**UNIVERSITY OF HUDDERSFIELD**

**VALIDATION CHECKLIST**

The key objective of this checklist is to help manage the quality of the documentation being considered in the context of the University’s regulations in terms of compliance with quality and standards for awards, coherence and general presentation. In undertaking this exercise, the panel will be better able to focus on issues that are of pedagogical interest and concern at the validation event.

For further information on the University’s regulations and further guidance on quality assurance and validations, please see the [Registry Staff](https://www.hud.ac.uk/registry/registryinformationforstaff/) page.

**Section 1: Documentation**

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| **1** | **Resources and planning** | **Yes / No / Comments** |
|  | *\*Before the proposal can be added to the schedule and before the validation event*1. Marketing approval (New courses only):

a supporting statement from the Director of Marketing, Communications and Student Recruitment to be evidenced confirming the course has been appropriately researched, does not adversely affect the University's funding position and where relevant meets current visa requirements; |  |
| 1.1 | Planning and resource approval documentation, including:a statement from the Dean confirming that: 1. the new course will be accommodated within the existing space allocation of the School or that refurbished space within the School will be provided and has been costed and agreed by the Director of Estates and the Deputy Vice-Chancellor;
2. that academic and professional services staffing will be in place;

a statement from the Director of Computing and Library Services:1. confirming all necessary computing and library facilities and resources are available;

Course leadership team to provide:1. course management and staffing structure, including staff CVs for the course leader, module leaders, all permanent teaching staff and where relevant and possible all part-time hourly paid teaching staff.
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| 1.2 | An introduction and rationale for the course, including an explanation of how the course fits in the portfolio of courses of the School/Department/Subject/Division, information on the potential market for the course (including statistical data demonstrating viability of course) and the rationale for the course design and delivery method. |  |
| **1.3** | **A completed Inclusive Design Checklist**see [Section 2: Student Experience and Inclusive Course Design](#_Section_2:_Student) |  |
| 1.4 | Programme specification supplemented by the following (compulsory) appendices:1. demonstration of how course learning outcomes map onto all modules that contribute to the course, including optional modules and exit awards;
2. demonstration of how course learning outcomes map onto the relevant benchmark statement (or the relevant [QAA Characteristics Statement](https://www.qaa.ac.uk/quality-code/characteristics-statements) if no subject bench is applicable);
3. demonstration of how personal development planning (PDP) maps onto modules and is progressed through the course;
4. demonstration of how course learning outcomes map onto any Professional Body requirements (where applicable);
5. outline assessment schedule showing the nature and timing of assessments for all modules contributing to the course, including optional modules and identifying the final submission point for the course;
6. A CAB model needs to be identified in keeping with the [CAB Models Guidance](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/TaughtCourseAssessmentBoardExampleStructures.docx).

Please use the [programme specification template](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Programme_Specification_Template.docx)  |   |
| 1.5 | Module specification document, which should clearly differentiate new modules, existing modules which have proposed amendments and existing modules for which no amendments are proposed and include copies of the current reading lists for all modules. All modules, including existing modules and option modules, should be presented and all are eligible for any required amendments by the panel as identified in the event recommendations and conditions.Please use the [module specification template](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Module_Specification_Template_May2021.docx) |  |
| 1.6 | Full and finalised report of the School event and confirmation from the Chair of the School panel that any conditions have been met. |  |
| **1.7** | **School or enhanced School event only:**Confirmation of support from the external examiner in consideration of the new or revised course/route/development. External examiner comments need to be addressed, and this needs to be evidenced in the SAVP report and signed off the by the Chair. |  |
| **1.8** | **Course amendments only:**Confirmation of the identification of areas which have been impacted by Competition and Markets Authority (CMA) implications. External examiner comments are required as detailed in 1.6 above. Any changes to assessment require evidence of consideration as to the implications for students with a disability. Consideration of inclusivity and student experience and the impact on the course as a whole, is essential when reviewing both minor and major amendments, and this must be evidenced in the report. |  |
| 1.9 | Note: the programme specification (and \* appendices) and module specifications, once validated should be published via the University Records Management system. |  |
| 1.10 | In relation to the following three areas, we do not require a separate document to confirm that consultation has happened. Instead we expect confirmation that factors relating to these three areas have been considered (with consultation with the appropriate group where necessary) to form part of the School’s consideration of the course before the University Validation Event.* Evidence of consideration by the School International Committee (by provision of date of meeting/minute reference).
* Digital Literacies for Staff.
* Disability Support Services.
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| **2** | **General** |  |
| 2.1 | The most recent versions of the University’s standard templates have been used ([PSD](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Programme_Specification_Template.docx)/[MSD](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Module_Specification_Template_May2021.docx)) |  |
| 2.2 | The details within the ‘Final Award’ and ‘Course Title’ fields of the PSD are correct, for example:Final Award: BA (Hons)Course Title: English |  |
| 2.3 | The most recent relevant QAA subject benchmark statement(s) has been identified (or the relevant [QAA Characteristics Statement](https://www.qaa.ac.uk/quality-code/characteristics-statements) if not applicable) |  |
| 2.4 | A mapping grid, demonstrating how course learning outcomes map onto the relevant QAA subject benchmark statement(s) has been provided |  |
| 2.5 | A mapping grid, demonstrating how course learning outcomes map onto modules has been provided |  |
| 2.6 | Map Huddersfield Graduate Attributes (HGAs) to the modules, and then as the modules apply to the course, using the [HGAs Mapping Guide](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/HGAsMappingGuide.xlsx). |  |
| 2.7 | Identify how the course supports Personal Development Planning (PDP) using the University’s [Guide to Personal Development Planning](https://www.hud.ac.uk/media/assets/document/registry/regulationsandpolicies/policiesandguidance/PDPGuide_PILOT.docx) |  |
| 2.8 | There are no typographical or formatting errors |  |
| **3** | **Programme Specification Document (PSD)** |  |
| **3.1** | **Intended Learning Outcomes (ILO)** |  |
| 3.2 | The ILOs are clearly defined and are appropriate for the level of the award – see the [Programme Specification Guidance](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Programme_Specification_Template.docx) |  |
| 3.3 | Where multiple routes are included on a single PSD, an appropriate number of specialist route specific ILOs have been clearly identified |  |
| 3.4 | All of the ILOs will be covered irrespective of the combination of modules taken by the student (see 2.5 above)  |  |
| 3.5 | That the ILOs as they apply to exit awards are clearly identified (this must also be identified in the mapping) |  |
| **4** | **Course structure** |  |
| 4.1 | The structure of the course has been clearly articulated, showing (normally in a standard diagrammatic form) relationships between its discrete modules, progression requirements, and credit/award requirements.This should be undertaken for all available modes of delivery, e.g. FT, PT, Block\*Degree Apprenticeships require their own PSD and cannot be added to a PSD for a non-apprenticeship course |  |
| 4.2 | All module codes and module titles stated correlate with the module specification documents\* Any modules delivered wholly by distance-learning will require their own MSD that is separate from any onsite version of the same module |  |
| 4.3 | Modules are clearly identified as Core, Compulsory or Optional, as appropriate |  |
| 4.4 | Interim awards available have been clearly identified, together with any requirements for the conferment of such awards (e.g. number. of credits, modules that must be completed for a named award), and are clearly defined as named/unnamed, as appropriate |  |
| 4.5 | For Joint Awards and Major/Minor combinations – the courses satisfy the credit weight requirements for joint or major/minor award combinations. (QA Handbook Section C) |  |
| **5** | **Teaching, Learning and Assessment** |  |
| 5.1 | A demonstration of how Personal Development Planning (PDP) maps onto modules and is progressed through the course has been clearly articulated (often in the form of a mapping grid) |  |
| 5.2 | An outline assessment schedule, demonstrating that the balance of assessment patterns and the overall loading of assessment on students are appropriate, has been provided (often presented in the form of a mapping grid in the appendices) |  |
| 5.3 | A brief outline of how inclusive learning and teaching practice are developed and implemented within the curriculum (as part of the design process the course team may wish to consult with Student Services and refer to the [HEA guidance on embedding Equality and Diversity](https://www.advance-he.ac.uk/knowledge-hub/embedding-equality-and-diversity-curriculum-0)) |  |
| 5.4 | Reference to compliance with the current equality legislation and provision for students with disabilities has been included (this could appear under the ‘Support for Students’ section) |  |
| 5.5 | Engagement with external groups (e.g. members of the public, service users, practitioners) is clearly identified (where appropriate) |  |
| 5.6 | The embedding and development of skills is apparent in the document. |  |
| **6** | **Criteria for Admission** |  |
| 6.1 | The admissions criteria have been clearly expressed and are appropriate for the level of study being offered |  |
| 6.2 | Where target applicants are likely to be mature students/professionals who have been out of study for a period of time and/or have not studied at HE level previously, measures have been identified/put in place to ensure students can cope with the transition to HE |  |
| 6.3 | There is clear reference to APL and, where relevant, to the minimum IELTS/TOEFL scores (written and spoken) required |  |
| **7** | **Regulatory matters** |  |
| 7.1 | The proposal is consonant with University regulations. For longevity of the documentation and to avoid potentially contradictory statements, URLs for the relevant regulatory handbooks have been provided where appropriate:Regulations for [taught students](https://www.hud.ac.uk/policies/registry/regs-taught/)Regulations for [awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/)[Quality assurance procedures](https://www.hud.ac.uk/policies/registry/qa-procedures/)[General link](https://www.hud.ac.uk/registry/registryinformationforstaff/) for all regulations and quality assurance guidance  |  |
| 7.2 | Any course specific regulations are clearly identified (e.g. any deviations from the standard as a result of PSRB accreditation) |  |
| **8** | **Module Specification Documents (MSD)** |  |
| 8.1 | The module codes and titles are consistent throughout the documentation i.e. correlate with those listed within the Course Structure section of the PSD. Detailed guidance is available in the [module specification template](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Module_Specification_Template_May2021.docx) under each section of the MSD |  |
| 8.2 | The course being considered appears under ‘Name of Course(s)’  |  |
| 8.3 | A single Module Leader has been identified |  |
| 8.4 | All sites/campuses are listed under ‘Location for delivery’ e.g. Queensgate, UCB, UCO, etc |  |
| 8.5 | Modules are identified as Core, Compulsory and Optional (as appropriate) and variations between courses are clearly stated (e.g. core on course X, optional on course Y) |  |
| 8.6 | The module level is accurately defined e.g. F, I, H, M and the FHEQ equivalent is also stated e.g. level 4, 5, 6, 7 |  |
| 8.7 | The hours quoted under ‘Learning Methods’ correlate with the University standard (e.g. 200 hours for a 20 credit module) and that the learning methods identified are presented in keeping with the [UTLC teaching and learning definitions](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Teaching_LearningandAssessmentMethods-Apr2021.docx) |  |
| 8.8 | Pre-requisites, Recommended Prior Study and Co-requisites are appropriate and, where required, they are offered on the course of study being considered. Criterion that are covered elsewhere (e.g. entry qualifications) are not pre-requisites.  |  |
| 8.9 | Barred combinations are relevant and don’t restrict student progression or contradict any pre/co-requisites |  |
| 8.10 | The learning outcomes are clearly stated and are appropriate for the level of study – see the [module specification guidance](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Module_Specification_Template_May2021.docx) |  |
| 8.11 | At least one opportunity for formative assessment has been clearly identified per module |  |
| 8.12 | Assessment strategiesAvoid the excessive assessment of students and minimise the overlap of learning outcomes where more than one piece of assessment is identified. Ensure assessment tasks tare transparent and avoid conflating tasks together that receive separate marks. It is sometimes useful to make the link between formative and summative explicit. Identify the relevant assessment type in keeping with the [UTLC teaching and learning definitions](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Teaching_LearningandAssessmentMethods-Apr2021.docx). Identify if the task is group or individual. Avoid including the detailed assessment brief but a very general indication of the task can sometimes be appropriate. |  |
| 8.13 | The assessment tariff should be consonant with the School standard, where applicable. Schools are expected to approve a School-level tariff that can act as a guideline – deviations from this need to be clearly rationalised. |  |
| 8.14 | Each assessment task provides an indication of the word count/duration or the equivalent student effort required |  |
| 8.15 | The weighting of each assessment task is clearly stated (if graded)  |  |
| 8.16 | All module learning outcomes have been allocated to specific and appropriate pieces of summative assessment |  |
| 8.17 | A clear indication of whether the elements of assessment are available for tutor re-assessment is provided |  |
| 8.18 | A clear indication of whether the elements of assessment are marked anonymously is provided |  |
| 8.19 | The final piece of assessment has been clearly identified for funding purposes |  |
| 8.20 | Ensure that where there is reference to students being required to pass all elements of assessment that there is an accompanying professional body requirement |  |
| 8.21 | Indicative references, a list of the key texts which students are expected to read when undertaking the module, have been provided as an appendix for the purpose of validation events – an indicative sample of five is suggested to provide the Panel with an idea of reading required for the module. |  |

# Section 2: Student Experience and Inclusive Course Design

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| **1.** | **Inclusive Design: Teaching, Learning and Assessment** | **Yes / No / Comments** |
| 1.1 | Course teams are asked to consider, when developing courses, approaches to learning, teaching and assessment that design out ‘…any unnecessary barriers that make it harder to engage’ (‘Getting started with accessibility and inclusion’ – [JISC](https://www.jisc.ac.uk/guides/getting-started-with-accessibility-and-inclusion) 2018). Reducing, as far as possible, the need to make reactive and/or individual delivery or assessment arrangements, such as alternative assessments. Please see the [JISC guide](https://beta.jisc.ac.uk/guides/creating-an-inclusive-learner-journey) for examples of good practice and further advice on how this can be achieved. |  |
| 1.2 | Please complete the [**Inclusive Design Checklist**](https://forms.office.com/Pages/ResponsePage.aspx?id=2p8utZEGhUW9_FzK4c4YkAfxBxKIclhOjOQFQepuu5lUNzExWVJGSURIVFNJSkdHREhNNTJLNDU4My4u) in the early stages of course design to support the development of inclusive course content, delivery and assessment design and strategy. This forms part of the University’s [**Inclusivity Framework for Course Design**](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/InclusivityFrameworkforCourseDesign.docx). The completed form must be submitted with the final documentation to be considered by the validation panel. |  |
| **2.** | **Student Experience and Operations** |  |
| 2.1 | All validation panels must evidence consideration of the potential implications of any course development for student experience, whether this is for major or minor revisions, to individual modules, across courses, or for the validation of new routes or courses. This may include, but is not limited to:* *Admissions*: including criteria, widening participation, assessing the market (i.e. considering whether the course should also be available as a part-time mode to meet the EDI agenda)
* *Timetabling*: ensuring a balance of credit across the academic year, checking facilities are appropriate for students with a range of abilities and requirements, considering students with a broad range of needs i.e. specific learning requirements, childcare and primary caring, and commuting.
* *Progression*: including consideration of status of modules on course, timing of end of year assessments and implications of work experience/practice hours
* *Exit strategies*: review and agree clear and equitable arrangements for revised courses or courses running out where students might be transferred onto a new course or module.
* *CABs*: including end of course assessments, resit timings and options, any impact on attendance at July graduation
* *Student support*: including consideration of the needs of different modes of attendance and entry points, such as part part-time, block delivery, distance learning, and January starters, and students in workplace settings.
 |  |