



Code of practice for the validation of new degree apprenticeships

Academic year 2019/20

Contents

Introduction.....	1
Definition	1
Key features of an apprenticeship	1
Degree apprenticeship overview.....	3
Table 1: Roles and responsibilities	3
Forms and guidance.....	7
Key deadlines.....	7
Table 2: Key deadlines at a glance.....	7
Initial programme development.....	7
Programme viability.....	8
Marketing, advertising and recruitment.....	8
Programme structures	8
Validation	9
Table 3: Validation process map.....	9
Timescales	10
Preparing for validation.....	10
Planning meeting.....	10
Required documentation for the validation meeting.....	10
The panel	11
Table 4: Panel roles and responsibilities.....	12
Outcomes of the validation	16
Post event activity.....	17
Event report.....	17
Responses to conditions and recommendations.....	17
Publication of programme and module records.....	18

Introduction

1. This *Code of practice for the validation of new degree apprenticeships* applies to all of the University's undergraduate and taught postgraduate degree apprenticeship provision. The processes for periodic enhancement, modification, suspension, re-suspension, reinstatement and withdrawals are covered in a separate Code, the [Code of practice for programme lifecycle processes](#). For information on annual programme reviews for degree apprenticeship programmes please contact QES, more information about this process will be released in due course. This *Code of practice for the validation of new degree apprenticeships* has been informed by the [QAA UK Quality Code for Higher Education](#).
2. Degree apprenticeships programmes will be considered through the periodic enhancement process when, the School/department the programme is attached to, is next due to undertake the periodic enhancement process. Dates of planned periodic enhancements can be obtained by e-mailing QES at qualitysupport@surrey.ac.uk
3. When designing and developing apprenticeships, higher education providers must ensure that their programmes constitute appropriate preparation for the achievement of part, or all of the duties, Knowledge, Skills and Behaviours (KSBs) as specified by the relevant apprenticeship standard, and that they meet national requirements for the academic standards and quality of higher education qualifications. The validation and approval process is therefore designed to ensure that these requirements and standards are met.
4. This Code of practice is intended to provide detailed information and guidance about the design and the responsibilities of all participants. The validation process provides an independent and external confirmation of the quality and standards attained across the whole programme.

Definition

5. **Apprenticeship:** This is a job that involves work, education and training as part of a recognised standard or framework. An apprentice is an individual undertaking that role. As a participant in a higher education programme a degree apprentice is also a student. Higher Education apprenticeships (at [FHEQ](#) Level 4 or above) are covered by the expectations of the QAA UK Quality Code for Higher Education and wider regulatory frameworks set out by the [Education and Skills Funding Agency](#) (ESFA) and the [Institute for Apprenticeships](#) (IfA). **Degree Apprenticeship** programmes are designed to allow apprentices to achieve both the University qualification and the apprenticeship.

Key features of an apprenticeship

6. **Apprenticeship standards:** These are developed by groups of employers (known as trailblazers) for a specific job role (eg senior leader) and approved by government. Apprenticeship standards set out the KSBs required to perform a specific job role and are available at various levels up to masters. Any degree apprenticeship programme developed by the University must show how they will deliver the KSBs set out in the relevant standard by mapping the KSBs to the programme learning outcomes and modules in a way that can be identified by employers and apprentices. All apprenticeship standards have an '**Assessment Plan**', this plan sets out in detail

how the KSBs are assessed. The apprentice must also have attained a Level 2 qualification (GCSE or equivalent) in English and maths. If the apprentice does not hold a Level 2 qualification this can be studied alongside the degree apprenticeship.

Off-the-job-training (a programme of study): The degree element of the programme where an apprentice achieves a degree, undergraduate or masters that is directly relevant to their apprenticeship. An apprentice must spend the equivalent of 20% of their working week across the duration of the programme in off-the-job training. This has to be outside of the normal day-to-day working environment but during employed time and be directly relevant to the apprenticeship standard. It cannot include the learning, if required, for a Level 2 qualification in English and maths. It is measured over the course of an apprenticeship (as opposed to an academic year).

On-the-job training (a paid job): The work-based element of the programme. The apprenticeship standard sets out the work-based training that the apprentice needs to undertake in order to develop the skills for their chosen career, eg engineer, hotel manager. The apprentice must spend 80% of their time undertaking the on-the-job training. If the apprentice does not have Level 2 in English and maths the employer must allow the apprentice time to study for such a qualification during their normal working hours.

End Point Assessment (EPA): The synoptic assessment at the end of the programme to confirm that the apprentice has achieved occupational competence.

EPA Gateway: The confirmation as determined by the employer in consultation with the University that the apprentice is occupationally competent, and ready to undertake the EPA. The apprentice must have passed their degree and be able to evidence Level 2 in English and maths.

Non-integrated Degree Apprenticeship: In a non-integrated degree apprenticeship the apprentice will complete an EPA with an additional education provider of the employer's choice. The training provider must be listed on the [Register of Endpoint Assessment Organisations](#) (RoEPAO) which can conduct the EPA for specific apprenticeships.

Integrated Degree Apprenticeship: In an integrated degree apprenticeship the EPA is integrated into the programme of study and will be carried out by the University. The EPA cannot be carried out by any University academic staff who have taught on the degree apprenticeship. The University must be listed on the RoEPAO to be able to conduct the EPA for their own degree awards.

Written Agreement: The apprenticeship contract between the employer and the University. It sets out the roles and responsibilities of each.

Commitment Statement: The three-way agreement between the employer, the apprentice and the University. It sets out the planned content and schedule for training and what is expected and offered by each party and how queries and complaints will be resolved.

Apprenticeship Agreement: The apprenticeship contract between the employer and the apprentice. It sets out what the employer agrees to do for the apprentice.

Training Needs Analysis (TNA): The analysis carried out with the employer to assess whether the degree apprenticeship meets the needs of the employer and the apprentice.

Initial Needs Assessment (INA): The assessment of the initial needs of candidates against the KSBs and learning outcomes to ensure they meet the eligibility statement. The INA assessment stage is likely to include English and maths and enable the applicant to map and identify prior learning (credit bearing or experiential).

Individual Learning Plan (ILP): The plan which is agreed between the University and the apprentice and features what is due to be studied and when. The ILP is closely monitored to ensure that the apprentice is on track with gaining the KSBs of the apprenticeship standard.

Evidence pack: The pack of evidence created for each apprentice which must contain evidence to support the funding claimed and must be available to the Education and Skills Funding Agency (ESFA) on request. All apprenticeship provision is funded by the ESFA and is governed by a set of funding rules to which the University must comply.

Individualised Learner Record (ILR): The on-going collection and return of data about learners and the learning undertaken by the apprentice. Where the data does not support the funding the University has claimed, the ESFA will take action to get this corrected and could recover funds.

Log Book/e-Portfolio: The individual portfolio of vocational evidence, or Log Book, that each apprentice must complete in order to be able to demonstrate competence in all the KSBs required for successful completion of the apprenticeship.

Tripartite meetings: The face to face meetings between the employer, University and the apprentice which must take place every three months to review and monitor progress against the individual learning plan.

Degree apprenticeship overview

Table 1: Roles and responsibilities

Pre-enrolment	Indicative Responsibility	Relevant Documentation/Template	Notes
The programme to be mapped to the apprenticeship standard and the EPA	School	Mapping Template	To be adapted by the School (Validation)
TNA (Training Needs Analysis) carried out with the employer to identify training needs	Apprenticeship Hub	TNA Template	Copy to be held by Apprenticeship Hub
Initial assessment of the apprentice's	Admissions	Initial Needs Assessment Template	To be adapted by the School to

Code of practice for the validation of new degree apprenticeships

prior learning and the job role, against the apprenticeship standard	/Apprenticeship Hub/School		reflect the programme content (Post Validation). Conducted by the School and coordinated by Apprenticeship Hub
Employer/University Contractual Agreement for the terms and price of the agreement	Apprenticeship Hub	Written Agreement	Copy to be held by Apprenticeship Hub
Apprenticeship Agreement between the employer and the employee	Employer	Apprenticeship Agreement	Copy to be held by Apprenticeship Hub
Commitment Statement between employer, University and apprentice which sets out the details of the apprenticeship learning and training	Apprenticeship Hub/School	Commitment Statement	Copy to be held by Apprenticeship Hub. School to identify any additional costs (Validation). School to provide a timetable for employers of the 20% off-the-job-training (Post Validation)
All necessary due diligence on employers and any subcontracting arrangements completed	Apprenticeship Hub		
Schedule and technical specification to be agreed with TEL for the design and delivery of the blended offer	School/TEL		

Code of practice for the validation of new degree apprenticeships

On-course / during apprenticeship	Indicative Responsibility	Relevant Documentation/Template	Notes
Evidence Pack for each apprentice maintained and updated	Apprenticeship Hub	Various Documents	To be held by Apprenticeship Hub
Evidence of average weekly hours worked by apprentice, evidence of 20% off-the-job training element and additional time for, English and maths where applicable	Apprenticeship Hub	e-portfolio and Tripartite meetings	To be monitored and recorded by Apprenticeship Hub
Workplace mentoring, coaching and support for the apprentice	Employer/ School/ Apprenticeship Hub	Process to be outlined in the Submission Document	BDM (Business Development Manager) to go through the standard with the employer and ensure the employer is aware in advance of their responsibilities. School to monitor this as part of the Tripartite meetings (Post Validation)
Review of apprentice progress via regular 3-way reviews (Tripartite meetings) with employer and individual apprentices, with record of Progress Reviews for evidence pack	School/ Apprenticeship Hub	Tripartite Template	Lead academic to attend identified (Post Validation). Meetings setup and monitored by Apprenticeship Hub
ILR (Individual Learning Record) monthly returns and reconciliation of information with	Apprenticeship Hub		

Code of practice for the validation of new degree apprenticeships

digital Apprenticeship Service records			
Personal Tutor	School	Rationale to be provided in the Submission Document	Information to be provided only if additional tutoring is required (Validation)
External Examiner	School	Existing examiners to be identified in the Submission Document	New nominees to be selected and nominated by the School (Post Validation)
Post Course Completion	Indicative Responsibility	Relevant Documentation	Notes
Employer and provider confirm that apprentice is fully prepared for EPA having met the Gateway requirements	School/ Employer	Process to be outlined in the Submission Document	Review conducted by the School to confirm the apprentice has met the standard, the qualification has been completed and Level 2 in English and maths can be evidenced
Following successful completion of EPA, the EPA organisation will obtain and issue the IfA apprenticeship certificate	EPA Organisation	IfA Apprenticeship Certificate	

Forms and guidance

7. All forms/templates for the validation process will need to be downloaded from the [Quality Enhancement and Standards \(QES\) webpages](#)

Key deadlines

Table 2: Key deadlines at a glance

Process	Context	Deadline (last day of the month)	Timescale
Marketing	New undergraduate programmes – to be included in the printed prospectus and major recruitment fairs	October (last day of the month)	Two years prior to the introduction of the programme
Marketing	New postgraduate programmes – to be included in the printed prospectus and major recruitment fairs	February (last day of the month)	One and a half years prior to the introduction of the programme
Programme viability	Approved programme viability proposals submitted to QES	August*	One year prior to the introduction of the programme
Validation	Validation events should normally have taken place	April	Prior to the introduction of the programme
Validation	Conditions following the event must be signed off in full by the panel	August	Prior to the start of the upcoming academic year

* The validation process operates on an academic year schedule. Those programmes which have a non-standard start date, ie January or May will still be subject to the standard process schedule and deadlines. In such cases however it may be possible to extend the deadline for holding validation events past April and in to the summer months.

Initial programme development

8. A programme proposal is usually initiated following discussions between the Faculty and the Head of Degree Apprenticeships. The programme will then be developed within the Faculty. All proposals should be consistent with the University, Faculty and

Degree Apprenticeship strategic development plans. Relevant parties both internally and externally should also be consulted. This should include contacts in industry, employers and staff within the University with relevant expertise. These discussions should be evidenced within the validation documentation.

Programme viability

9. The programme viability process is the first stage of the validation process and is designed to assess the viability of each proposal within the following areas:
 - financial
 - resource
 - market
10. Once approved the programme can progress to the validation stage, which focuses on academic viability.
11. For all forms and guidance in relation to the programme viability process please visit the [Quality Enhancement and Standards \(QES\) webpages](#).

Marketing, advertising and recruitment

12. Programmes must not be advertised externally until programme viability approval has been granted.
13. All advertising should make clear the status of the programme. This is done by putting 'subject to validation/approval' on all advertising material.
14. During the period in which the conditions are being considered offers of places may be made, but the offer must clearly state that it is made 'subject to validation/approval'. If the conditions are not met by the deadline then the period of approval will lapse and all marketing material must be removed from the webpages and the places offered rescinded.
15. Changes should not be made to the programme information that is presented publicly between programme viability approval and the validation event.

Programme structures

16. Information on the requirements for programmes, including credits and levels is given in the *Regulations for degree apprenticeships*. All programmes should follow the University's Regulations, Codes of practice and relevant policies. Any deviation, due to Professional, Regulatory or Statutory Body (PSRB) requirements, should be reported to QES as soon as they are known and in advance of the event. A detailed rationale with reference to the PSRBs documentation should be provided within the submission document.

Validation

17. The design and approval process (validation) is the quality assurance mechanism by which a proposed programme of study is scrutinised, in order to assure Senate (the academic authority of the University) that the programme meets the University's expectations for academic standards and quality.
18. The validation of a programme is managed in four distinct phases. These phases can be categorised as:
- evaluation/development by the programme team
 - planning meeting and confirmation of title(s) of the programme of study
 - validation event and judgement/decision
 - post-event activity

Table 3: Validation process map

Programme viability (August)	<ul style="list-style-type: none"> • Proposed programmes should have completed all necessary paperwork and sought Faculty approval • This should be submitted to QES by the end of August
Planning meeting	<ul style="list-style-type: none"> • Following programme viability approval a planning meeting will be arranged to talk through the validation process and set dates
Submission of first draft	<ul style="list-style-type: none"> • Four weeks prior to the event the programme team email the first draft of the validation documentation to the appointed QES representative for the event
Review of first draft	<ul style="list-style-type: none"> • Three weeks prior to the event the QES representative will review the first draft • The documentation with comments will be sent back to the programme team for revision
Submission of final draft	<ul style="list-style-type: none"> • Two weeks prior to the event the programme team will send a final version of all documentation to the appointed QES representative
Circulation of final draft	<ul style="list-style-type: none"> • Two weeks prior to the event the QES representative will circulate the documentation to the panel and the programme team
Validation	<ul style="list-style-type: none"> • QES will organise a validation panel and make logistical arrangements for the event • The programme team will nominate external representatives for the event
Validation	<ul style="list-style-type: none"> • A validation event will take place over one day where the panel will meet the programme team • Commendations, recommendations and conditions will be set with a deadline for the conditions to be met

Post validation	<ul style="list-style-type: none"> • One week after the event the QES representative will circulate an event report summarising the discussion which took place • The programme team will amend the documentation to ensure the conditions have been met • QES will circulate the amended documentation to the Chair and the panel for approval • If the Chair or a panel member are not satisfied that the conditions have been met the documentation will be returned to the programme team for further revision • Once the panel are satisfied the conditions have been met an email confirming the event outcome will be circulate by the QES representative
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Timescales

19. The timescales for the validation of a new programme can vary greatly. It should be possible to complete the process within three to four months, not including time spent completing the programme viability process.

Preparing for validation

Planning meeting

20. A QES representative will convene a planning meeting with relevant staff, usually the programme team. The planning meeting will usually take place between, the summer period preceding the academic year the programme is due to be validated and the first semester. The purpose of the meeting is to:

- outline the validation process
- confirm the schedule of the validation
- discuss panel and programme team membership
- discuss the nomination and approval of external representation on the panel (further information can be found within the external assessor nomination form)
- discuss documentation requirements
- discuss roles and responsibilities of those involved in the process, ie what the programme team will be responsible for
- discuss University, national and international benchmarks and requirements
- discuss the requirements of the degree apprenticeship standard
- confirm anticipated numbers at the validation event, ie the programme team, the student and the panel
- confirm certain requirements in relation to the process, eg consultation during the design and development stages of the programme

21. The agreed outcomes of the meeting together with the nominal date for the event will be confirmed in writing by the QES representative with the attendees.

Required documentation for the validation meeting

22. The following documents must be produced for the validation meeting:

- submission document
 - link to the apprenticeship standard
 - mapping of the programme to the degree apprenticeship standard
 - programme specification
 - module descriptors
23. The submission document provides information for the panel about the management of the proposal and is intended to supplement information contained in module descriptors and the programme specification. Please refer to the [Validation Submission Document Guidance and Template](#) for further information.
24. Both the employer and the University have shared responsibilities for ensuring the quality of the apprentice learning and training experience. This includes both on-the-job and off-the-job learning and training. Effective collaboration between employer and provider across all aspects of the apprenticeship is required to provide high quality apprentice learning and training opportunities. How this will be achieved should be clearly outlined in the submission documentation for consideration by the panel.
25. All documentation should be submitted electronically to qualitysupport@surrey.ac.uk both for initial review and for circulation to the panel.

The panel

26. The validation panel is a group of suitably qualified and experienced people who are appointed to consider a degree apprenticeship that has been approved through the programme viability approval process. Their main aim is to ensure that the programme:
- meets the apprenticeship standard and adequately prepares the apprentice for the End Point Assessment
 - is of an academic standard appropriate to the level and nature of the proposed award to which it will lead
 - is compliant with the University's Regulations, Codes of practice and policies
 - meets ESFA funding requirements eg tripartite meetings
27. Panels are appointed by QES once the planning meeting has taken place and the dates have been set. A panel will usually comprise:
- a Chair with Degree Apprenticeship experience
 - one panel member from another Faculty or School/Department normally with Degree Apprenticeship experience
 - one external assessor teaching on a similar programme at another HEI
 - one external assessor from industry
 - one student representative from another Faculty or School/Department
 - a member of QES who will act as the event coordinator
28. All panel members must not have had any involvement in the development of the programme under consideration.

Table 4: Panel roles and responsibilities

Role	Responsibility
Programme team	<ul style="list-style-type: none"> • Attend a planning meeting with QES to agree dates and discuss the various stages of the validation process • Complete and submit the first draft of the submission document, programme specification, module descriptors, and all appendices to QES • Following feedback from QES submit the final draft • Attend the validation event and answer any questions the panel may have as well as contribute to discussions • Complete any conditions/recommendations following the event
Quality Enhancement and Standards	<ul style="list-style-type: none"> • Hold a planning meeting with the programme team to explain the process and agree dates • Coordinate the validation event, including: securing panel members, circulating documentation including a briefing pack, booking rooms and catering • Publish finalised documentation
Chair of the validation event	<p>The Chair is either an internal or external senior member of University staff who has experience of Degree Apprenticeships and the validation process. If the Chair is an internal member of University staff they must be from a different Faculty to that of the new programme under consideration.</p> <p><i>Before the event the Chair is expected to:</i></p> <ul style="list-style-type: none"> • inform the event coordinator, in advance, if they have any issues or concerns and resolve any queries regarding the proposal or the event before the event date • work with the event coordinator to set the agenda and organise the panel, where necessary • read the documentation, complete the pre-event questionnaire and prepare discussion points/questions for the private panel meetings, and consultation with the programme team <p><i>During the event the Chair is expected to:</i></p> <ul style="list-style-type: none"> • establish an agenda for each meeting during the event • chair meetings of the panel • ensure that members of the panel, staff and students are able to contribute to the discussion • within the initial meeting, provide a brief overview of the University's processes and its outcomes, noting which areas need to be covered, using the University's <i>Codes of practice</i> as guidance

	<ul style="list-style-type: none"> • ensure that the external assessors understand the process • clarify and enable the role of any PSRB representative(s) • ensure that the event runs smoothly and to time • identify and record areas of good practice • in conjunction with the event coordinator, compose the panel's commendations, conditions and recommendations identified by the panel and ensure that they are clear and achievable • feedback the outcomes to the programme team at the conclusion of the event <p><i>After the event the Chair is expected to:</i></p> <ul style="list-style-type: none"> • approve the event report compiled by the event coordinator summarising the outcomes and key areas of discussion • review the programme team's response to any recommendations set by the panel • review the programme team's response to any conditions set by the panel and request further revision or approve them as met
<p>Internal panel member</p>	<p>Internal panel members cannot be from the same Faculty as the programme/School/Department being considered through the validation process, and must be a member of staff at the University of Surrey and where possible have experience of degree apprenticeships.</p> <p><i>Before the event the internal panel member is expected to:</i></p> <ul style="list-style-type: none"> • read the documentation, complete the pre-event questionnaire and prepare discussion points/questions for the private panel meetings and the meeting with the programme team • highlight any issues to the event coordinator, that need to be dealt with prior to the validation event <p><i>During the event the internal panel member is expected to:</i></p> <ul style="list-style-type: none"> • advise the University as to whether the programme threshold standards are comparable with other programmes within the University and the FHEQ • discuss their findings and conclusions with the panel • help identify any areas of good practice <p><i>After the event the internal panel member is expected to:</i></p> <ul style="list-style-type: none"> • advise on any corrections that need to be made to the event report • check the programme team's response to conditions and recommendations to see whether further revisions are

	needed or whether they are considered met
External panel member	<p>Two external panel members will be appointed, one from a comparable higher education institute with Degree Apprenticeship experience and one from industry.</p> <p><i>Before the event the external assessor is expected where applicable to:</i></p> <ul style="list-style-type: none"> • read the documentation and complete the pre-event questionnaire preparing discussion points/questions for the private panel meetings and meeting with the programme team, in particular: <ul style="list-style-type: none"> ▪ examine the content and the curriculum to determine whether it is appropriate for the subject area and comparable to similar programmes offered at other HEIs ▪ review the programme and module learning outcomes and consider whether they are: set at the correct level, reflect the content and clearly demonstrate progression ▪ review the assessment strategy and the individual assessments methods to ensure that they are appropriate for the subject area and the level ▪ determine the currency and viability of the programme in light of current trends within the subject area and industry ▪ provide any suggestions for improvements or examples of good practice which could be adopted • highlight any issues to the event coordinator, that need to be dealt with prior to the validation event <p><i>During the event the external assessor is expected to:</i></p> <ul style="list-style-type: none"> • provide independent subject expertise and/or professional experience • advise the University whether the threshold standards as expressed in the learning outcomes meet the degree apprenticeship standard, expectations of the FHEQ, relevant subject benchmarks and, where applicable, PSRB/external body requirements • advise the University whether the delivery and assessment methods of the learning resources (including, where applicable, in professional practice) support students in achieving and demonstrating the learning outcomes and allow the outcomes to be demonstrated by students <p><i>After the event the external assessor is expected to:</i></p> <ul style="list-style-type: none"> • advise on any corrections that need to be made to the event report • check the programme team's response to conditions and recommendations to see whether further revisions are needed or whether they are considered met

<p>Student panel member</p>	<p>The student panel member will be appointed from a pool of trained reviewers (who are nominated by the University of Surrey Students' Union, USSU) and from a different Faculty to that of the programme under consideration. The student member will normally have experience of being a student representative for a programme or hold a post within the USSU. The principal role of the student reviewer will be to bring to the process the student perspective. The student reviewer may explore any themes (as a non-subject specialist) he/she wishes that impact on the student learning experience.</p> <p>Key areas of discussion and consideration for the student reviewer will include, but not be limited to:</p> <ul style="list-style-type: none"> • the arrangements made for the student voice to be heard - examples can include the student rep system, tutorials, surveys etc • the information available to students in support of their studies is accurate, complete and effective • the arrangements for supporting students to progress and achieve, including personal tutoring • the learning opportunities and resources provided to students to achieve the intended learning outcomes <p><i>Before the event the student reviewer is expected to:</i></p> <ul style="list-style-type: none"> • read the documentation, complete the pre-event questionnaire and note any areas which may need further investigation during the event <p><i>During the event the student reviewer is expected to:</i></p> <ul style="list-style-type: none"> • contribute to the discussions of the private panel meetings • highlight any areas that were not clear in the documentation, which need further investigation in the meetings with the programme team • ask questions that arise and are pertinent to the discussion during the event <p><i>After the event the student reviewer is expected to:</i></p> <ul style="list-style-type: none"> • advise on any corrections that need to be made to the event report • check the programme team's response to conditions and recommendations to see whether further revisions are needed or whether they are considered met
<p>Event coordinator</p>	<p><i>Before the event the event coordinator is expected to:</i></p> <ul style="list-style-type: none"> • check the first draft of the submission documentation and mark up any changes or amendments and send back to the programme team for revision • check the final draft of the submission documentation to

	<p>ensure all revisions have been made</p> <ul style="list-style-type: none">• prepare discussion points/questions for the private panel meetings and consultation with the programme team• compile a list of pre-event comments from the panel• compile the programme for the day for agreement with the Chair <p><i>During the event the event coordinator is expected to:</i></p> <ul style="list-style-type: none">• provide information and advice on the University's <i>Regulations</i> and the relevant <i>Codes of practice</i>• keep a formal record of the event's key discussions and outcomes• contribute to discussions where applicable• assist in the formulation of the outcomes <p><i>After the event the event coordinator is expected to:</i></p> <ul style="list-style-type: none">• write the event report summarising the key discussions and outcomes from the event and once approved by the Chair and the panel circulate to the programme team• circulate to the Chair and the panel the programme team's response to conditions• work with the Chair and the programme team until the conditions are considered met
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29. All internal panel members will need to have received the relevant training before they can act in the relevant roles. Further information on training events can be sought from QES at qualitysupport@surrey.ac.uk.
30. All events should have a full panel, as listed above.
31. It is the usual expectation that the Faculty representation (programme team) at the event will be: Programme Leaders, Heads of Schools/Departments, Head of Degree Apprenticeships and any other key staff involved in the teaching and development of the programme. It is at the discretion of the Faculty as to whether the Associate Dean Learning and Teaching and staff from the Academic Registry attend. It is advisable that the staff that attend will be well-placed to answer any questions put by the panel at the programme team meeting during the event. The Programme Leader must ensure that any information from this meeting is disseminated to the relevant members of staff who were unable to attend.

Outcomes of the validation

32. At the end of the event, the panel will reach one of the following decisions:
- approval with/without conditions and/or recommendations and commendations
 - rejection, with detailed reasons

33. The event will conclude with verbal feedback to the programme team. The outcome will be with any attached commendations, conditions and recommendations where necessary. Dates for the receipt of responses to conditions and recommendations will be agreed at the event.
34. Commendations are examples of good practice.
35. Conditions are those matters which the panel requires to be addressed or undertaken to its satisfaction within a specified timescale and, without which, approval will not be granted.
36. Recommendations are matters which, in the judgement of the panel, should be reviewed for the overall benefit of the programme but in which the panel is generally open to reasoned argument as to why they might not be implemented.
37. If a proposal is rejected, detailed reasons must be given in the event report. Any conditions arising from the event will be detailed points of action that must be fulfilled satisfactorily by a given agreed date. The panel and the Chair will agree how responses to conditions will be considered, whether by the whole panel or by approval of the Chair only.

Post event activity

Event report

38. The event coordinator will write an event report and circulate one week after the event. The report will summarise the main points covered during the event and document the conclusions of the event.

Responses to conditions and recommendations

39. All responses to conditions and recommendations should be returned to the event coordinator electronically using the form at the end of the event report to show where/how the conditions have been met and the recommendations considered.
40. Recommendations from the event must be taken in to consideration when producing subsequent annual programme review reports.
41. The event coordinator will ensure that the conditions are approved through the process agreed by the panel. This will usually entail the electronic circulation of the conditions to the panel for reviewing. If further action is identified, this will be relayed to the Programme Leader, with a new timescale for the production of the further information. If an extension to the deadline for the submission of the conditions is needed, the Programme Leader should contact the event coordinator in the first instance.
42. Once the conditions have been met the programme is validated and the 'subject to validation' can be removed from all advertising material.

Publication of programme and module records

43. Following the completion of the validation process new programme specifications and module descriptors will be released to the [public catalogue](#). The Directorate of Quality Enhancement and Standards (QES) input updated programme specifications for new programmes into the [Quality and Curriculum Management](#) (QCM) system once they have been approved through the validation process. Module descriptors are forwarded to the Programme Administration team to be input into SITS and QCM. Once the setup process is complete, the public catalogue is updated by QES and relevant Professional Services teams are informed so that their records can be updated, eg Marketing programme pages.