**Validation agenda setting guide**

|  |
| --- |
| Validation events take place virtually and use the following ‘sandwich’ format, with written comments being provided both before and after a virtual meeting: |
|  |

*Please can Panel members add any comments they have under the relevant query or in the additional comments box as it relates to either resourcing, course issues or modules.*

**Meeting 1: Resourcing and course issues**

|  |  |
| --- | --- |
| **Resourcing and viability including** | **Does this need raising?** |
| 1. Do the resource statements provided include enough detail? | Yes / no |
|  | |
| 2. Is the development viable? Is there evidence of market demand and that a good student experience can be provided? | Yes / no |
|  | |
| 3. Is there a clear and appropriate/effective proposed marketing strategy evident from the documents? | Yes / no |
|  | |
| 4. Is there evidence of appropriate facilities, including, how they will operate to support the needs of students on specific named awards? | Yes / no |
|  | |
| *5. Can the Panel confirm before the meeting if it would like further information on staff CVs/profiles as they relate to teaching expertise on the proposed development. If relevant, this will be followed up after the virtual meeting and addressed in writing.* | Yes / no |
|  | |
| \*Please can panel members add any further comments or questions for resourcing below – also feel free to add comments to the above items | |
| Please add any additional comments: | |

|  |  |
| --- | --- |
| **Course issues including** | **Does this need raising?** |
| **Curriculum design and content** | |
| 1. Does this include/reflect the right level of specialist content for the named award? | Yes / no |
|  | |
| 2. Is it current / inclusive / relevant? | Yes / no |
|  | |
| 3. Is there a clear/appropriate learning and teaching strategy for the development – does more information need to be provided? | Yes / no |
|  | |
| 4. Is there evidence of a clear and considered over-arching assessment strategy for the development, is further consideration needed? | Yes / no |
|  | |
| 5. Is the over-arching assessment strategy inclusive and appropriate for the development/named award/s? | Yes / no |
|  | |
| **Course structure** | |
| 6. Is the course structure clear, have course structures been provided for all modes of attendance and entry points? | Yes / no |
|  | |
| 7. Is the balance of modules right in terms of learning i.e. is there continuity of learning? | Yes / no |
|  | |
| 8. Are credits evenly spread and potential workload fair? | Yes / no |
|  | |
| 9. Are there enough distinct subject-specific credits to justify the named award title?  (particularly where there are routes or courses sharing modules with other courses) | Yes / no |
|  | |
| 10. Are exit awards and progression requirements clear in the PSD? Are there any PSRB requirements? | Yes / no |
|  | |
| 11. Is the student experience clear in the documents in relation to their journey/progress through the course, including how students will be supported? | Yes / no |
|  | |
| **Course learning outcomes** | |
| 12. Are these subject appropriate/relevant | Yes / no |
|  | |
| 13. Do they meet QAA standards for awards i.e. do they evidence the relevant level of study, are they measurable and provide the right level detail? Is the outcome mapping completed and clear? | Yes / no |
|  | |
| 14. Do these need to meet any PSRB requirements? | Yes / no |
|  | |
| **Employability and evidencing graduate attributes** *potential questions that might be raised by the Panel* | |
| 15. How well are the Huddersfield Graduate Attributes embedded in the curriculum? | Yes / no |
|  | |
| 16. What relevant employability issues have been identified using the employability data from Careers and Employability Service? And how have these been addressed? | Yes / no |
|  | |
| 17. Has developmental employer feedback been sought? And if so, how has this informed developments? | Yes / no |
|  | |
| 18. What national / international examples of good practice have been considered to inform developments? | Yes / no |
|  | |
| **Programme specification Documents (PSDs)** | |
| *19. Could Panel members list any comments or questions they might have for each numbered section of this document below. The chair (supported by the event officer) will seek to identify aspects that need to be raised with the team in the virtual meeting with the remainder to be addressed in writing after the virtual meeting and included in the report i.e. any typos, clarifications etc* | |
| Please add your comments: | |
| \*Please can panel members add any further comments or questions for course issues below – also feel free to add comments to the above items | |
| Please add your comments: | |

**Meeting 2: Modules and provisional outcome**

*Could Panel members list any comments or questions they might have for each/any specific modules in the additional comments box at the bottom of the table. The chair (with support from the event officer) will seek to identify any critical issues or themes from comments that need to be raised with the team in the virtual meeting and the remainder of comments will be addressed in writing after the virtual meeting (i.e. any typos, clarifications, minor queries etc)*

|  |  |
| --- | --- |
| **Modules** | **Does this need raising?** |
| 1. Any general comments or concerns on learning methods, learning strategy and assessment types? Are these inclusive, clear and appropriate/effective for the named award/s and in providing a good experience for students? | Yes / no |
|  | |
| 2. Is module content (i.e. synopsis, outline syllabus clear, reading lists) clear and concise and (particularly if shared with other courses) appropriate to the proposed named award/s under consideration? | Yes / no |
|  | |
| 3. Is the assessment strategy for the development evident in the modules? | Yes / no |
|  | |
| 4. Are learning outcomes and module content appropriate to the level of study and is this also evidenced in terms of the QAA requirements? | Yes / no |
|  | |
| 5. Are formative and summative assessment tasks clear and in keeping with the University definitions for different assessment types? Is it clear from the documents what is group work and how this will be assessed? | Yes / no |
|  | |
| \*Please can panel members add any further comments or questions for specific modules below – also feel free to add comments to the above items | |
| Please add your comments: | |

|  |
| --- |
| **Provisional validation outcomes** |
| *The Panel will meet for 10 minutes at the end of the second meeting to check if panel members are happy to validate (subject to any conditions). The team can be informed of this decision but conditions should not be fed back at the meeting to ensure all conditions can be captured comprehensively and the team receive accurate and complete information.* |