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This guide is designed for members of panels and programme teams who participate in institution-level validation at Edge Hill University. It should be read in association with Chapter 4 of the Quality Management Handbook (QMH) and both documents are available at http://www.edgehill.ac.uk/aqdu/validation/.

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Updated October 2014
Introduction to Validation

Validation forms part of the process for approving programmes of study that lead to awards of Edge Hill University. Initial outline proposals for new programmes (Applications for Development Consent) are reviewed by the University’s Academic Planning Committee which considers their academic and business justification and whether they should proceed to full development and validation. An institution-level validation panel considers the developed programme in detail and whether appropriate academic standards have been set and arrangements for managing quality put in place. The panel makes a recommendation to the Learning and Teaching Committee (LTC) which has responsibility for conferring final approval on behalf of the Academic Board. Once validated, most Edge Hill programmes remain in approval until their next scheduled periodic review which confirms continuing approval on the basis that the standards set at validation are being maintained, and the quality of learning opportunities enhanced.

The standard validation process described in this guide is adapted for the major modification of existing programmes and the approval and re-approval of collaborative provision. Programmes that are subject to conjoint approval with an external awarding or professional body may also involve some adjustment to the standard process (agreed in advance with the Director of Quality Assurance) on the understanding that this does not compromise the requirements of internal validation.

The University’s validation process has been developed to meet the Expectation of UK Quality Code for Higher Education Chapter B1 ‘Programme design, development and approval’ that “Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective processes for the design, development and approval of programmes”.

Validation also takes into account the Expectations of other Quality Code chapters, for example those dealing with Learning and teaching (B3), Enabling student development and achievement (B4), Student engagement (B5) and Assessment (B6).

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1 For a more detailed description of development consent please see Quality Management Handbook Chapter 4 at http://www.edgehill.ac.uk/aqdu/validation/.

2 Periodic reviews of academic departments/areas are programmed on a five-yearly cycle – for more information see Quality Management Handbook Chapter 3 at http://www.edgehill.ac.uk/aqdu/monitoring-and-review/.

However, Faculties may also request standalone re-validation to meet specific professional body requirements or where it is intended to make widespread curriculum changes for which the University’s programme modification process would be inappropriate – see Quality Management Handbook Chapter 4.

3 A controlled process that enables a validated programme to be modified during its period of approval. For a full description of the process for major (and minor) programme modifications see Quality Management Handbook Chapter 4.

4 Programmes delivered by or with an approved collaborative partner organisation of the University. While a programme may remain in validation indefinitely (subject to periodic review) each instance of delivery by a partner must be reviewed and re-approved every five years. For a detailed description of the collaborative provision approval process see Quality Management Handbook Chapter 5 at http://www.edgehill.ac.uk/aqdu/collaborativeprovision/quality-assurance-of-collaborative-provision/.


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The Validation Panel

Responsibility for programme approval and review resides with the University’s Learning and Teaching Committee (LTC)\(^6\) and its sub-committee the Validation and Audit Standing Panel (VASP), a body of 100+ academic and senior support staff from which all validation and periodic review panels are assembled. Membership of VASP is by application\(^7\) to the Director of Quality Assurance (Chair of VASP) and additional criteria are used for the selection of panel chairs. VASP is supported by staff of the Academic Quality & Development Unit (AQDU) who:

- Schedule institution-level validation and periodic review events
- Provide support for departments preparing for validation and periodic review
- Convene panels consisting of internal and external panel members (see below)
- Process and distribute panel documentation
- Organise and minute panel meetings
- Produce reports for the timely consideration and approval of LTC.

Validation panels are normally constituted according to the following specification:

- The chair, selected from the register of eligible VASP chairs
- Two internal staff VASP members (or one VASP member in the case of some programme modifications)
- One external panel member (or more than one where additional subject expertise is required)
- The secretary (Academic Quality Officer).

Internal VASP members receive training and development\(^8\) and are generally assigned to validations on the basis of expression of interest and availability. However, in assembling panels the AQDU ensures a balance between different areas (Faculties) and that there is no close association between any panel member and the programme team\(^9\). Panels for specialist provision such as distance learning and Masters by Research (MRes) programmes and programmes for overseas delivery are carefully selected to include the appropriate staff expertise.

External panel members are nominated\(^10\) by programme teams and are generally academic discipline experts of other degree-awarding institutions. However, an additional external panel member may occasionally be retained to represent employer or professional interests. For the validation of collaborative provision external panel members will ideally have experience of delivering such provision. Programme teams affirm that they have no direct

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\(^6\) For LTC’s constitution and terms of reference see Quality Management Handbook Chapter 8 at [http://www.edgehill.ac.uk/aqdu/academic-board-committees/](http://www.edgehill.ac.uk/aqdu/academic-board-committees/).

\(^7\) An application form containing the criteria for VASP membership is available at [http://www.edgehill.ac.uk/aqdu/VASP.htm](http://www.edgehill.ac.uk/aqdu/VASP.htm).

\(^8\) Ibid.

\(^9\) This would also exclude the Pro Vice-Chancellor Dean and Associate Deans of the hosting Faculty although they may attend panel meetings in an advisory capacity on request to the Chair of VASP.

\(^10\) Using Form ECN1, available at [http://www.edgehill.ac.uk/aqdu/validation/](http://www.edgehill.ac.uk/aqdu/validation/). Nominations are considered and approved by the validation secretary on behalf of the Chair of VASP.

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association\(^{11}\) with external panel members such that the latter’s independence and objectivity could be compromised.

### Information for External Panel Members

External panel members receive a standard fee of £180 before tax which is deducted at the standard rate. This covers:

- One-day attendance at the validation event\(^{12}\);
- Reading of the documentation and advance submission of written comments\(^{13}\) by email to the validation secretary no later than five working days before the validation event.

Travel expenses are reimbursed separately on submission of a claim for (i) car travel – return journey claimed at the rate of 40p per mile; or (ii) standard class rail fare on production of a valid rail ticket or VAT receipt. External panel members should complete the form ‘Fees Claim for Visiting Lecturers and External Consultants’\(^{14}\) and return it to the validation secretary as soon as possible after the validation event. Most validations are scheduled at the University’s Ormskirk campus\(^{15}\) and overnight local hotel accommodation can be arranged on request to the validation secretary.

### Validation Documentation

The validation secretary produces a briefing paper which summarises the provision to be validated and the process, timeline and organisational arrangements for validation accompanied by:

- The Application for Development Consent (ADC) for the programme\(^{16}\) and the corresponding minute of the Academic Planning Committee where it was considered; and
- The notes of Faculty pre-validation scrutiny of the validation documentation.

Programme teams produce validation documentation that comprises:

1. **VALIDATION DOCUMENT COVER & CONTENTS\(^{17}\)**
2. **PART ‘A’: PROGRAMME SPECIFICATION\(^{18}\)** - This is the definitive record of the programme and serves as the principal reference point for its delivery. It is also published

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\(^{11}\) This includes full disclosure of any previous professional contact with the department/area or involvement with its provision, e.g. as a consultant or external examiner or a validation panel member within the previous five years.

\(^{12}\) Longer validations will attract a larger payment which is notified in advance by the validation secretary. For some smaller validations including major modifications, written comments only may be required for a lower fee which is notified in advance by the validation secretary.

\(^{13}\) Using Form PAV1 for standard validations including new collaborative provision or Form PAV2 for collaborative delivery approval of an existing validated programme – see Appendices 1 & 2, also available as separate documents at [http://www.edgehill.ac.uk/aqdu/validation/](http://www.edgehill.ac.uk/aqdu/validation/).

\(^{14}\) See Appendix 3.

\(^{15}\) For a map and directions including details of travel by car and rail, see Appendix 4.

\(^{16}\) And/or the Collaborative Partnership Proposal (CPP) for a programme to be delivered by a partner organisation.

\(^{17}\) Using Template form UVD1 for Undergraduate Degrees, or PVD1 for Postgraduate Taught Degrees – both available at [http://www.edgehill.ac.uk/aqdu/validation/](http://www.edgehill.ac.uk/aqdu/validation/).

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to prospective and current students and contributes to graduates’ Higher Education Achievement Report (HEAR). The programme specification describes:

— The target and alternative (exit) awards associated with the programme\(^{19}\)
— Mode of study
— Programme aims
— Intended learning outcomes
— Programme structure and content (modules - core, compulsory or optional\(^{20}\))
— Teaching, learning and assessment strategies.

Individual programme specifications are developed for every target award including Joint Honours and Major/Minor combinations. Individual programme specifications are not, however, required for:

* Alternative (exit) awards which are listed in the programme specification of the relevant target award; or
* 4-year Sandwich or Year Abroad awards which are listed in the programme specification of the relevant target award\(^{21}\).

3. PART ‘B’: DEVELOPMENT AND DELIVERY\(^{22}\) - Supporting information for validation describing:

— The market analysis that has been undertaken including projected graduate destinations
— Academic and professional benchmarking
— Decisions taken on programme design and structure
— Support for learners
— Staffing and resources
— Programme management arrangements
— Arrangements for quality assurance and enhancement.

4. PART ‘C’: MODULES COVERSHEET\(^{23}\) & MODULE SPECIFICATIONS\(^{24}\) - The modules coversheet lists the modules that contribute to the programme by individual title, code

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\(^{18}\) See UK Quality Code for Higher Education Part A, Expectation A3 “Degree-awarding bodies maintain definitive records of each programme that they approve (and of subsequent changes to it) which constitute the reference points for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni” http://www.qaa.ac.uk/en/Publications/Documents/Quality-Code-Part-A.pdf

\(^{19}\) **Target awards** are those which equate to the completion of the full programme of study, are promoted within the University’s prospectus and are available to applicants at the point of entry. Target awards are normally validated with associated **alternative (exit) awards** which may be used either for in-programme transfer (e.g. from an Honours to an Ordinary degree) or for early exit from a programme, or to make an award to a learner who has not achieved sufficient credit for their target award.

\(^{20}\) **Core** modules are essential to learners’ achievement of their target award, often in respect of meeting professional standards, and are excluded from the application of condonement by assessment boards. Modules that are prescribed but not core and thus condonable are designated **Compulsory**.

\(^{21}\) Separate programme specifications describing the Sandwich and Year Abroad components (modules) are available.

\(^{22}\) Using Form UVD2 for undergraduate degrees or Form PVD2 for postgraduate taught degrees – available at http://www.edgehill.ac.uk/aqdu/validation/.

\(^{23}\) Using Form MC1 available at http://www.edgehill.ac.uk/aqdu/validation/.

\(^{24}\) Produced electronically using the E-VAL system which is accessed via the staff GO portal (EHU login required).

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and level. It differentiates between those modules that are already in approval and those that require approval by the validation panel. An individual module specification is provided for each module, describing its:

- Title, level and credit value
- Rationale
- Intended learning outcomes
- Indicative content
- Learning activities including study hours
- Assessment strategy
- Learning resources.

Where modules have been presented for approval as part of the validation the panel will consider them in full. Where some or all of the modules are already in approval (typically within another programme or having been validated in advance by the Faculty\(^\text{25}\)) the panel considers their appropriateness to the specific programme/award, its structure and intended learning outcomes. Modules already in approval may not be changed by the validation panel but can be referred back to the Faculty for possible modification or replacement.

5. APPENDICES - These typically comprise:

- The report of the external consultant to course development\(^\text{26}\)
- Staff CVs\(^\text{27}\)
- Inventory of course-specific resources (where applicable)
- Collaborative Delivery Plan (CDP) - required only for programmes to be delivered by collaborative partner organisations, the CDP provides a systematic and comprehensive record of the responsibilities that will be retained by the University and those delegated to the partner. This includes arrangements for the admission, enrolment, induction and assessment of students, the provision of learning resources and student support and arrangements for programme and quality management. Where delivery by more than one partner is proposed, e.g. in a consortium arrangement, an individual CDP is provided for each.

Additional evidence referenced within the validation documentation may be cited through hyperlinks or provided as separate files for electronic distribution to the panel. External panel members can access the University’s prospectus online at [http://www.edgehill.ac.uk/study/courses](http://www.edgehill.ac.uk/study/courses).

The AQDU notifies a deadline for programme documentation of three weeks before validation by which time it will have received appropriate scrutiny by the host Faculty.

\(^{25}\) For a full description of module approval by Faculties see Quality Management Handbook Chapter 4.

\(^{26}\) Programme teams engage an academic or professional expert to work with them in an advisory capacity during programme development. Nomination is by completion of Form ECN1 available at [http://www.edgehill.ac.uk/aqdu/validation/](http://www.edgehill.ac.uk/aqdu/validation/) and nominations are approved by the validation secretary acting on behalf of the Chair of VASP. The external consultant produces a report of their involvement for consideration by the validation panel using Form ECC1, also available at [http://www.edgehill.ac.uk/aqdu/validation/](http://www.edgehill.ac.uk/aqdu/validation/).

\(^{27}\) The CV template for Edge Hill staff is available from the Research wiki at [https://jo.edgehill.ac.uk/wiki/display/research/Home](https://jo.edgehill.ac.uk/wiki/display/research/Home) (EHU staff log-in required). The CV template for staff of collaborative partner organisations (Form SCV2) is available at [http://www.edgehill.ac.uk/aqdu/validation/](http://www.edgehill.ac.uk/aqdu/validation/).

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Panels receive the documentation from the validation secretary approximately ten working days before validation and use the proforma agenda\textsuperscript{28} to record their observations.

\section*{Pre-Validation Meeting}

\textbf{Approximately one week (five working days) before} the validation event a meeting is held between the panel chair, secretary and lead proposer (programme leader), the purpose of which is to:

- Confirm the programme and attendance for the validation event - the constitution of the programme team will be determined by the host department/area but should normally include the programme leader, module leaders and a selection of staff with other responsibilities, e.g. personal tutors. The programme team may also include external stakeholders such as employers and service users and (for integrated programmes) staff of other Edge Hill departments. Heads of department are strongly encouraged to attend the validation of programmes of their areas. Where departments/areas make significant use of local facilities and learning resources, a tour is scheduled for the benefit of the external panel member.
- Share with the lead proposer the key issues that have been identified from the chair’s and secretary’s reading of the documentation including written comments from the external panel member which are also circulated to the rest of the panel.

\section*{The Validation Event}

The validation event commences with the setting of the agenda which normally takes place in private session. However, the lead proposer may be invited to attend where it is decided that agenda-setting will be facilitated by their presence. Panel members are invited to share their observations on the validation documentation and suggest items for discussion with the programme team (use of the proforma agenda template when reading and making notes on the documentation supports this part of the process). Following agenda-setting the panel is joined by members of the programme team for a plenary discussion. Panel chairs and secretaries have particular responsibility for managing this part of the meeting, ensuring that the agenda is fully explored and that all participants including the external panel member are afforded the opportunity to contribute. Discussions are conducted in the spirit of academic peer review and are collegial but rigorous. At the end of its discussions with the programme team the panel once again goes into private session to consider its judgements (see ‘Outcomes of Validation’, below). The programme team then rejoins the panel for summary oral feedback from the chair in advance of the formal validation report (see ‘The Validation Report’, below).

Some validation events are attended by third parties. These may be internal observers such as new VASP members or staff on Edge Hill’s \textit{Postgraduate Certificate in Teaching in Higher Education} programme\textsuperscript{29}; or other externals, e.g. representatives of professional accrediting bodies. The chair, in consultation with the secretary, is responsible for determining the level of engagement by and with third parties which is communicated clearly to the rest of the panel and the programme team.

\textsuperscript{28} Using Form PAV1 for standard validations including new collaborative provision, or Form PAV2 for collaborative delivery approval of an existing validated programme – see Appendices 1 \& 2, also available as separate documents at \url{http://www.edgehill.ac.uk/aqdu/validation/}.
\textsuperscript{29} \url{http://www.edgehill.ac.uk/ch/professional-development/pg-cert/}

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Outcomes of Validation

There are three possible outcomes of institutional validation: unconditional approval of the proposal; approval with conditions and/or recommendations; or referral back to the programme team for further development. These reflect the level of confidence in the programme and programme team and in delivering its judgement the panel considers only the evidence from the validation submission and its discussions with the programme team.

Conditions and recommendations

Validation panels are responsible for recommending approval to the Learning and Teaching Committee (LTC) and for setting any conditions to which approval is subject. Conditions are applied to matters which, if not addressed, would render the programme undeliverable and must be met in full before final approval may be conferred and students enrolled. Other matters that the panel deems worthy of attention are expressed as recommendations, usually to the programme team but occasionally to the host Faculty. Recommendations to the programme team do not have to be adopted but must be responded to at the same time as conditions. Recommendations for longer-term action, such as evaluating the impact of a particular teaching or assessment activity, are re-visited at the first available annual monitoring point.

Panels may not impose conditions on the University but may make recommendations for consideration by LTC which determines any follow-up action. Validation is predicated on decisions already taken by the Academic Planning Committee where development consent is informed by the consideration of staff and physical resources for the projected student numbers. As a consequence, validation panels do not impose resource-related conditions.

Progress against Faculty and University recommendations is monitored by the AQDU and reported to LTC in the VASP Annual Report.

Endorsements

As part of the judgements process the validation chair seeks formal confirmation from the panel that in their expert opinion, the standards and quality of the proposed programme meet UK higher education expectations. This takes the form of four statements or endorsements, mapped to relevant chapters of the UK Quality Code for Higher Education (UKQCHE). The panel affirms that on the basis of the evidence presented and its consideration of it, the awards being considered for approval:

- Align with the relevant national qualifications level descriptors and subject benchmark statement/s (and, where applicable, with professional standards) (UKQCHE Part A).
- Contain appropriate assessment opportunities for students to show they have achieved the intended learning outcomes for the award/s (UKQCHE Chapter B6).
- Should enable students to develop as independent learners, to study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking (UKQCHE Chapter B3).

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30 For a full description of the University’s annual monitoring process see Quality Management Handbook Chapter 3.
31 Received by LTC at its October meeting.

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• Have in place support arrangements and resources to enable students to develop their academic, personal and professional potential (UKQCHE Chapter B4).

Where endorsement cannot be given at the time of validation an appropriate condition is set, the meeting of which will secure it. Panels take a view on whether the number and scale of conditions is such that the proposal would benefit from referral for further development and will be guided in this by the chair and secretary.

Once validated, programmes remain in approval until the next scheduled periodic review of their department/area\(^{32}\). Periodic review normally confirms continuing approval based on a panel’s judgement of whether the academic standards set at validation have been maintained and the quality of learning opportunities maintained and enhanced. However, periodic review panels may refer any programme about which they have concerns to the host Faculty for modification or re-validation.

**The Validation Report**

A draft report is produced by the validation secretary within ten working days of the validation event which aims to:

- Confirm that the academic standards and quality of learning opportunities for the programme are appropriate (see ‘Endorsements’, above).
- Provide a clear summary of the panel’s discussions and decisions in order to assist the programme team in meeting conditions and responding to recommendations.
- Inform LTC’s decision (guided by its Academic Quality Sub-Committee where most validation reports are considered in detail) as to whether final approval should be conferred.
- Inform the subsequent monitoring, delivery and review of the programme.
- Identify areas of good practice that may be disseminated more widely within the University (for quality enhancement\(^{33}\)).
- Confirm that the University’s validation process is fit-for-purpose, comprehensive, objective and rigorous.

The essential requirement of a validation report is that it should be accessible and informative and to this end it will:

- Clearly identify the proposed programme, host department and Faculty; awards to which the programme leads; mode of delivery; and intended date of implementation.
- Outline in brief the history and context of the proposal including reference to any relevant discussion by the Academic Planning Committee (through the appropriate minute).
- Provide a fair and accurate summary of the discussion between the panel and programme team, aligned with the validation agenda.
- Summarise the conclusions of the event indicating the panel’s level of confidence in the proposal and the programme team’s ability to deliver it. Any conditions and/or recommendations and the timescales for responding to them are clearly specified.

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\(^{32}\) Or standalone re-validation.

\(^{33}\) For the University’s position statement on quality enhancement see Chapter 1 of the Quality Management Handbook at [http://www.edgehill.ac.uk/aqdu/about/](http://www.edgehill.ac.uk/aqdu/about/).

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The secretary’s draft report is approved by the chair and circulated to the rest of the panel for verification. The programme team is invited to comment on factual accuracy and provides a written response to any conditions and recommendations which is appended to the report. Once the revised programme documentation has been received, the report is finalised and forwarded for consideration and approval at the next available meeting of AQSC and/or LTC which concludes the validation process. Approval is notified via the University’s Programme Validations and Modules (PVM) group and, for awards involving collaborative partners, to the relevant organisation. Following LTC approval, programme and module specifications are finalised in the E-VAL database.

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34 Normally through Chair’s Action by agreement of the validation panel.
35 Standard validation reports are reviewed by the Academic Quality Sub-Committee (AQSC) which reports to Learning and Teaching Committee through its minutes. Reports of major modifications are received by LTC. Validation reports for collaborative provision proceed directly to LTC for detailed consideration. In all cases, final approval is conferred by LTC (on behalf of the Academic Board).
36 Comprising Faculties and the Academic Quality & Development Unit, Academic Registry, Admissions, Careers Centre, Corporate Communications, International Office, Learning Services, Strategic Planning and Policy Unit and Student Recruitment.

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‘The Validation Process’

[No programme may be considered validated nor students enrolled until the whole process illustrated below is completed.]

- APC grants Development Consent to proceed to validation
- Proposing team nominates an external panel member (and external consultant) and prepares programme documentation for validation
- Faculty pre-validation scrutiny approves the programme documentation
- (3 weeks before validation) Faculty submits the programme documentation to AQDU
- (10 days before validation) Panel receives the programme documentation
- (Approximately 1 week/5 working days before validation) External panel member emails written comments to the validation secretary who convenes a pre-meeting between themselves, the panel chair and lead proposer
- VALIDATION EVENT
- (Within 10 days of validation) Chair’s Approved Draft validation report is circulated for comment
- (By the notified deadline) Programme team provides a written response to conditions and recommendations and submits final programme documentation
- (At the next available meeting/s) Confirmed validation report receives consideration by AQSC and/or LTC and final approval by LTC

37 The expected dates of consideration by either AQSC or LTC and of final approval by LTC are reflected in the Institutional Validation and Review Schedule at Y:\Everyone\Validation and Review. No programme may be considered validated nor students enrolled until the whole approval process has been completed.

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PROFORMA AGENDA FOR VALIDATION

This template has been devised to facilitate the agenda-setting phase of the validation event. Panel members are asked to record observations from their reading of the submission documentation under the headings provided below. External panel members should also use the template to record and submit their written comments in advance of the validation event. The agenda headings, whilst designed to capture most comments, do not preclude additional observations which are welcome. An electronic version of this template is available for download from http://www.edgehill.ac.uk/aqdu/validation.htm.

**Technical information** - Qualification level and Target award title(s) including Alternative (Exit) awards; mode of study (e.g. FT/PT) and type of delivery (e.g. face-to-face, distance, blended); admissions criteria; target intake numbers; planned date of implementation and any 'phasing in' arrangements. *(Evidence: Part A Programme specification, s1-9, 13, 14; Part B Development & Delivery, s1.)*

**Curriculum development** – Rationale for development, target audience, market research; academic benchmarking (UK Quality Code); considerations of graduate employability and (for accreditations) alignment with PSRB standards. *(Evidence: Part A Programme specification, s15-17; Part B Development & Delivery, s2.)*
Curriculum design - Programme aims and learning outcomes; programme structure, levels, pathways; modules (core/ compulsory/options) and module size (credits); delivery pattern; how the structure facilitates interruptions to the programme, e.g. for intercalation or take-up of an optional sandwich or study abroad year; how inclusion and protected characteristics have been taken into account within curriculum development. *(Evidence: Part A Programme specification, s21-23; Part B Development & Delivery, s4.)*

Learning and teaching – Programme strategy for L&T including Technology Enhanced Learning (TEL) and, where relevant, Work-Based Learning; how inclusion and protected characteristics have been taken into account in designing learning activities. *(Evidence: Part A Programme specification, s24; Part C Module specifications.)*

Assessment - Programme strategy for formative and summative assessment and (at module level) assessment types, weightings, wordage/word equivalence and alignment with Intended Learning Outcomes; how inclusion and protected characteristics have been taken into account in designing assessment. *(Evidence: Part A Programme specification, s25-26; Part C Module specifications.)*
**Student support** – Support for pre-entry, induction and transitions; retention strategy; personal tutoring; academic and skills development (Personal Development Planning); support for international students (where applicable); support for part-time and distance learning students (where applicable); interface between department-level support and central support services; how international students on campus are supported; how inclusion and protected characteristics are accounted for in student support. *(Evidence: Part B Development & Delivery, s5.)*

**Staffing** - Staff capacity, qualifications and expertise; staff research and scholarly activity and how they inform teaching; arrangements for teaching review, performance review and staff development. *(Evidence: Part B Development & Delivery, s6; Staff CVs.)*

**Learning resources** - Central and course-specific learning resources. *(Evidence: Part B Development & Delivery, s7.)*

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<th>Quality management and enhancement - Internal and external moderation of assessment (external examiners); operation of assessment boards including RPL panels; processes for student consultation and evaluation/feedback including arrangements for distance learning students (where applicable); processes for identifying and sharing good practice (for quality enhancement).</th>
<th>(Evidence: Part B Development &amp; Delivery, s8-9.)</th>
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APPENDIX 2: Form PAV2

Validation and Audit Standing Panel

PROFORMA AGENDA FOR COLLABORATIVE DELIVERY APPROVAL OF AN EXISTING VALIDATED PROGRAMME

This template has been devised to facilitate the agenda-setting phase of a collaborative programme delivery approval event where the programme to be delivered is already in validation. Panel members are asked to record observations from their reading of the submission documentation under the headings provided. External panel members should also use the template to record and submit their written comments in advance of the validation event. The agenda headings, whilst designed to capture most comments, do not preclude additional observations which are welcome. An electronic version of this template is available for download from http://www.edgehill.ac.uk/aqdu/validation.htm.

For combined validation and delivery approval of a new collaborative programme, template form PAV1 ‘Proforma Agenda for Validation’ should be used instead.

Technical information – Teaching institution/delivery site, mode of study (FT/PT) and type of delivery, e.g. face-to-face, distance, blended (where already validated); target intake numbers; planned date of implementation. (Evidence: Part A Programme specification, s1-9, 13, 14; Part B Development & Delivery, s1.)

Learning and teaching – how teaching will be delivered, managed and supported by the partner in line with the validated programme L&T strategy including Technology Enhanced Learning (TEL) and, where relevant, Work-Based Learning (WBL). (Evidence: Part A Programme specification, s24.)

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**Assessment** – How assessment will be managed by the partner in line with the validated programme and module assessment strategies. *(Evidence: Part A Programme specification, s25-26.)*

**Student support** – Partner’s support for pre-entry, induction and transitions; retention strategy; personal tutoring; academic and skills development (Personal Development Planning); support for international students (where applicable); support for part-time and distance learning students (where applicable); interface between partner’s department-level support and central support services and University support services; how inclusion and protected characteristics have been taken into account in the partner’s plans for student support. *(Evidence: Part B Development & Delivery, s5 and Collaborative Delivery Plan.)*

**Staffing** - Staff capacity, qualifications and expertise; staff research/scholarly activity/professional updating and how they inform teaching; partner’s arrangements for teaching review, performance review and staff development; access to University staff development. *(Evidence: Part B Development & Delivery, s6; Staff CVs; Collaborative Delivery Plan)*
**Learning resources** – partner’s central and course-specific learning resources; access to University resources.  *(Evidence: Part B Development & Delivery, s7; Collaborative Delivery Plan.)*

**Programme management - roles and responsibilities.** *(Evidence: Part B Development & Delivery, s8.)*

**Quality management and enhancement** – marking and moderation of assessment; operation of assessment boards; partner’s processes for student consultation and evaluation/feedback including arrangements for distance learning students (where applicable); University processes for academic liaison, internal verification and external examination; processes for identifying and sharing good practice (for quality enhancement).  *(Evidence: Part B Development & Delivery, s8-9 and Collaborative Delivery Plan.)*

**Additional comments**

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‘Preparing for Validation: A Guide for Panels and Course Teams’
Updated October 2014
APPENDIX 3: FEES AND EXPENSES CLAIM FORM FOR EXTERNAL PANEL MEMBERS

External Consultant’s Claim Form: Guidance Notes for Completion
(Updated October, 2014)

The following page should be completed, detached and submitted in order to claim for:

- External Consultant’s Fee
- Travel expenses
- (in the case of an overnight stay) Evening meal.

The following guidance notes have been produced in association with the University’s Finance Department and will help us to process your claim speedily and in full.

External Consultant’s Fee
The form ‘Fees Claim For Visiting Lecturers and External Consultants’ must be completed by all claimants (please note that information on ethnicity and disability is for HESA monitoring and will be treated confidentially). **Fees will be paid with tax deducted at the standard rate.**

Travel by car
External consultants may submit unreceipted claims calculated at the rate of 40 pence per mile. Responsibility for informing the Inland Revenue of such claims resides with the claimant.

Travel by rail, air and taxi
Claims should be accompanied by a Standard Class return rail ticket or VAT receipt which will be supplied on request by the train operator at the point of purchase. Please note that we are unable to accept claims that are supported by credit card receipt only. In exceptional circumstances air travel may also be claimed but this should be notified to the Panel Secretary in advance of the engagement. Taxi fares to/from the rail station (and between hotel and University) will also be reimbursed on submission of receipts.

Overnight accommodation and evening meal
Where we have arranged overnight accommodation with breakfast, this is paid by the University. However, evening meals are not available on campus and a list of local restaurants has been supplied. Claims for restaurant meals must be submitted using the attached claim form, accompanied by an itemised VAT receipt (not credit card receipt). Under current University policy we may only accept claims for non-alcoholic drinks taken with meals.

Academic Quality and Development Unit

‘Preparing for Validation: A Guide for Panels and Course Teams’
Updated October 2014
### FEES CLAIM FOR VISITING LECTURERS AND EXTERNAL CONSULTANTS

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**Pay Ref. No.**

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**Ethnic Origin**

- White British
- White Irish
- Other White background
- Black or Black British - Caribbean
- Black or Black British - African
- Other Black background
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Asian or Asian British - Bangladeshi
- Chinese
- Other Asian background
- Other mixed background
- Other Ethnic background

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**Bank / Building Society Details**

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**Nearest or emergency contact details**

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<th>Subject Area</th>
<th>Hours Worked</th>
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**TOTAL**

**Claimant**

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<th>Dean of Faculty/Head of Service</th>
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**Date**

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"Preparing for Validation: A Guide for Panels and Course Teams"

*Updated October 2014*
APPENDIX 4: Map and directions to Edge Hill University Ormskirk Campus

**By road** Via the M6, off at junction 26, then on to the M68, off at junction 3, taking the A570 towards Southport and Ormskirk. The campus can also be reached from Preston or Liverpool via the A59. For sat nav you can use the postcode L39 4QP but please check that the route provided arrives via the main entrance in St Helens Road. Alternatively, enter lat/long co-ordinates 53.558622,-2.875178.

**By rail** From Liverpool Central to Ormskirk station on Merseyrail’s Northern Line. Alternatively, travellers on the West Coast Main Line may alight at Wigan North Western station and take a taxi to Edge Hill (approx. 25 minutes by taxi and fare around £20).

**Edgelink** Bus service EL1 runs at 20 minute intervals from Ormskirk bus station to Edge Hill and back throughout the day, 8:05 to 20:45 Monday to Friday and until 17:45 on Saturdays.

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