

**PROGRAMME AWARD AND TITLE**

### *Please also list any interim awards and their titles (eg, PgCert, CertHE etc)*

### Faculty/Institute of *[insert name of Faculty/Institute which has oversight of this programme]*

### Validation / Revalidation *[please delete as appropriate]*

**Valid from:** [insert academic year]

**Definitive document**

**1 INTRODUCTION**

* 1. Submission to St Mary’s University of: *[Title and all awards of the subject (e.g. BA Single Honours, BA/BSc and BA ITE where appropriate)]*

1.2 Name of personsubmitting the proposal:

List of all staff responsible for delivery of the programme:

|  |  |  |
| --- | --- | --- |
| **POSITION HELD** | **NAME** | **MODULE RESPONSIBILITY** |
| **SUBJECT LEAD** |  | *[insert the relevant module code(s) here]* |
| **MODULE CONVENOR** |  | *[insert the relevant module code(s) here]* |
| **MODULE CONVENOR** |  | *[insert the relevant module code(s) here]* |
| **MODULE CONVENOR** |  | *[insert the relevant module code(s) here]* |
| **MODULE CONVENOR** |  | *[insert the relevant module code(s) here]* |
| **MODULE CONVENOR** |  | *[insert the relevant module code(s) here]* |

*[add or delete rows as necessary]*

* 1. Faculty/Institute *[insert name of Faculty/Institute with responsibility for this programme]*
  2. Collaborative partners: *[insert name of any partner organisation, if applicable]*

1.4 Duration of study(indicating semesters and years):

1.5 Mode(s) of learning: *[state whether full-time, part-time, etc.]*

1.6 Proposed date of introduction:

***[For revalidations, this should be accompanied by a statement of how the new validation will be introduced****. The standard approach is to have new intake to the revalidated structure, with earlier cohorts remaining on the previous structure until it has phased out. Alternatively, some programmes may have a rationale for introducing the new structure in its entirety across all cohorts. If so, this should be stated. If this approach is taken, student consultation must take place via written communication to seek the existing cohort/s majority approval to move to the new version of the programme. If you have any queries about this, please contact your dedicated QS Manager for support.]*

1.7 Accreditation requiredby professional body, where relevant: *[insert details of any professional*

*accreditation or recognition]*

### 2 BACKGROUND AND RATIONALE FOR THE PROPOSAL

2.1 *An overarching statement should set out as concisely as possible**the rationale for the proposal. Please refer to the guidance for programme development teams (PDTs) on* [*StaffNet*](http://staffnet/academic-services/QualityAssuranceAndProgrammeAdministrationRegistry/Validation/Pages/Programme-Development.aspx) *and reference the UK Quality Code as your key external reference point for the programme development.*

***For new validations****: the rationale should give the reasons for introducing the subject, and should also consider the following questions (not to be used as headers, but the answers to which form part of the narrative). Much of the information may already have been captured in the ‘programme proposal form’ for you to expand upon and ensure any statements or claims about the programme are evidence informed by key data and detailed sources:*

* + *What are the primary reasons for introducing the new programme?*
  + *Is it addressing a gap in provision institutionally and/or nationally? Refer to relevant St Mary’s or Faculty/Institute based strategies.*
  + *Is it responding to a rising demand for this subject area, in terms of both student uptake and employer demand?*
  + *How does the programme fit with the University’s Mission and Corporate Plan (cross-reference with these as necessary).*
  + *What other compelling factors are there for the introduction of the programme?*
  + *What other provision is there, particularly in south-east England? Do they have good intake? How will the new programme be distinctive compared to them? Competitor and and market research should be further expanded upon in section 2.3 of the document.*

*For* ***collaborative programmes****, show clearly how the collaboration works and the nature of the relationship with the collaborative partner(s), ensuring that the* [*Partnerships section*](https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/partnerships)***of the UK Quality Code*** *is cross-referenced. The Advice and Guidance on* [*Learning and Teaching*](https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/learning-and-teaching) *must be referred to for any* ***distance learning (DL)/virtual learning*** *element, which must also be clearly described in terms of how it is organised and managed, how it operates and how parity with the experience of on-site students is achieved.*

***For revalidations****, there should also be a narrative evaluation of the previous validation cycle, reflecting on how it has run and developed, plus a description of how the revalidation is taking the programme forward into the next period. Re-validation is a crucial part of the evolution of any programme and is an opportunity to critically reflect upon how the programme is running. This reflection is an exercise which should aim to enhance current content and delivery. The following areas should be considered – again, not to be used as headers but incorporated into the rationale*

* *A contextual history of the programme; if it is the first revalidation, it is worth recounting the reasons for the programme being developed, to provide the panel context to the revalidation.*
* *Changes in student intake e.g. numbers, demographics.*
* *Programme development e.g. changes to curriculum and structure and the reasons for these changes, responses to internal and external developments. These should be summarised in a* ***comparative table****, setting out the previous model, the new model and the rationale for the changes. (An exemplar for this table can be found at Annex 1). Detail any other specific changes that may not fit into the table model.*
* *What other provision is there, particularly in south-east England? Do they have good intake? How does your programme maintain distinctiveness compared to them?*

2.2 **Student Input and Consultation**

*Student input and consultation is a must for any kind of development. This feedback supports a rich and evidence informed development, and validation document. Student feedback and input informs both new validations and revalidations, and should be obtained at the earlier point in the development process. In addition referring to and use of module evaluation is a key aspect of this to demonstrate how student feedback has been addressed through the previous years of delivery (for revalidations). The development of new programmes may be informed partly by the input of students of existing programmes. If so, this feedback should be detailed, and where possible minutes of programme boards, focus groups etc included in the appendices.*

*For* ***new validations****, where possible it should be made clear how input from students of existing programmes has informed the development of the proposal. For example, current undergraduate students might have expressed a strong interest in progressing within the University to a postgraduate programme in the same discipline; or the views of joint honours students may have led to the creation of a single honours programme in the same subject. Even if the idea for the proposal has not arisen directly from student opinion, it can still be constructive to obtain the views of students in related subjects. Describe how this has been achieved, how the students' opinions have fed into the proposal, and append any relevant minutes/summary notes from discussions, focus groups etc.*

***For revalidations*** *it is imperative that student input is explicit. The imminent revalidation will have been a standing item at programme boards and received regular consideration at these meetings, with contributions from the programme student representatives. Where possible, student focus groups will have been convened in order to gather a cross-section of cohorts' views and help formulate what direction to take. Programmes are encouraged to utilise any other relevant method of gathering student input that can drive the revalidation process along. In the revalidation document it should be made clear how this information has been gathered and how it has shaped the forward plan. Again, all relevant minutes and records of discussions must be included in the appendices. The QS Office is available for facilitation of student focus groups; this approach may be beneficial in that students can feel more able to express opinions, views and suggestions about the programme to someone who is not directly connected with it. Contact the Head of QS to explore this.*

*A student reviewer will form part of the approval Panel’s constitution wherever possible, to ensure student engagement through the development process and into approval.*

2.3 **Evidence of Demand**

*This should set out the perceived market for a new validation, or the continuing/growing demand for a revalidating programme, supported by any evidence (market analysis) the proposing team has gathered. This should be summarised along with any feedback or responses from employers and other interested parties such as regulatory/accrediting bodies, relevant professional associations, etc.*

*For revalidations, a table should be provided which shows student applications and enrolments for the previous five years.*

2.4 **Employability**

*The programme development phase of the approval process involves input from the Careers team, and these discussions should feed into information produced here. A programme’s curriculum should set out any features that aim to enhance employability, such as* ***work-based learning/placements****, any other* ***workplace-related content****,* ***critical self-reflection*** *and* ***personal development planning (PDP)****, and any* ***employer engagement*** *that has taken place as part of the programme’s development. Revalidating programmes should also refer to relevant data from the HESA survey of* ***Destinations of Leavers from Higher Education (DLHE)****;**the* ***Careers Service*** *can advise on this. Note that the* [*Work-based Learning guidance*](https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-work-based-learning.pdf?sfvrsn=f625c181_2) *in the* ***UK Quality Code*** *is especially relevant for this section and should be cross-referenced when describing support for employability, including any work placement activity that forms part of the programme.*

*If the programme incorporates modules from the Centre for Work-Based Learning (CWL), please articulate what benefits the inclusion of these modules adds to the student experience and employability.*

*For revalidations, evidence should be provided of graduate employment since the initial validation/last revalidation.*

2.5 **Research-Enriched Teaching and Learning**

*Explain how the programme content and delivery is enriched and informed by research, in terms of both staff research interests and activities that feed into the programme, and where student learning is supported by research methods. Refer to specific examples of research-enriched curricular content, pedagogy and teaching and learning practices.*

***For professional postgraduate programmes,*** *it is expected that research-enriched teaching and learning is embedded throughout the programme to more clearly convey how research can inform professional practice and external engagement.*

*Please refer to the University’s* [*Research-Enriched Teaching and Learning Policy*](http://staffnet/Governance/corporate-documents/Corporate%20Documents/Research-Enriched-TL-Policy.pdf) *(June 2012), available on the CTESS pages of StaffNet, for additional guidance on completing this section. If you have any queries, please contact the Associate Dean for Learning and Teaching, Iain Cross.*

2.6 **Resource Implications**

*This section should include reassurances that the programme has been fully costed and approved – it applies to both new and revalidated programmes. You should also include here any subject-specific details, such as field trips or placements. Set out how such features will be staffed and funded where relevant (e.g. for field trips). If any activities which are core to the curriculum are to be funded by the students, this must be explicit and also included in student-facing documentation.*

2.7 **Ethics**

2.7.1 Ethical considerations and approval

*Ethical approval for programmes has been removed from the proposal part of the (re)validation process and instead incorporated as part of the* [*programme development*](http://staffnet/academic-services/QualityAssuranceAndProgrammeAdministrationRegistry/Validation/Pages/Programme-Development.aspx) *phase. All PDTs should include their Faculty Ethics committee representative who will be able to provide advice and guidance related to the ethical content of the curriculum. (Ethical approval was removed from the proposal stage as many comments were received asking for the validation document so that due consideration could be applied. The validation document is not prepared as part of the proposal process, therefore it seemed more prudent to include ethical consideration during the programme’s development phase).*

*If significant ethical issues are identified during the development phase, the proposing team should complete the* [*Application for Ethical Approval Form*](http://staffnet/academic-services/ethics-info/Pages/ethics-guidelines-forms.aspx)*. The completed form should be forwarded to the Faculty representative of the Ethics Committee, along with a brief outline of the proposed modules, for Level 2 consideration. The Faculty representative may then advise that the proposal proceed to the third stage of the process and be reviewed by the Ethics Committee.*

*Areas for consideration include, for example, any aspect of a programme or module such as delivery and assessment involving observation of, or collection and storage of, data/ information about human participants, and any other similar interaction with individuals. This includes students of the programme, other participants from within the University (staff or students) and human subjects from outside the institution. Consideration must be given to the ethics of any tasks or activities students are required to undertake as part of their studies.*

*Once the approval process is complete a statement summarising the outcome must be included in this section of the validation document. If you have any queries, please contact your Faculty representative or the Secretary of the Ethics Committee, Kim Wright.*

2.7.2 Ethics content in the curriculum

*Aside from completion of the form(s) as necessary and stating the outcome of the approval process, please also summarise any aspect of the* ***curriculum*** *that addresses ethics or ethical issues/considerations within the subject matter. Refer to instances of specific modules that cover ethics in the context of the subject.*

**2.8 Equality & Diversity**

*Explain how* ***curriculum content*** *addresses equality and diversity issues – for example, diverse cultures, cultural historical contexts, diaspora, global/international dimensions, how issues within a specific topic relate to minority groups, or special populations. As far as possible, cite instances of these considerations in specific modules.*

*State how the programme is made available to all social groups, including any initiatives such as recruitment of minority groups and meeting any particular needs, e.g. for students with disabilities. Ensure that particular arrangements for e.g. field trips are detailed.*

**2.9 Mapping to external reference points**

*The key external reference points for use in programme development, validation and revalidation are:*

1. [The Framework for HE Qualifications or FHEQ (November 2014)](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf)

*Mapping to the FHEQ enables you to demonstrate that the level(s) of study of your programme meet national expectations.*

*Please describe how your programme meets the relevant qualification descriptor at each level of study.*

*For Foundation degrees, you should describe how the programme meets the expectations of Levels 4 and 5; for Bachelor’s degrees, you should describe how the programme meets the expectations of Levels 4, 5 and 6; and for Master’s programmes, you should describe how the programme meets the expectations of Level 7.*

1. [Foundation Degree Characteristics (2020)](https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-statement-2020.pdf?sfvrsn=6fc5ca81_10)

These statements complement and contextualise the FHEQ and provide information on the defining characteristics of a foundation degree.

1. [Master’s Degree Characteristics (2020)](https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=86c5ca81_18)

These statements complement and contextualise the FHEQ and provide information on the defining characteristics of a Master’s level degree.

1. [Doctoral Degree Characteristics (2020)](https://www.qaa.ac.uk/docs/qaa/quality-code/doctoral-degree-characteristics-statement-2020.pdf)

These statements complement and contextualise the FHEQ and provide information on the defining characteristics of a Doctoral level degree

1. [Higher Education in Apprenticeships Characteristics (2019)](https://www.qaa.ac.uk/docs/qaa/quality-code/doctoral-degree-characteristics-statement-2020.pdf)

These statements complement and contextualise the FHEQ and provide information on the defining characteristics of a Higher Education in Apprenticeships

1. [Subject Benchmark Statements](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements)

*Mapping to the relevant Subject Benchmark Statement(s) enables you to demonstrate that the subject content and the learning outcomes (programme and module level) meet national expectations.*

*(Please note: Subject Benchmark Statements do not exist for all postgraduate subjects and disciplines; therefore there may not be a relevant statement for your MA/MSc programme. In these circumstances, you should refer to the QAA Master’s Degree Characteristics Statement (September 2015.)*

*Your validation/revalidation document should contain an articulation of how the programme meets the expectations of each of the above, as follows.*

**2.10 Programme Management Arrangements**

*Provide detail of the operational aspects of this programme; eg, state when the exam boards will be; include that there will be Staff Student Forums (Formerly known as Programme Boards) with student representation on them; any relevant detail regarding a specific ‘cluster’ of programmes within the Faculty/Institute that this programme may be part of; annual monitoring reports are produced and considered by Faculty Academic Development Committees (FADC).*

**3 CURRICULUM INFORMATION**

*This section sets out the aims and outcomes of the programme, and details the content and structure within which those aims and outcomes are explored and achieved. Much of this information should be readily transferable from the Programme Specification, which is a separate, stand-alone document. The Programme Specification forms a summary of the programme and its content and should be publicly available.*

3.1 **Programme** **Aims**

3.1.1 *Programme aims should be a set of broad-ranging bullet points which articulates the type of learning gain experienced by students on this programme.*

*Examples could be:*

1. *Provide a framework within which students can achieve the depth of understanding of a clinical discipline...*
2. *Provide the opportunity for students to experience clinical practice in the workplace...*
3. *Enhance the employability of students in the context of employers’ expectations of subject knowledge and practical experience...*
4. *Align with the University Mission ‘to provide high quality academic and professional higher education’ and Corporate Plan Aim 2 (extend the range of educational opportunities for all), Aim 5 (ensure that our knowledge and expertise benefits business and the wider community) and ...*
5. *Encourage a high standard of teaching, learning and scholarship among both its staff and students in order to provide a balanced, stimulating and academically sound education within the fields of nutrition and clinical exercise...*

The programme aims to:

3.1.2 Programme Learning Outcomes

*This section is for the programme team to articulate the measurable learning which students will attain across the programme upon graduating. They are distinct from module outcomes, which are more granular and describe the learning by module.*

*There is no longer a University requirement for programme learning outcomes to be described in terms of the SEEC credit level descriptors, but programme teams should ensure that the statements are written in terms of learning, rather than assessment, (eg. do not include a learning outcome that reads ‘students will be able to write an essay’) and that they are measurable.*

*Please include a mapping grid (Curriculum Map) showing how the programme and module learning outcomes align to each other. Readers will not expect to see each outcome necessarily being taught, practised and assessed (i.e. all three) in a given module, although this will of course be the case in some modules. It is acceptable for an outcome to be e.g. taught only, or taught and practised but not summatively assessed in a module - it is expected that the outcome will be assessed somewhere in the programme, but not necessarily in every module in which it appears.*

*An example of a curriculum map is given at Annex 2.*

On successful completion of the programme, students will be able to:

3.2 **Recruitment & Entry Requirements**

3.2.1 **Criteria for Admission**

*First state that candidates must satisfy the general admissions requirements of St Mary’s University and refer to the* [University Admissions Policy](https://www.stmarys.ac.uk/application-process/docs/2015-oct-admissions-policy.pdf)*. Then detail the specific entry requirements – required grades in specific A-level subjects, etc. The admissions criteria should also state the level of IELTS\* required for international applicants and details of the AP(E)L process to be followed, if required. If an applicant has to attend for interview or audition, or submit a portfolio these requirements must be clearly stated.*

*\*N.B. The IELTs for postgraduate provision has been set by the University as 6.0 overall (with a minimum of 5.5 in each component. If you wish your programme to have a higher IELTs you must supply a rationale within this section of the validation document.*

3.2.2 **Widening Participation**

*You may wish to detail any particular programme approach towards e.g. part-time and mature students. Also provide details on any widening participation activity – if necessary the appropriate appendix containing the most recent Annual Monitoring Statement may be referred to.*

3.2.3 **Intake**

*List optimum, maximum and minimum viable intake numbers. As far as possible give a rationale for the figures stated.*

3.3 **Programme Structure**

*This section is essentially the information contained in the document commonly known as the* ***Programme Specification (section 24)****, which sets out the modules and credit requirements of the programme. You should be able to readily transfer across the structure grids for the programme from, or into, the programme specification and this validation document (the format of the grids is as below – please delete the levels not required for this programme):*

**FHEQ Level 4 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
|  |  |  |  |  |
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|  |  |  |  |  |
|  |  |  |  |  |

*[add / delete the number of rows as required]*

**FHEQ Level 5 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
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*[add / delete the number of rows as required]*

**FHEQ Level 6 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
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*[add / delete the number of rows as required]*

**FHEQ Level 7 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
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*[add / delete the number of rows as required]*

**FHEQ Level 8 Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
|  |  |  |  |  |
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*[add / delete the number of rows as required]*

*Give a brief description and rationale of the modular structure, including any distinctive features such as pathways. Where appropriate, give a separate table or diagram of different pathways, highlighting exemptions, prerequisites, etc. The credit requirements for progression and awards, the titles of all possible awards and all exit points must be clearly stated in this section. The* ***minimum irreducible number of modules*** *should be listed for each level, i.e. the core modules plus those options which are essential for conveying the programme's content and achieving its aims and outcomes.*

*NB Please include a listing of modules that are shared with other programmes, and in particular any ways in which they have been adapted for your programme, such as changes to the assessment.* ***If there are shared modules, co-ordinate with the host programme to ensure you incorporate their most recently validated version of these modules. Similarly, ensure you have provided other revalidating programmes with current versions of your modules if they are shared****.*

*If there are any specific features that relate to programme structure, such as field work or placements, please state them here. The information should be readily transferable from, or into, the Programme Specification.*

**4 TEACHING, LEARNING and ASSESSMENT**

4.1 *Describe the programme's overarching teaching, learning and assessment strategy. This should convey that there is cohesive thinking behind the rationale for assessments throughout the programme and the way the programme is delivered. In particular, focus on any distinctive features such as (for example) why each module includes a written essay, how reflective journals are completed and assessed, the introduction of novel or unusual assessment techniques, how assessment processes are managed for* ***distance learners,*** *use of innovative teaching and learning practices (such as flipped learning), opportunities for peer learning and/or assessment. External readers tend to comment on a lack of variety within assessment strategies chosen, therefore it is good practice to consider all options available. Students who struggle with a particular form of assessment may excel in another, therefore variety is key.*

*External readers will also wish to see that the programme’s assessment provides students with* ***prompt feedback****, and assists them in the development of their intellectual skills. The University’s standard turnaround time of 3 weeks for the return of feedback should be stated.* ***Formative assessment*** *must be made explicit, both in this section and also within the module outlines. Specific assessment rationales provided in the individual module outlines (see Section 5) will convey to readers that intended learning outcomes are assessed appropriately as learning outcomes are aligned to assessment components. Explain how assessment practices accommodate students with special needs.*

*In general, it is worth bearing in mind that assessments are an additional means of learning in themselves and not solely for testing whether learning outcomes have been achieved.*

*Note that assessment should be designed in alignment with the* [*University Assessment Policy and Associated Appendices*](https://staffnet.stmarys.ac.uk/academic-services/CTESS/Pages/Assessment.aspx)*, and also with reference to the UK Quality Code advice and guidance on* [*Learning and Teaching*](https://www.qaa.ac.uk/docs/qaa/quality-code/qc-a-g-learning-and-teaching.pdf?sfvrsn=1f2ac181_6)*.*

*4.2 Set out tables of assessment profile and timing. (Exemplars of these tables can be found at Annexes 3 and 4). These provide a summary of the spread, modes and weighting of assessment. It will also show where* ***assessment clusters*** *occur. This should be borne in mind as it is a common source of negative comment from students, and may require particular explanation for external readers.*

*4.3 Set out the adapted* ***assessment grade-related criteria****. The existing criteria must be adapted to reflect specific aspects of the programme, and in doing so you may wish to add criteria covering areas such as creative or practical work if these form distinctive aspects of the programme.*

**5 RESOURCES**

*Provide a commentary on the types of resources required to deliver the programme and what other technologies are available for students to enhance and enrich their learning opportunities.*

*Consider a range of learning resources that could be used on the programme, such as e-resources, journals, a programme of guest speakers, industry visits.*

*Ensure that resource issues specific to* ***collaborative programmes*** *and* ***distance learning*** *are explicitly covered. For example, if students are located at the site of a collaborative partner details should be given of resource provision at the remote site, and what access students have to St Mary’s resources. Similarly, state how distance learners are able to access St Mary’s resources and gain the same benefits from these as on-site students.*

***Other resources:*** *Only include programme-specific details, such as laboratory facilities and equipment available to support the programme. Also indicate what, if any, practical placement and field-work resources will be required and where and under what arrangements those resources will be provided.*

**5.1 Learning Technology (Technology Enhanced Learning)** *(the information following has been*

*provided by the Head of TEL)*

The Learning Technology team engages in action research to inform teaching, learning and

assessment practices across St Mary’s University. The Head of Learning Technology and team

of enthusiastic Learning Technologists promote and support the pedagogical use of

technologies across multiple academic disciplines.

The team is also responsible for the administration and maintenance of the University’s teaching, learning and assessment systems; MyModules (virtual learning environment), Turnitin/GradeMark (online assessments), MyPortfolio (electronic portfolio) and MyMedia (multimedia system).

We regularly facilitate workshops and seminars for both students and staff. Our project based approach enables us to work in collaboration with academic staff and in partnerships with students to spearhead pilots, initiatives and innovations utilising technology. We are currently working with staff and students to develop a St. Mary’s University framework for Digital Capabilities.

**APPENDICES**

The first appendix should simply list the documentation that has not been included in the validation document, but which panellists may wish to see. Some of these documents will be provided by the Programme, while the more general ones will be provided by Registry. The list should read as follows (with other programme-specific additions as necessary):

**Appendix 1: Available Supporting Documentation**

The following documentation will be provided on request:

Subject Benchmark Statement

St Mary’s University Admissions Policy and Procedure

St Mary’s University Mission Statement

St Mary’s University Academic Regulations

Quality Assurance Procedures

Programme Board Minutes

Programme Handbook

Sample Module Handbooks

Faculty Teaching & Learning Strategy and Action Plan

Module Evaluation and Module Convenor’s Summary Forms

Faculty Line Management Structure

LRC Resources and Facilities

**Appendix 2: Staffing and Staff Curricula Vitae**

CVs

*Please append the CVs for all staff involved in the delivery and assessment of the programme. Reassurances need to be provided to the Approval Panel that all named staff have the required expertise and experience to deliver the programme under consideration****. Please ensure that CVs do not contain any personal information such as home address or telephone numbers****.*

*A suggested professional format is given in Annex 5.*

*Indicate any staff development that has taken place or will be required over the next five years,*

*including clinical or professional practice and experience.*

**Appendix 3: External Supporting Statements and External Examiners’ Reports**

The purpose of this appendix is to demonstrate the programme proposer has sought appropriate external input. For **new programmes**, send a draft to one or more relevant external parties well in advance of the validation, and obtain a signed letter stating their support/feedback. The external party may be a practitioner in the discipline, including employers or researchers, or members of professional associations.

For **revalidating programmes**, a draft of the proposal should be sent to the External Examiner(s) well ahead of the event. Their response should be included in this appendix. Also include the most recent External Examiners report. Ensure that earlier reports are available on request. The proposer may also wish to seek supporting statements from other relevant parties, as discussed above.

In all cases, where an external statement has suggested amendments/additions it should be made clear either here or in Section 2 how these have been responded to.

**Appendix 4: Programme Reviews (For revalidating programmes only)**

Append the most recent annual monitoring report. Ensure that earlier statements are available on request.

**Other Appendices**

Depending on the programme, additional appendices may be necessary as follows:

**Accreditation:** Include an appendix for any relevant programme-specific details relating to accrediting bodies. This could include the current published standards of an accrediting or regulatory body and the programme’s procedures for mapping to these.

**Minutes:** Records of relevant meetings and discussions should be appended. This should include Programme Boards especially where revalidations have been discussed with student reps, and Faculty Academic Development Committees (and other Faculty/Institute deliberative groups). If discussions have been held with industry or employers, these may also be appended.

If you think other appendices not suggested above may be needed but you are unsure, please consult with the QS Office.

**Annexes: Samples of required tables**

Annex 1 Revalidation table

Annex 2 Curriculum map

Annex 3 Assessment profile grid

Annex 4 Assessment timing grid

Annex 5 Sample CV

**Annex 1**

**Example of revalidation table**

|  |  |  |  |
| --- | --- | --- | --- |
| Level | **Original validation** | **Re-validation** | **Rationale** |
| 4 | HB400 Skills for Biologists | HB406 Research Methods 1 | The new module provides a generic skills module for Human Biology which has greater emphasis on data handling, enhancing the scientific basis for learning of the programme. |
| 4 | HB401 Cellular Biology | HB403 Cell Biology | Minor additions in module content |
| 4 | HB402 Biodiversity and Man | HB404 Humans and Environment | Additional material to enhance student awareness of impact on humans of both stewardship of resources and other life forms |
| 4 | HE 430 Introduction to Human Physiology | HB405 Human Physiology and Anatomy | Additional material to include understanding of major body systems |
| 5 | HB500 Research Methods | HB506 Research Methods 2 | Minor modifications. Provides logical follow on from Research Method I. Provides clear learning pathway in preparation for third level dissertation study and general competence in data handling and statistics. |
| 5 | HB501 Cellular Genetics | HB501 Cellular Genetics | No Change |
| 5 | HB502 Humans Plants and Culture | HB540 Humans Plants and Microbes | Additional material to follow on more clearly from HB404 Humans and Environment |
| 5 | HB503 Physiology: Regulation and Control | HB 505 Human Physiology | Greater clarity of content to provide clear sequence of learning from level 4 (HB405) to level 6 (HB 607) |
| 5 |  | NU 510 Life-Span Nutrition | Additional module for further student choice  Module from Nutrition Programme |
| 5 |  | HE530 Exercise & Health Relationships | Additional module for further student choice  Module from Health, Nutrition and Exercise Programme |
| 6 | HB600 Research Project | HB600 Research Project | No Change |
| 6 | HB604 Biological Topic | HB604 Biological Topic | No Change |
| 6 | HB602 Biotechnology and Humans | HB602 Biotechnology and Humans | No Change |
| 6 | HB603 Biology of Ageing | HB603 Biology of Ageing | No Change |
| 6 | HB 605 Applied Nutrition | NU610 Nutrition, Health and Disease | Reflects change of provision in Nutrition Programme, in which this module is housed |
| 6 | HB606 Metabolic Regulation | HB607 Molecular Physiology | Additional material to reflect clearer follow on from HB505 |
| 6 |  | HB608 Health in the Developing World | Additional module for further student choice  Integrates with the view that human biology is concerned at both the macro and micro levels. |

**Annex 2**

**CURRICULUM MAP**

The Curriculum Map below maps the programme learning outcomes to individual modules. The map shows where particular programme outcomes are taught **(t)**, practised **(p)** and specifically assessed **(a)**. If any element of a programme learning outcome is undertaken within a module then the relevant codes have been recorded in the table. Programme and module learning outcomes, along with module content, should be developed with reference to Subject Benchmark Statements, where available (see para 2.9.2).

A summary of Programme Learning Outcomes is provided in the programme specification on page XX.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | **Knowledge & Understanding** | | | | **Cognitive Skills** | | | | | | | | | **Performance & Practice** | | | **Personal & Enabling Skills** | | | |
| **Programme Learning Outcomes**  **Individual Modules** | | | 1 | 2 | 3 | 4 | 5 | 6 | | 7 | | 8 | | 9 | | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| **LEVEL 4** | | | | | | | | | | | | | | | | | | | | | | |
| HMB4009 | Research Methods I | | tp |  | t |  | tpa | |  | | tpa | | tpa | | tpa |  | t |  | tpa | t |  |  |
| HMB4003 | Cell Biology | | tpa | tpa | t | tpa | tpa | |  | | tpa | | tpa | | tp |  | t | t | tpa | tpa |  |  |
| HMB4004 | Humans and Environment | | tpa | tpa | t | tpa | tpa | | tpa | | tpa | | t | | tp |  | t | t |  | tpa | t |  |
| HMB4005 | Intro to Human Physiology | | tpa | tpa | t | tpa | tpa | |  | | tpa | | tpa | | tp |  | t | t | tpa | tpa |  |  |
| **LEVEL 5** | | | | | | | | | | | | | | | | | | | | | | |
| HMB5009 | | Research Methods II | tp |  | tpa | t | tpa | | tp | | tpa | | tpa | | tpa |  | tpa | t | t |  | tpa |  |
| HMB5001 | | Cellular Genetics | tpa | tpa | tpa | tpa | tpa | | tpa | | tpa | | tpa | | tp | t | tpa | tpa | tpa | tpa | tp |  |
| HMB5004 | | Humans Plants and Microbes | tpa | tpa | tpa | tpa | tpa | | tpa | | tpa | |  | | tp | t | t | tpa |  |  | tp |  |
| HMB5005 | | Human Physiology | tpa | tpa | tpa |  | tpa | |  | | tpa | | tpa | | tp | tpa | tpa | tpa | tpa | tpa |  |  |
| NUT5010 | | Lifespan Nutrition | tpa | tpa | tpa |  | tpa | | tpa | | tpa | | t | | tp | tpa | tpa | tpa | tpa | tpa |  |  |
| HEP5030 | | Exercise & Health Relationships | ta | ta | ta |  | tpa | |  | | tpa | | ta | | tp | ta | tpa | tpa | tpa | tpa |  |  |
| **LEVEL 6** | | | | | | | | | | | | | | | | | | | | | | |
| HMB6000 | | Research Project |  | tpa | tpa |  | tpa | | tpa | | tpa | | tpa | | tpa | tpa | tpa | tpa | tpa | tpa | tpa | tpa |
| HMB6002 | | Biotechnology and Humans |  | tpa | tpa | tpa | tpa | | tpa | | tpa | | tpa | | tp | tpa | tpa | tpa |  | tpa | tpa |  |
| HMB6003 | | Biology of Ageing |  | tpa | tp | tpa | tpa | |  | | tpa | |  | | tp | tpa |  | tpa | tpa | tpa | tpa |  |
| HMB6004 | | Biological Topic |  | tpa | tpa |  | tpa | | tpa | | tpa | |  | | tp | tpa | tpa | tpa |  |  | tpa |  |
| NUT6010 | | Nutrition, Health and Disease |  | tpa | t |  | tpa | |  | | tpa | |  | | tp |  |  | tpa |  | tpa | t |  |
| HMB6007 | | Molecular Physiology |  | tpa | t |  | tpa | | tpa | | tpa | | tpa | | tp |  | tpa | tpa | tpa | tpa |  |  |
| HMB6008 | | Health in Developing Countries |  | ta |  | tpa | tpa | |  | | tpa | | t | | tp | tpa |  | tpa |  |  | tpa |  |

**Annex 3**

**Assessment Profile**

***Key:***

ES – essay

EX – examination

PR – practical assignment

OP – oral presentation

PP – poster presentation

IT – information technology assignment

CS – case study

OT – other

Figures refer to the weighting of each assessment.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE** | **CORE/ OPTN** | **EX** | **PR** | **OP** | **PP** | **ES** | **IT** | **CS** | **OT** |
| HMB4003 | Core | 60% | 40% |  |  |  |  |  |  | |
| HMB4004 | Core |  | 30% |  | 30% | 40% |  |  |  | |
| HMB4005 | Core | 60% | 40% |  |  |  |  |  |  | |
| HMB4006 | Core | 50% | 50% |  |  |  |  |  |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE** | **CORE/ OPTN** | **EX** | **PR** | | **OP** | | **PP** | | **ES** | | **IT** | | | **CS** | | **OT** | |
| HMB5006 | Core |  | 50% | |  | |  | |  | |  | | |  | | 50% | | |
| HMB5001 | Core |  |  | | 30% | |  | | 50% | |  | | |  | | 20% | | |
| HMB5004 | Option | 60% |  | |  | |  | | 30% | |  | | |  | | 10% | | |
| HMB5005 | Option | 60% | 40% | |  | |  | |  | |  | | |  | |  | | |
| NUT5010 | Option | 60% |  | |  | |  | |  | |  | | |  | | 40% | | |
| HEP5030 | Option | 60% |  | |  | |  | |  | |  | | | 40% | |  | | |
|  |  |  | |  | |  | |  | |  | | |  | |  | |
| **MODULE** | **CORE/ OPTN** | **EX** | **PR** | | **OP** | | **PP** | | **ES** | | | **IT** | | **CS** | | **OT** | |
| HMB6000 | Core |  | 60% | | 20% | |  | |  | | |  | |  | | 20% | | |
| HMB6002 | Option |  | 50% | |  | |  | | 50% | | |  | | 20% | |  | | |
| HMB6003 | Option | 60% | 40% | |  | |  | |  | | |  | |  | |  | | |
| HMB6004 | Core |  |  | | 40% | |  | |  | | |  | |  | | 60% | | |
| HMB6007 | Option | 60% | 30% | |  | |  | |  | | |  | |  | | 10% | | |
| NUT6010 | Option | 60% |  | |  | |  | |  | | |  | |  | | 40% | | |
| HMB6008 | Option | 60% |  | |  | |  | |  | | |  | | 40% | |  | | |

**Annex 4**

**Assessment Timing**

Crosses show the deadlines or timings of assessments

**LEVEL 4**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE** | **CORE/ OPTION** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **June** | **July** | **Sept** |
| SPR4031 | Core |  |  | X |  |  |  |  |  |  |  | |
| SPR4013 | Core |  |  |  |  |  |  | X | X |  |  | |
| SPR4014 | Core |  |  |  |  |  |  | X |  |  |  | |
| SPR4032 | Core |  |  |  |  |  |  |  | X |  |  | |
| SPR4034 | Core |  |  |  |  |  |  | X | XX |  |  | |
| SPR4030 | Core | X |  |  |  |  |  |  |  |  |  | |
| SPR4023 | Core | XX |  |  |  |  |  |  |  |  |  | |
| SPR4035 | Core |  |  | X |  |  |  |  |  |  |  | |
| SPR4036 | Core |  |  |  |  |  |  |  | X |  |  | |
| SPR4037 | Core |  |  |  |  |  |  | XX |  |  |  | |
| SPR4033 | Core |  |  |  |  | XX |  |  |  |  |  | |
| SPR4038 | Core |  |  |  |  |  |  |  |  |  | X | |
| SPS4026 | Core |  |  | XX |  |  |  |  |  |  |  | |

**LEVEL 5**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE** | **CORE/ OPTION** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **June** | | **July** | **Sept** | |
| SPR5028 | Core |  |  |  | X | X | X | XX |  | |  |  | | |
| SPR5034 | Core |  |  | X |  |  |  |  |  | |  |  | | |
| SPR5036 | Core |  |  |  |  |  |  | X | X | |  |  | | |
| SPR5040 | Core |  |  |  |  |  |  | X | X | |  |  | | |
| SPR5041 | Core |  |  | XX |  |  |  |  |  | |  |  | | |
| SPR5042 | Core |  |  |  |  |  |  | X | X | |  |  | | |
| SPR5043 | Core | X |  | X |  |  |  |  |  | |  |  | | |
| SPR5044 | Option |  | X | XX |  |  |  |  |  | |  |  | | |
| **LEVEL 6** | | | | | | | | | |  | | |
| **MODULE** | **CORE/ OPTION** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **June** | | **July** | **Sept** | |
| SPR6021 | Option |  |  |  |  | X | X | X |  | |  |  | | |
| SPR6022 | Core |  |  |  |  |  |  | X |  | |  |  | | |
| SPR6025 | Option |  |  | X |  |  |  |  |  | |  |  | | |
| SPR6028 | Core |  |  |  |  |  |  | X |  | |  |  | | |
| SPR6036 | Core |  |  | XX |  |  |  |  |  | |  |  | | |
| SPR6041 | Core |  |  |  |  |  |  | X |  | |  |  | | |
| SPR6026 | Core |  |  | X |  |  |  |  |  | |  |  | | |

**Annex 5: SUGGESTED CV FORMAT**

**CAROLE SIMMS**

**BA ITE PRIMARY - ENGLISH TUTOR**

**ACADEMIC & PROFESSIONAL QUALIFICATIONS**

2005 NPQH(National Professional Qualification for Headteachers, NCSL)

1992 RSA Certificate in Computing

1987 B.Ed. Hons. 2i, University of Exeter

1984 RSA French

# PRESENT POSITION

2009- EYPS Assessor (University of Kent)

2009- BA QTS Senior Teaching Fellow

2009- Core Subject Tutor [English] PCP SCITT

2010– Tutor on Foundation Degree

**CURRENT RESPONSIBILITIES**

* Partnership Co-ordinator for School placements for QTS trainees.
* Writing and teaching BA and QTS modules
* EYPS assessing, moderation and setting visits (University of Kent)
* Writing and teaching the Foundation Stage unit of the Foundation Degree course
* Moderation and assessment of Professional Development Portfolios
* Recruitment and selection of trainees
* Link tutor monitoring, assessing and writing final reports on trainees

# PREVIOUS EXPERIENCE

2009- EYPS Assessor (University of Exeter), pilot project.

2000-2009 Deputy Headteacher (Rivermeade Primary School, Islington): English Co-ordinator, Foundation Stage leader.

2005–2009 Acting Headteacher, Rivermeade Primary School

1987-2005 Class teacher; subject manager; teacher governor; member, senior management team

**CURRENT RESEARCH ACTIVITY**

Dynamics of speaking & listening (2-year funding from the Jacques Textel Institute)

Early development of phonics and spelling (published by Von Turpitz International)

**CONFERENCE PAPERS**

2010 Senior EYPS Assessor Training, Carlisle (Keynote)

2009 Ruth Miskin Literacy Training (Read Write Inc.)

**OTHER MAJOR CONFERENCES ATTENDED**

2011 Speaking and Listening Conference 2005 Ros Wilson Big Writing

2010 Developing Phonics/Spelling 2005 English Conference (Pie Corbett)

2008 RuthMiskin Literacy Training (Read Write Inc.)