective Report (clearly referenced). Please note, additional documentation may be requested by the Validation Panel.

Statistics are provided by Planning and Data Insight team on the [Planning Information Portal](https://ssrs.essex.ac.uk/reporting/pip/pages/default.aspx), [Reporting Services](https://ssrs.essex.ac.uk/reporting/Pages/Default.aspx) and [Tableau](https://tableau.essex.ac.uk/#/projects/25) and any information relating to employers for apprenticeships should be requested from the [Apprenticeships Hub](https://www.essex.ac.uk/staff/professional-services/apprenticeships-team).

**Reflective Report**

The Department/Centre/School should submit a Reflective Report that includes consideration of the following:

|  |  |
| --- | --- |
| **Section 1: Rationale for the introduction of the course** | **Included?** |
| a. | List of proposed titles and exit awards.  |  |
| b.  | **Course rationale** – detail the reasons for introducing the course, including consideration of the [University’s Education Strategy](https://www.essex.ac.uk/governance-and-strategy/university-strategy) and explain how the introduction of the new course aligns with departmental aims and plan. Include consideration as to how the proposed course is compatible with existing provision.  |  |
| c.  | **Market and employer demand** – include consideration of market demand, including recruitment and admissions information including target market(s) and estimated student numbers, as well as details of employer buy-in if an apprenticeship is being validated.  |  |
| **Section 2: Course Information** |  |
| a.  | **Summary of selection and admissions** criteria, including non-standard entry, minimum entry requirements, AP(E)L arrangements and rationale for additional selection processes such as interviews |  |
| b.  | **Course structure and content -** including how the curriculum promotes organised progression through the levels of the award, in line with the national Frameworks for Higher Education Qualifications of Degree-Awarding Bodies (Qualifications Frameworks); the overall balance of the award, the link between the overarching aims of the course and the content and skills development and support for PDP and mode(s) of delivery (including location of delivery, course duration and proposed date of commencement). |  |
| c.  | Mapping to current relevant[QAA Subject Benchmark Statements](https://www.qaa.ac.uk/en/the-quality-code/subject-benchmark-statements), as well as relevant Apprenticeship Standard (if apprenticeship is being validated), and relevant professional standards or professional, statutory and regulatory body requirements as appropriate |  |
| d.  | **Equality, inclusivity and diversity** information (including evidence of how the individual needs of students are addressed). |  |
| e.  | Evidence of **employer engagement** in curriculum development, particularly where an apprenticeship is being validated |  |
| f.  | Details of **student input** in curriculum development |  |
| g.  | **Teaching, Learning and Assessment Overview,** including details of the range of learning and teaching tools employed and the departmental approach to these and how this take into account the needs of current and potential student groups. If apprenticeship; include information regarding the End-Point Assessment and how this will be delivered. Comment on the appropriateness of the strategies for students with any additional needs and what adjustments that might need to be made. Summary of assessment methods used for each module and associated submission deadlines, assessment criteria and rules of assessment (in accordance with the University’s [Rules of Assessment](http://www.essex.ac.uk/quality/university_policies/default.asp)). This should include the balance of assessment tools, assessment load, and development of skills/preparation of students for assessment, formative and summative feedback, innovative methods. Indicate the appropriateness of the strategy for students with any additional needs.  |  |
| h. | Details of **year abroad**, **work-based learning, on and off the job hours, and placement** arrangements and how this will be managed. Details of how this arrangement adheres to the University’s Guidelines on Work-based Learning should be provided and a draft handbook for students should be provided if available. |  |
| i.  | Information on **proposed progression opportunities** (including articulation routes into further study)and **employment prospects** upon graduation |  |
| j. | If apprenticeship; details of how learner engagement and development of **knowledge, skills and behaviours** will be monitored throughout the course, as well as the **fundamental British values** of democracy, individual liberty, the rule of law and mutual respect and tolerance of different faiths and beliefs as required by [Ofsted](https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework)? |  |
| **Section 3: Resources** |  |
| a.  | Summary of the course management and staffing strategy. |  |
| b.  | Summary of existing subject related resources, or those required for the course to commence (e.g., equipment or specialist spaces). |  |
| c.  | Details of any further resources needed for the course to commence. |  |

**Core Course Documentation**

In addition to the Reflective Report, the following core documentation must be completed and provided by the Department/Centre/School as appendices:

|  |  |
| --- | --- |
| **Section 4: Core course documentation** | **Included?** |
| a.  | Executive Dean approved development stage document. |  |
| b.  | Final Stage document (the programme specification is within this document). |  |
| c.  | New module paperwork (including distance learning checklists or work-based learning checklists, if applicable). |  |
| d.  | Module map (mapping exercise showing the relationship between the course and the module learning outcomes). |  |
| e.  | Any relevant work-based learning/work placement guidance or handbooks (if applicable). |  |
| f.  | Student handbook – this should include all core student handbook information, plus any additional information as applicable to the course.  |  |

**Supplementary documentation**

The following supplementary documentation is optional, but may be requested by the validation panel. In some cases, the following may be required (your QUAD manager can advise):

|  |  |
| --- | --- |
| **Section 5: Supplementary documentation** | **Included?** |
| a. | Full market research reports |  |
| b. | Departmental Teaching, Learning and Assessment Overview |  |
| c. | Information to support course management and staffing – including staff CVs outlining relevant qualifications, current and recent positions held and relevant publications). |  |
| d. | The existing subject related resources (e.g., equipment lists, specialist spaces) and those required in order for the course to commence, including information about learning resources. |  |

**Documentation provided by QUAD**

These documents will be placed in your Box folder.

|  |  |
| --- | --- |
| **Section 6: Documentation provided by QUAD** | **Included?** |
| a. | Event agenda |  |
| b. | Panel membership |  |
| c. | Validation guidance |  |
| d. | The University’s Education and Research Strategies  |  |
| e. | Relevant UK Quality Code for Higher Education documents (weblinks only, including the Benchmark Statement). |  |

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| Document owner | Quality and Academic Development Team |
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