University of Surrey
Faculty
Department/School

Validation of programmes
SUBMISSION DOCUMENT

Month / Year of production

PLEASE NOTE: If you feel that a section is not applicable or is covered elsewhere within the document please do not delete the section, please just list NA or reference the relevant section.

When preparing the review documentation please bear in mind:

- The submission document is written for the panel
- The programme handbook is written for the students
- The programme specification and module descriptors are public documents that are written for several audiences
- The information within the submission document should be an overview of the programme(s) which is supported by the appendix, which contain further / more detailed information e.g. module descriptors

Post event activity

If you are required to amend the documentation to meet any conditions and / or recommendations set by the panel following the review event please ensure that you *highlight* the changes so that the panel can easily locate the amendments.

Key

Guidance text in red

Section titles in black

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1. PROGRAMME INFORMATION

1.1	Principal programme award and title	
1.2	Subsidiary award(s) and title(s)	Postgraduate taught programmes usually include – Postgraduate Certificate Postgraduate Diploma Undergraduate programmes usually include – Certificate of Higher Education Diploma of Higher Education Ordinary degree Please see the *Regulations for taught programmes* for credit values. If you do not list one of the above subsidiary awards please provide a rationale in section 1.16 Ensure that you list the *title* as well as the award as they may differ from the principal award to recognise levels of specialist knowledge
1.3	JACS code (existing or new if any changes requires an updated code)	
1.4	Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ) level of study	
1.5	Date of validation event	
1.6	Name of the programme the proposed programme is replacing (if applicable)	
1.7	Proposed date of introduction	
1.8	Faculty/Associated Institution and Department submitting the review documentation	
1.9	Other Faculties/Departments/Schools supporting the programme, if any	
1.10	Programme Leader	
1.11	Professional, Statutory or Regulatory Body (PSRB) or other external bodies that provide accreditation, endorsement or recognition of the programme(s)	
1.12	Other external or collaborative body that contributes towards the programme(s)	

1.13	Modes of study (full-time /part- time /sandwich/distance learning)	
1.14	Length of study	
1.15	Recruitment and entry requirements	
1.16	Student intake targets (projection for the next five years)	
1.17	External examiner (if known)	
1.18	Articulated progression route (for Foundation degrees only)	

1.19 Programme rationale and aims

Provide the panel with the rationale and reasons for the introduction of the programme. Please ensure that you rationalise how the content of the programme is current and relevant.

Are the programme and module learning outcomes set at the correct level and are achievable?

Is the content proposed current and relevant?

Elaborate on any other faculties or departments that plan to support the programme and insert or append their written consent. The Executive Dean or Head of Department/School will need to write a supporting statement which acts as their acknowledgement and consent for supporting the programme. Please ensure that you stipulate how they will support the programme, i.e. through teaching, providing modules, content, marking etc. The written consent can be a letter or an e-mail.

Detail how the programme will fit in to the Faculty and Department / School's portfolio and how it will complement the other programmes available. If similar programmes are offered please rationalise how you intend this programme to compliment rather than take away from existing provision.

If the programme being validated has been developed to replace an existing programme please provide further information on:

- *Why the programme has been withdrawn*
- *Whether there are any remaining students on the programme*
- *Whether a withdrawal form has been submitted, if not, why not?*
- *If there are remaining students, what arrangements are in place to ensure that standards are maintained and that the students continue to be supported*

The aim of this is to assure the panel that standards will be maintained during the teach-out period.

Where possible please append the approved withdrawal form.

1.20 Programme structure

1.20.1 *Explain the structure of the programme, i.e. does it conform to the University's structure. Please ensure that you clearly stipulate any parts of the programme which*

do not conform or slightly deviate from the University's structure and provide a detailed rationale.

This section can be completed by providing a diagram or a narrative. If the programme has several pathways and options a diagram will need to be provided to demonstrate to the panel how students can progress and complete through the various routes. A narrative is also desirable to compliment the diagram and further explain the rationale for the various pathways.

If detailed in this section or another you will need to demonstrate the module breakdown showing: the module title, assessment weightings, whether they are core/compulsory/optional, credit ratings.

Detailed information will need to be provided to show student progression and transfer opportunities. For example if you have several programmes within a department which operate a common first year how will the students choose their programme initially and how and when will they be able transfer to another programme.

1.20.2 *If the programme has several modes of study such as full-time/part-time/distance learning then please provide details on how the differing modes will be managed in relation to: teaching, learning, assessment and student support to ensure a good student experience.*

Also detail how the structures work and coincide, for example if a programme has full time and part time modes are the students on both modes expected to attend the same modules? Are the modules scheduled to allow flexibility for the part time mode? How will the personal tutoring system work?

Provide a break down for each individual mode of study to demonstrate:
Whether they are structured or unstructured, i.e. over two years or students can complete over five years and how many modules a students will be expected to complete in order to satisfy registration regulation.

For distance learning you will need to detail how the programme is delivered and managed, i.e. lecture notes, seminar / tutorial sessions, learning material, assessment and feedback, additional student support, personal tutoring etc.

1.20.3 *To support the above narrative in relation to part time and distance learning please provide an indicative schedule (by month) detailing the delivery of study materials and assessment*

PLEASE NOTE: if any of the above sections are not applicable or you feel it is covered elsewhere please list NA or reference the relevant section

1.21 Recruitment and entry qualifications

Do the qualifications conform to the University's minimum requirements? Rationalise the entry qualifications set for this programme detailing where they were agreed, i.e. Executive Board.

Provide reasons behind the preferred A-Level subjects and how this area will help prepare the students to study this programme, eg Mathematics provides the basic knowledge needed to understand the theory behind the subject area, without this students have been known to struggle with some of the content, for example…

If the IELTs score is set higher than the University's (ie 6.5 overall with a minimum of 6.0 in each component) then please provide a rationale.

1.22 Programme specification[1]

Insert or append the programme specification and ensure that the document is clear and accurate. Please ensure that you use the correct template.

1.23 Module descriptors and/or taught unit descriptors[2]

MODULE DESCRIPTORS: One standard template is used across the University for all module descriptors at **FHEQ levels 4, 5, 6 and 7.**

TAUGHT UNIT DESCRIPTORS: The taught unit descriptor should be used when programmes at **FHEQ level 8** adopt non-credit bearing taught components, e.g. EngD and PsychD programmes. One standard template is used across the University in these instances.

Clearly list which modules/taught units are new and which are existing.

If an existing module has been amended are the changes substantial enough to warrant a new module code?

Append the module descriptors/taught units (noting the number of the appendix in this section) and ensure that they are clear and accurate.

Please ensure that you use the correct template for new modules and refer to the Code of practice for assessment and feedback to ensure that the modules meet University expectations.

Please also use this section if you wish to provide a summary of how the modules/taught units have been developed to demonstrate student progression and the programmes journey.

2. LEARNING AND TEACHING, ASSESSMENT AND FEEDBACK

2.1 Learning and teaching and research strategy

Please provide an outline of the teaching and learning strategy of the programme(s) which underpins the design of the curriculum and delivery of the programme.

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[1] The first phase of the Quality and Curriculum Management project is due to go live during the 2017/18 academic year which mainly affects the modification process, programme specifications and module descriptors. Following the publication of this Code of practice there may be some amendments to the process, specifically the collation of programme and module records and how they are submitted as part of the validation/review documentation. For further information please contact QES (qualitysupport@surrey.ac.uk).

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Are the learning and teaching methods appropriate to enable the intended learning outcomes to be achieved?

You will need to detail how the programme(s) learning and teaching strategy has been informed by the University and Faculty/Department/School learning and teaching strategy to demonstrate how the programme is meeting the strategy at programme, faculty and institutional level.

For postgraduate research programmes explain how the programme fits into the Department/Faculty research strategy.

2.2 Learning and teaching and delivery

Detail how the programme will meet the learning and teaching requirements for the differing modes of study, i.e. full time, part time, distance learning, e-learning in relation to:

- *Induction, training and on-going support*
- *Support for overseas students*
- *Opportunities for students to engage in academic discourse with their peers and academic staff*
- *Details of any technical considerations including piloting of the material undertaken*
- *For postgraduate research programmes provide details on the research environment and how it adds value to the programme*

2.3 Ethical issues

Please provide details of any learning, teaching or assessment methods that may present any ethical issues and how they will be addressed.

In the case of postgraduate research programmes provide details of how students are supported in gaining ethical approval for projects and are educated about research integrity.

2.4 Assessment overview

Please provide an overview table which demonstrates the overall assessment strategy of the programme. Typically a table will be inserted in to the submission document and contain the following columns:

Module code	Module title	Semester	Formative / summative	Assessment type (unit/ element)	Assessment length	Assessment weighting	Indicative timing, e.g. week 9

Please ensure that the assessment strategy is informed by the Code of Practice for assessment and feedback.

The purpose of this table is to demonstrate to the panel that the assessment strategy meets the University's requirements and demonstrates the assessment trends within the programme as the students' learning and understanding increase.
The assessment type column should demonstrate whether the assessment is coursework or examination, with further details on its form, ie presentation, poster,

performance, essay, portfolio, multiple choice questionnaires. Please ensure that you clearly differentiate between units and elements of assessment.

Please ensure that you specify whether the assessment is formative or summative, if an assessment is formative then it should not have any marks which count towards the module mark. All formative and some summative assessments should give students the opportunity to learn practices and content which will inform other assessments within the module, so essentially feed-forward.

The assessment length column should be used to detail the length of an exam, eg two hours, or coursework, e.g. 2000 words etc.

The indicative timing column should be used to demonstrate the hand in deadlines for coursework and the timings of examinations, such as: coursework week 8 and examination week 13. When completing this section you should bear in mind the academic year schedule agreed by the University and allow enough time for the students to receive any feedback and analyse it in time to inform the next assessment.

2.5 Assessment strategy rationale

Provide a rationale for the overall assessment strategy detailing how it will ensure that the students meet the module and programme learning outcomes. Are methods of assessment appropriate to demonstrate the achievement of the learning outcomes?

Also comment on how you will ensure comparability of the assessment load across the modules of the same credit volume; and how the numbers of the individual units of assessment and their weightings have been determined. Is the assessment loading similar within modules and across levels throughout the programme?

Demonstrate how a variety of assessment methods have been utilised to test student achievements.

Detail how formative assessment has been embedded in to the assessment strategy and how it is being used. Please give examples, i.e. within this module the following formative assessment has been designed to complement the summative assessment…

Evidence the assessment schedule and indicative timings of each assessment and how it meets University requirements, e.g. assessment deadlines.

2.6 Alternative assessment

Where alternative assessments have been adopted please complete the following table to demonstrate why they are needed and how they have been designed to ensure that they enable the students to meet the learning outcomes. It is advisable to provide further narrative to accompany the table if necessary:

Module code	Module title	Original Assessment	Alternative assessment	rationale

Within the rationale column you need to demonstrate how the alternative assessment has been designed to stay as close to the original assessment as possible and allows the student to meet the module learning outcomes.

Please note that all group work should offer an alternative assessment and students should have the opportunity to re-sit any failed components in the late summer resit period to avoid them having to wait a full academic year in order to re-sit one assessment.

Further information for this section should include any limitations experienced by the programme team during the reassessment period which may limit the choice of possible alternative assessments.

2.7 Assessment criteria

THIS SECTION SHOULD ACT AS AN OVERVIEW OF YOUR ASSESSMENT CRITERIA, YOU ARE NOT REQUIRED TO PROVIDE INFORMATION ON EACH INDIVIDUAL ASSESSMENT AND HOW IT IS MARKED.

Provide an overview of how the assessments will be marked and whether the University grade descriptors have been developed to create any assessment marking schemes.

Please provide information on how certain assessments, such as practical/performance assessments, will be marked and moderated. If an external marker is involved what is the extent of their involvement? How will they be supported by an academic member of staff?

Provide, where appropriate, examples of marking criteria for the panel's consideration.

2.8 Feedback

THIS SECTION SHOULD ACT AS AN OVERVIEW OF YOUR FEEDBACK STRATEGY; YOU ARE NOT REQUIRED TO PROVIDE INFORMATION ON HOW FEEDBACK WILL BE PROVIDED FOR EACH INDIVIDUAL ASSESSMENT.

Will the feedback meet the three week turnaround deadline set by the University?

Examples of the ways in which students will receive feedback, ie via the VLE, verbal or written etc. How will you ensure that students know when they are receiving feedback?

3. BENCHMARKING AND CONSULTATION

The purpose of this section is to demonstrate how the programme(s) meets national and internal benchmarks and how its development has been informed by internal and external sources

3.1.1 Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ)

This national benchmark provides basic guidance on the competencies students should achieve for each level of study. You will need to provide a mapping document or a narrative on how the programme meets the FHEQ requirements.

The document can be found at: http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.VOxzjXNFDct.

Please ensure that you only review the levels relevant to the programme(s) being validated.

You may also wish to review further guidance documents that have been produced by the QAA, such as the Masters and Doctoral Degree characteristics documents for taught postgraduate and postgraduate research programmes.
http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/characteristics-statements

3.1.2 Subject Benchmark Statements

The Quality Assurance Agency (QAA) has also developed specific subject guidance which acts as a national guidance document on minimum threshold standards for specific subject areas for undergraduate and post graduate taught programmes. The subject benchmark statements can be found at:
http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements

Some subjects may be specialist and not have a specific statement, however, there will be some benchmarking which is relevant within the broad subject area guidance documents. You will need to provide a mapping document or a narrative on how your programme meets the relevant requirements set out within the relevant subject benchmark statement(s).

3.1.3 Programme and module learning outcomes

This section should demonstrate how the module learning outcomes have been developed to meet the requirements of the programme learning outcomes and aims. An exercise should be carried out each time a learning outcome is amended or a new module added to the programme to ensure that the module learning outcomes are relevant.

It is strongly advised that a mapping document or clear narrative is provided to satisfy this section to show the links between the levels.

For further guidance on writing or linking learning outcomes as well as the pedagogical elements of programme amendment and design can be sought from the Department of Higher Education http://www.surrey.ac.uk/dhe/.

Some other helpful guidance references are as follows:

http://www.seec.org.uk/wp-content/uploads/2013/seec-files/SEEC%20Level%20Descriptors%202010.pdf

http://www.learningandteaching.info/learning/bloomtax.htm

3.2 Quality Assurance

Please use this section to comment on any quality assurances mechanisms if they differ from the standard university model, eg composition of the Board of Studies, Board of Examiners.

Please indicate whether the programme will have a new Board of Studies and new Board of Examiners. If not please indicate which existing Boards they will part of.

Please stipulate whether a new external examiner will need to be appointed to the proposed programme.

3.3 Professional Statutory and Regulatory Body requirements (PSRBs)

3.3.1 *Provide details of any accreditation, endorsement or recognition planned for the programme and nature of the external body.*

3.3.2 *Provide a mapping document or a narrative, which demonstrates how the programme meets the requirements of the PSRB or relevant external body.*

3.3.3 *Provide a detailed list of any requirements that differ from the University's Regulations and Codes of practice.*

You will need to reference the requirements to the external body's guidance documents so that they can be checked by the panel and support the difference.

3.4 Consultation

YOU ARE NOT REQUIRED TO CONSULT ALL OF THE GROUPS LISTED BELOW. YOU ARE REQUIRED TO PROVIDE DETAILED INFORMATION WHERE ANY OF THE BELOW HAVE BEEN CONSULTED.

Detail if any of the following groups may have been used to inform the design and development of this programme:

- *Academic staff within the University from a different subject area*
- *Staff within the University with professional services expertise, such as educational developers, library staff, additional learning support etc*
- *Staff from other higher education providers*
- *Contacts in industry*
- *Contacts in professional practice*
- *Contacts in research*
- *PSRBs*
- *External examiners*
- *Employers*
- *Organisations within the community*
- *Collaborative links*
- *Former students and / or students studying in cognate areas*

4. RESOURCES

4.1 Staffing

4.1.1 Staffing overview

Provide details of all academic, external and support staff who will be involved in the programme(s); you will need to detail their responsibility and contribution to the programme. There is an appendix which can be used to complete this section.

Please ensure that you clearly indicate the job role of the staff member, eg associate lecturer, guest lecturer, administrative support, lecturer etc.

You can also provide CVs if you feel that they are necessary, however this is not a requirement.

Is the number of staff proposed to support the running of the programme enough?

Is the level of administrative support effective to support the programme(s)?

4.1.2 External staffing

Please provide a narrative to support the previous section detailing the proposed types of external involvement in the programme, their contribution and responsibility.

How will externals be trained and kept up to date?

It is very important that the University know how people who are external to the University but contribute to the programme are informed of University Regulations and practice.

4.1.3 Additional staffing

Provide details on any additional members of staff that will be required in the future to support the programme and whether the faculty are aware of this.

4.1.4 Staff development / training

Provide details of any staff development which has taken place to support and develop the proposed programme.

Also provide details of any staff development that is planned for the future to support the continuing development of the programme.
What training opportunities are available to staff?

Please specify any professional practice or formal qualifications that are required to teach on the programme.

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4.2 Programme handbook

Programmes at FHEQ levels 4, 5, 6 and 7 will need to complete and submit the following sections of the programme handbook for the panel's consideration:

- *key contacts*
- *programme information (including all listed sub sections)*
- *professional Training Year (if applicable)*
- *professional and statutory body requirements (if applicable)*
- *external examiners*
- *dissertation / project*

Following the completion of the review process the sections that have been considered by the panel must be incorporated in to the programme handbook once the new template becomes available. All references to the University's Regulations and Codes of practice must have links only.

Postgraduate research programmes (FHEQ level 8) will need to refer to the standardised PGR handbook template which is available at http://www.surrey.ac.uk/quality_enhancement/pgr/index.htm and complete the programme specific sections of the handbook.

4.3 Learning resources

Detail the learning resources that will be available to the students on the programme such as the VLE and the library. In particular note whether additional learning resources are required in order for the programme to run and whether the Faculty are aware of this.

4.4 Access

You will need to complete the following questions to satisfy this section and demonstrate that there are no unnecessary barriers to access by disabled people.

1a. Have competence standards and learning outcomes been reviewed in order that disabled students can demonstrate competence & learning outcomes by alternative means and forms of assessment?	
1b. Can reasonable adjustments be found to achieve the learning outcomes while maintaining competence standards? For example, signers for the deaf, assistants for the blind or those with mobility difficulties.	
1c. Have health and safety and professional requirements been reviewed to ensure changes in practice have been reflected in the review?	
2. Is there any recent experience within the Faculty of having supported students with disabilities on a similarly constructed course?	
3. What experience can be identified and drawn upon elsewhere in the UK of students with disabilities on similar courses being supported to achieve the learning outcomes, whilst maintaining competence standards?	
4. What extra resources will be needed to adapt existing facilities to enable access and inclusion on the programme?	
5. Does the programme require any fieldwork or work away from the University that may make	

additional demands on the student and will need to be accommodated?	
6. Have agreements been made with associated institutions e.g. Farnborough College, about the inclusion of disabled students?	
7. Is a professional placement normally part of the programme? If so, in what way will work placements be promoted positively to disabled students? Have you undertaken reviews to identify which of your current placement providers may be appropriate for disabled students and what adjustments may need to be made? Are students able to study abroad as part of an ERASMUS or similar programme? If so, what preparations and provision are made for students with disabilities?	
8. What strategies will be used to market the new programme to people with disabilities?	
9. Do admissions criteria reflect the flexibility that is possible for applicants to demonstrate learning outcomes or competence standards? How is this flexibility communicated to applicants? Have admissions statements been reviewed to ensure these do not create unnecessary barriers for disabled people?	
10. What statistics in the University can be found to show recruitment, progression and achievement of students with disabilities? What qualitative data is being collected to support the statistical data? Have the views of disabled students been actively sought during the review of the programme?	

4.5 Public information

Provide a narrative to demonstrate to the panel that all advertising material and information available to the public in relation to the programme(s) under review are appropriate; and that the information is an accurate representation of the programme. Please ensure that you comment on:

- *The website*
- *The prospectus*
- *KIS data*

Please check all programme and module additional cost information to ensure that it is up to date and accurate. You will need to comment within this section that you have carried out the necessary checks and document whether you are happy with the information's accuracy or note what changes need to be made.

Have any changes been made to the programme following pre-validation approval? You need to complete the table below to evidence any changes that have been made based on the information that has previously been provided, i.e. website, prospectus, pre-validation form and related appendices. If nothing has changed then delete the table and list NA.

Reference (e.g. website / prospectus / pre-val form)	What it was	What it has been changed to

4.6 Other resources

Please provide information on any relevant issues around other resources such as computing, teaching accommodation, space requirements, equipment, clinical or practical placement resources, residential accommodation etc, for the panels consideration.

5. PERSONAL DEVELOPMENT

5.1 Personal Development Planning (PDP)

PDP is used to help students develop skills which will help them within industry. Examples include: discipline specific software, CV development, completing applications and interview training, as well as developing transferrable skills such as report writing.

Provide details of how PDP has been embedded in to the programme(s), with particular reference to research, employability, transferable, information literacy and communication skills.

Please provide examples.

For postgraduate programmes please demonstrate how the skills training provided by RDP is embedded in to the programme.

6. COLLABORATIVE PROVISION

6.1 Professional Training Year (PTY)

The Professional Training Year (PTY) placement is approved through the validation process. Please append the programme specific level P module descriptors for the panel's consideration.

Please append the approval form which should have been signed by the Senior Professional Training Tutor and Director of Employability.

Please refer to the Code of practice for Professional Training.

6.2 Other collaborative activity

In determining which provision falls within the scope of collaborative provision, Chapter B10 of the *UK Quality Code* states that the critical factor is whether the achievement of the learning outcomes for the module or programme are dependent on the arrangement made with the other delivery or support organisation(s).

Provide a brief evaluation on any collaborative activity, outside of the PTY, which are included within the programme and count towards the final award that falls within the following categories (credit bearing for undergraduate and postgraduate taught programmes):

- *Work-based learning within a module*
- *Progression arrangement*
- *Articulation arrangement*
- *Partnership delivery*
- *Doctoral training centre*
- *PGR collaborative co-supervisor*
- *PGR split-site collaboration*
- *PGR off-site collaboration*

The evaluation should include information on how the placement is operating and how it is contributing to the overall student experience. DO NOT INCLUDE ANY AGREEMENTS WITHIN THE VALIATION DOCUMENTATION.

In the context of this guidance, the University determines that the provision of learning opportunities that do not directly contribute to the award of academic credit; nor activities that are not assessed; or contain an element of delivery enhancement, do not constitute collaborative activity and therefore not subject to this *Code*. Such activities may include voluntary placements, visiting lecturers who are not involved in assessment of student's work, mentoring sponsorship schemes.

Please refer to the Code of practice for collaborative provision for further guidance on the approval process for credit bearing collaborative activity and any relevant templates.

6.3 Industry

Provide information on how the programme has / will engage with industry and the extent of the involvement.