



Edge Hill
University

Preparing for Validation

Academic Year 2018-19

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Aim of the session



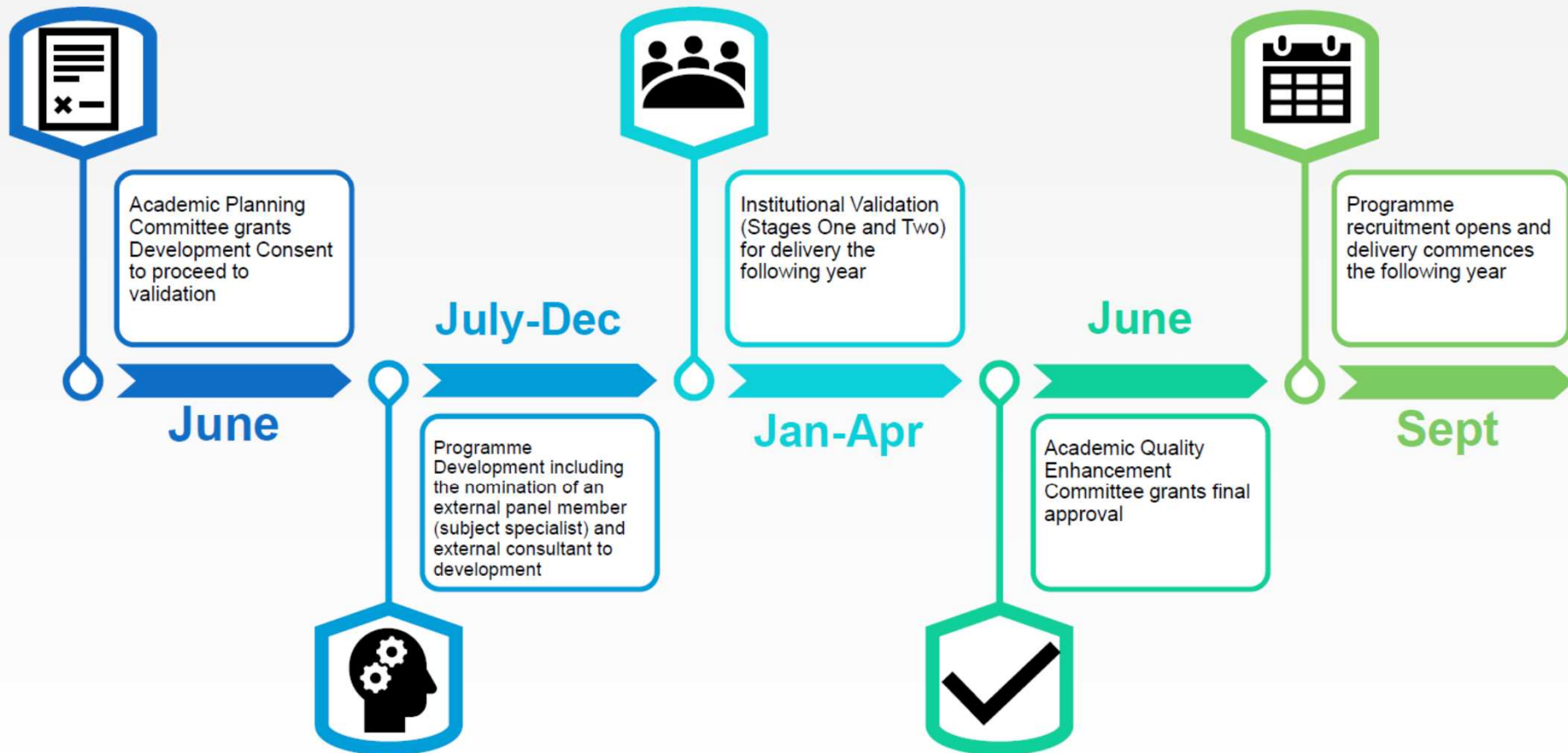
This session will provide an overview of the **process for 2-stage Institutional validation including the production of programme documentation and engaging with validation panels.** Staff will be familiarised with **national expectations and benchmarks for programme design and approval** which enable judgements to be arrived at on academic standards and the quality of student learning opportunities.

What is 'validation'?



- A deliberative process for approving new programmes (**since Jan '17**: two-stage process of Faculty *curriculum approval*, and institution-level *delivery approval*)
- Enables full consideration of academic standards and the appropriateness of the proposed learning opportunities for students
- Is independent of the proposing department
- Contains appropriate 'externality'
- Sets conditions of approval and/or recommendations and confirms they have been addressed before final approval by the University Academic Quality Enhancement Committee (AQEC)

The Validation Process



The UK Quality Code for Higher Education (2018)



Developed by QAA in consultation with the HE sector on behalf of the UK Standing Committee for Quality Assessment (UKSCQA) – contains:

- **2 Expectations** in relation to the setting and maintenance of academic standards;
- **2 Expectations** in relation to the management of academic quality;
- **Core Practices** that must be demonstrated by all UK HE providers as part of assuring their standards and quality

The UK Quality Code for Higher Education (2018)



Expectations for standards

The academic standards of courses meet the requirements of the relevant national qualifications framework.

The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Expectations for quality

Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core Practices – these cover:



- Designing and delivering high-quality courses, aligned with national qualifications frameworks and consistent with national threshold standards;
- Maintaining comparability of standards with other HE providers, including through the use of external examiners;
- Assuring standards and quality of provision delivered with others, e.g. collaborative provision and Work-Based Learning (placements);
- Operating fair, reliable and transparent assessment and classification processes;
- Providing appropriately qualified and skilled staff, and appropriate and sufficient facilities, learning resources and support services including an appropriate research environment for PGR students;
- Operating reliable, fair and inclusive admissions processes, and fair, transparent and accessible appeals and complaints processes;
- Providing arrangements for student engagement (representation);
- Supporting all students to achieve successful academic and professional outcomes.

The Framework for Higher Education

Qualifications (FHEQ) defines the level of awards at HE levels 4-8 in England, Wales and Northern Ireland:



Certificate (C) level	Level 4	Certificates of higher education, HNCs
Intermediate (I) level	Level 5	Foundation degrees, diplomas of higher education, HNDs and other higher diplomas
Honours (H) level	Level 6	Bachelor's degrees with honours, ordinary bachelor's degrees, graduate certificates and graduate diplomas
Master's (M) level	Level 7	Master's degrees, postgraduate certificates and postgraduate diplomas
Doctoral (D) level	Level 8	MPhil, PhD including professional doctorates

Subject Benchmark Statements



- Developed by panels of academic subject experts convened by QAA
 - Subject benchmark statements for undergraduate honours degrees (61 subjects)
 - Masters degree benchmark statements (16 subjects)
 - NHS/ DoH degree benchmark statements – includes nursing, midwifery, ODP and paramedic (18 subjects)

Setting standards



The FHEQ level descriptors (*generic*) and subject benchmark statements (*subject-specific*) are **used together** to develop programme content and learning outcomes at the appropriate level in respect of:

- Subject knowledge and understanding
- Intellectual skills
- Practical skills
- Transferable skills

Internal reference points



- [Academic Regulations](#)
- [Quality Management Handbook](#)
- Assorted [policies and strategies](#) e.g. for admissions, L&T and assessment
- [Taught Degrees Framework \(2017\)](#) - *“A set of guiding principles for the design of all undergraduate and taught postgraduate awards validated by the University.”*
 1. Graduate attributes, Employability and Work-Related/Work-Based Learning
 2. Induction and transition
 3. Learning, teaching and assessment
 4. Education for Personal Development and Enhancement
 5. Global citizenship

Documentation for validation



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Part 'A': Programme Specification (E-VAL):

The definitive record of the programme which serves as the principal reference point for its delivery. It describes:

- Named Intended and Alternative (Exit) awards
- Mode and location of study
- Entry requirements
- PSRB accreditation (where applicable)
- Programme aims
- Programme structure and content (modules - core, compulsory or optional)
- **Programme learning outcomes (differentiated by level and defined by Knowledge & Understanding, Intellectual Skills, Practical Skills and Transferable Skills - 'mapped' by modules)**
- Teaching, learning and assessment strategies



22. PROGRAMME LEARNING OUTCOMES	
LEVEL 4	
Knowledge and Understanding	Mapped to
A 6:4 Begin to compare and contrast different approaches to the applications and functions of drama and theatre practice.	DRA1101; DRA1104
A 8:4 Identify some key sources and be aware of approaches to research in the exploration of the field of drama and theatre.	DRA1101; DRA1102; DRA1103; DRA1104;
A 7:4 Identify some of the interrelationships between drama and other performance disciplines, and begin to recognise the potential for interdisciplinary processes and production.	DRA1101; DRA1104; DRA1105; TEC1100
Intellectual Skills	Mapped to
C 1:4 Identify and retrieve sufficient information, and locate suitable learning materials, to facilitate thoughtful engagement with the study of drama.	DRA1101; DRA1102; DRA1105; DRA1104
C 2:4 Review critical material, construct arguments and communicate ideas clearly and appropriately, in the context of intellectual engagement with the study of drama.	DRA1101; DRA1102; DRA1105; DRA1104
C 3:4 Engage with a range of academic discourses to begin to produce an informed intellectual approach to thinking about drama.	DRA1101; DRA1102; DRA1105; DRA1104
Practical Skills	Mapped to
B 3:4 Manipulate the artistic and technical ability of the practitioner at a basic level in the creation and presentation of dramatic and theatrical work.	DRA1103; DRA1104; DRA1106; TEC1100
B 8:4 Recognise the need for cooperative and collaborative working relationships in the practice of drama and in the creation of theatrical experiences.	DRA1103; DRA1104; DRA1106; TEC1100
B 5:4 Stimulate spectator and participant response, with a basic awareness of the role of the audience in drama and theatre contexts.	DRA1103; DRA1104; DRA1106; TEC1100
Transferable Skills	Mapped to Modules
D 9:4 Work with adequate awareness of project risk in an environment subject to rapid change.	DRA1103; DRA1104; DRA1106; TEC1100
D 5:4 Manipulate and utilise information technologies for purposes of adequate communication.	DRA1101; DRA1102; DRA1105; DRA1103; DRA1104; TLC1000; TLC1001;
D 7:4 Demonstrate sufficient awareness of health and safety principles underpinning creative work, and act and operate safely in the creative workplace.	DRA1103; DRA1104; DRA1106; TEC1100



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Validation documentation (contd)

Part 'B': Development & Delivery (Word):

Supporting information for validation, describing:

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

- PDF Assessment Grid.

Validation documentation (contd)



Part 'C': Module Specifications (E-VAL)

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

Validation documentation (contd)



Appendices:

- Report of the external consultant (an academic or professional expert nominated by the programme team to work with them in an advisory capacity during programme development)
- **Matrix 'mapping' of Programme Learning Outcomes to QAA Subject Benchmark Statement** and (where applicable) professional standards
- Staff CVs
- Inventory of course-specific resources (where applicable)
- Delivery Agreement (franchises and apprenticeships only)
- Previous Periodic Review report for the department/area.



Drama Programme Learning Outcomes Mapped to Dance, Drama and Performance Subject Benchmark Statement (2007)

Dance, Drama & Performance Subject Benchmark Statement	A. Knowledge and Understanding								B. Practical Skills								C. Intellectual Skills							D. Transferable Skills								
	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9
Subject Knowledge and Understanding																																
4.2a	X	X	X					X																								
4.2b	X	X				X																										
4.2c				X	X																											
4.2d		X																														
4.2e	X	X	X																													
4.2f				X	X	X	X		X	X	X	X	X	X	X	X								X	X							
4.2g			X	X	X		X																									
4.2h								X																								
5.1 Subject-Specific Skills																																
5.1a									X								X	X	X	X												
5.1b									X	X							X	X	X													
5.1c										X	X	X	X		X										X	X				X		
5.1d										X	X	X	X	X	X	X								X	X	X					X	
5.1e										X	X	X	X		X	X								X	X	X						
5.1f										X	X	X	X		X	X								X	X	X	X					
5.1g										X	X	X	X	X	X	X								X								
5.2 Generic and Graduate Skills																																
5.2a									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		
5.2b										X	X	X	X		X	X								X		X	X			X		
5.2c									X								X	X	X	X	X	X										
5.2d																													X			

Proforma agenda for validation



- **Technical Information** - Qualification level and Intended 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); entry requirements; planned date of implementation and any 'phasing in' arrangements.
- **Programme Rationale** – Academic/ vocational rationale; target audience; distinctive aspects of the programme, including how it aligns with the University's Mission and Vision, Strategic Plan and Curriculum Strategy; market research; student recruitment strategy. How any recommendations from the department's most recent annual monitoring or periodic review report and/ or Faculty Spring Planning Statement have been reflected in the proposal.
- **Benchmarking and Consultation** – Benchmarking activity with similar provision in the UK HE sector. Engagement with the UK Quality Code for Higher Education, specifically Part A (Framework for Higher Education Qualifications, Qualification Characteristics Statements, Subject Benchmark Statements). Alignment with the Academic Regulations. How any additional professional requirements and/ or standards have been addressed. Clear evidence of employer involvement, and student and other stakeholder engagement (mapping of academic benchmarks and/ or professional standards to be evidenced via a Matrix).

Proforma agenda (contd)



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- **Design considerations** – Decisions taken on programme content and structure in respect of Intended and Alternative (Exit) Awards; programme aims and learning outcomes (PLOs); credit structure: levels, pathways and modules (size, core/compulsory/ optional, including free electives; coherence and alignment with specified programme title(s) and mapping) and the Student Learning Journey (delivery pattern, how the structure facilitates intercalation, ERASMUS, sandwich or a study abroad year).
- **Learning, Teaching and Assessment** – Programme strategy for learning, teaching and assessment, for example: face-to-face, blended and/or distance learning; guided independent study; scheduled teaching hours; class size and contact hours ('teaching intensity'); educational visits and field trips; Sandwich Year and/or Study Abroad (ERASMUS) exchanges; Technology Enhanced Learning (TEL) and use of the Learning Edge Blackboard Virtual Learning Environment (VLE). Use of guest lecturers e.g. employers, service users and/or alumni. Formative and summative assessment strategies, including individual and group coursework, written examinations and practical skills tests. How protected characteristics have been taken into account in the design of inclusive learning and assessment activities. How assessment design helps minimise academic malpractice. Overarching summary of summative assessment: range of assessment types and consistency of weightings and wordage/ word equivalence.

Proforma agenda (contd)



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- **Graduate Attributes, Employability and Work-Related/Work-Based Learning** – How academic, practical subject-related and transferable skills-based learning outcomes are taught, developed and assessed to meet the needs and expectations of employers, industries and professions. Department/ programme strategies for Work-Related Learning (e.g. employer-led projects) and Work-Based Learning (placements) including arrangements for sourcing and quality assuring practice learning settings, communication and liaison with employers and students before, during and after placements, and training and support for employer-mentors.
- **Global Citizenship** - How internationalisation and globalisation are addressed in the programme's design, content and delivery, including any opportunities provided for students to consider the wider social, political, environmental, economic and ethical dimensions associated with Education for Sustainable Development, e.g. through engagement with extra-curricular activities, involvement in staff research projects and shared learning with international students on campus.
- **Induction and Transition** – Arrangements for student admission; how recruitment and marketing activities are cognizant of Competitions and Marketing Authority guidance; mechanisms for pre-entry support and induction; academic and skills development (Personal Development Planning); support for international, part-time and distance learning students (where applicable); interface between department-level support and central support services; how inclusion and protected characteristics are accounted for in student support; procedures and regulations governing Recognition of Prior [Experiential] Learning (RP[E]L) and the support provided for students' transition between academic year/FHEQ levels of study. Developing students' assessment literacy, including cognizance of 'academic integrity'.

Proforma agenda (contd)



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- **Education for Personal Development and Enhancement** – Academic and pastoral support provided to students; operational arrangements for personal tutoring and Personal Development Planning (PDP); how Protected Characteristics have been taken into account and the specific needs of students with different entry qualifications, and international students, have been addressed. Arrangements for Careers Education, Information, Advice and Guidance.
- **Staffing, Staff Development and Research** - Staff capacity and team expertise; staff research and scholarly activity and how they inform teaching; arrangements for teaching observation, performance review and staff professional development.
- **Learning Resources** - Central and course-specific learning resources.
- **Organisation and Management** – Programme roles and responsibilities.
- **Quality Assurance** – Systems and processes for assuring academic standards and the quality of student learning opportunities, including: annual programming monitoring; internal and external moderation of assessment (external examiners); operation of assessment boards, including extenuating mitigating circumstances and academic malpractice panels; processes for student consultation and evaluation/ feedback including any specific arrangements for distance learning students.
- **Quality Enhancement** – Processes that support the promotion, identification and exchange of good practice and how they interface with Faculty and University systems and structures, e.g. Academic Board and Faculty Board committees; Learning and Teaching and SOLSTICE Fellowships, staff external examiner appointments or other collaborative fora including membership of subject associations or professional bodies.

Validation events



- Stage One & Two validations are undertaken by members of the University's Validation and Audit Sub-Committee Standing Panel
 - Collegial – not adversarial!
 - Interrogative - but not an 'interrogation'!
- The Chair:
 - An individual of seniority/experience who can command the respect of the panel and course team
 - Sets the tone of the engagement, welcomes participants, defuses any tensions
 - Manages the discussion, ensuring that the agenda is covered and all relevant voices are heard

Validation events (contd)



- Internal panel members (including extra-Faculty representation)
- External panel member (Stage 1 subject expert; Stage 2 TLA expert)
- The Secretary (quality officer):
 - Provides expert guidance on process
 - Takes notes to assist with preparation of a written report
 - Keeps a running list of any discussion points that may result in conditions, recommendations etc.
- Observers may also be present, e.g. new Standing Panel members

Outcomes of validation



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- Stage One approves the programme specification and module specifications; Stage Two approves the delivery arrangements
- Panels recommend approval with or without *conditions* – “A condition is set when a presenting issue, if not resolved before students enrol, renders the course undeliverable and therefore invalid”
- Other (non-binding) advice may take the form of *recommendations*, e.g. to the proposing Team, Faculty or even the University
- **Panels affirm that standards and quality meet national expectations (‘Endorsements’)**
- Panels note features of good practice (for quality enhancement), OR refer proposals back for further development

'Endorsements'



The Panel affirms that on the basis of the evidence presented and its consideration of it, the programme being considered for approval:

(STAGE ONE)

- Aligns with the relevant national qualifications level descriptors and subject benchmark statement/s (and, where applicable, with professional standards)
- 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
- Contains appropriate assessment opportunities for students to show they have achieved the intended learning outcomes for the award/s

(STAGE TWO)

- Is accompanied by a validated programme specification consistent with the national higher education credit framework and the University's Academic Regulations
- Has in place support arrangements and resources to enable students to develop their academic, personal and professional potential.

Academic Quality and
Development Unit

About

Academic Planning

Validation

Programme Modifications

Module Approval

Monitoring and Review

VASC Standing Panel

Taught Degrees Framework

Collaborative Provision

Student Engagement

External Examiners

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Team

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Academic Quality and Development Unit

About Us



Validation



Academic Planning



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Collaborative Provision



Modifications



Student Engagement



UK Quality Assured

The Teaching Excellence and Student Outcomes Framework (TEF) is a new scheme for recognising excellent teaching, in addition to existing national quality requirements for universities, colleges and other higher education providers. Click on the TEF Gold logo to read this institution's latest report.



Privacy Notice for Externals for
Validation and Periodic Review

www.edgehill.ac.uk/aqdu

Guidance and information



AQDU wiki (EHU staff login required)

<https://go.edgehill.ac.uk/display/aqdu/Validation>

- Quality Management Handbook Chapter 4
- *'Preparing for Validation'*
- Assorted templates

Taught Degrees Framework wiki (EHU staff login required)

- **<https://go.edgehill.ac.uk/display/ufr/Home>**

The revised UK Quality Code for Higher Education

UKSCQA/02

March 2018



https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_6



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Any Questions?

~ Thanks for your attention! ~

Academic Quality & Development Unit
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