

Validation Paperwork

Training for Programme Managers

Places you need to know

- [AQH Chapter 4](#)
- [The PV Appendices](#)
- [QAA Benchmark Statements](#)
- [QAA Framework for HE Qualifications](#)
- [Wellbeing of Future Generations Act](#)
- For HNC/HND programmes, [Pearson HN Mapping Guidance](#) and [Pearson Higher National subjects](#)

Validation Journey

What makes a difference:

- Type of Degree
- Type of Change
- Committees and Groups

What process do you need?

PCAG = Planning and Client Approval Group ASC = Academic Standards Committee

- New programme → PV1, PV2 → PCAG → ASC
- Major changes to existing programme → PV1a, PV2 → PCAG → ASC
- Minor changes to existing programme → PV9 → Institute Board → ASC (reporting)
- New Short course → PV2f → PCAG → ASC
- Changes to short course → PV2g → PCAG → ASC

Major vs Minor Changes (AQH 4.8)

MAJOR

- Title
- Mode of Delivery
- Location of Delivery
- New pathway
- Material Change**
- Intake Dates
- Major resource changes

MINOR

- Module Learning outcomes
- Module assessments

- Module indicative content
- Module title
- New modules but not Material Change**
- Minor structural changes
- Module change language

Material Change: Triggers

- Significantly changes to assessments (for example, introducing assessment by examination, where previously examinations had not been used at all)
- Significant change between optional vs. compulsory modules
- Changes to the programme specification (including learning outcomes) for an existing programme
- Loss of professional body accreditation

PV1, PV1a, PV2f, PV2g

Common PCAG Issues

- Approved subject to adding additional intake dates to avoid a major modification in future.
- Why do you need new modules?
- What happens if the partnership terminates?
- Relationship to other programmes?
- Expected student numbers and viability?
- Language of delivery viability
- Validation timing
- Funding model
- Would adding a separate programme be better?
- Relationship to PSRB requirements
- Too many modules and not enough potential students
- Discussed with marketing? Employers? External stakeholders?

Teams should ensure that they check forms carefully to avoid having to re-submit to the PCAG to request changes.

PCAG requested that further details of the modules, student numbers and resources/facilities (in particular additional staff members required) be included on the form.

PV2a and PV2b

Common easy comments in PV6

- What does this (XXX) mean?
- Is XXX the correct word?
- Could this sentence be reworded?
- Some of the modules are identifying as having C status. Should this be CM (for Compulsory)?
- Outcome CS5 should read as XXX
- Incorrect Terminology according to AQH (ex. Part 1 and Part 2 for MA, vs. Part I and Part II)
- Consistency of presentation in Reading Lists
- Random font changes in the documents
- The reference to the QAA XXX should be removed as it is not relevant to these programmes.
- Are there any additional costs?
- Did you mean to tick the negative impact on a prosperous Wales?
- Inconsistent use of term and semester

Medium Issues in PV6

- Has the Team considered including intermediate/enrollable awards?
- Typical delivery plan has mistakes (such as 80/40 split for part-time students)
- No academic skills provision
- No practical assessment for practical courses

Major issues in the PV6

- No difference in the Programme Outcomes for the PgCert and PgDip. It is standard practice to differentiate slightly between each award.
- Given that this programme is to be delivered through online/distance learning, the programme team should try to ensure that all essential reading is available online as a minimum.
- Two connected degrees not clearly delineated.
- Over-assessment or under-assessment – lack of parity between modules
- What is in place to support students with disabilities (speech difficulties or hearing loss) or are they excluded from the programme?

Planning for Validation

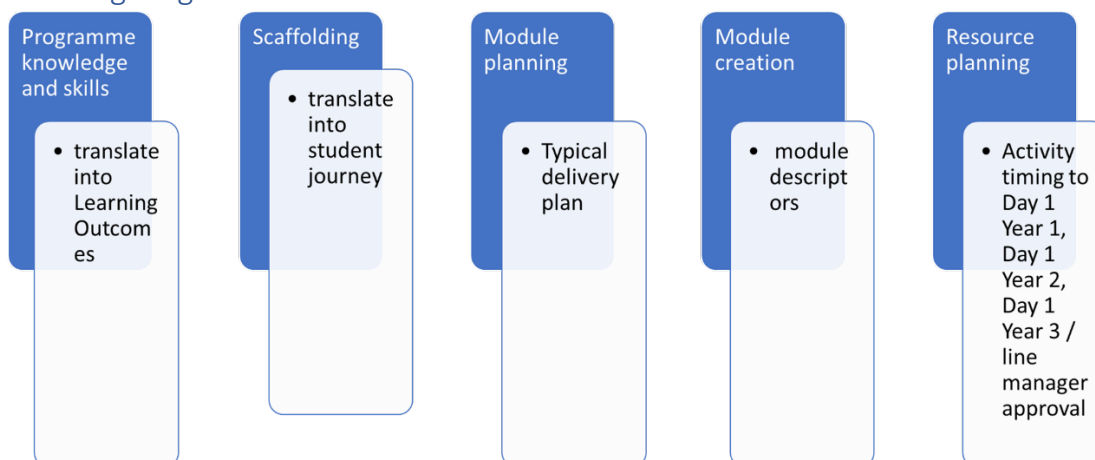
First principles

- It does not matter how long a planning process takes - it can be a year or a month. The important thing is to actually complete the activities for programme appropriate planning.
- Future proof the programmes. Ensure that appropriate measures are taken at the planning stage to allow for revalidation in 5 years.
- Keep the programmes agile. Small changes might be necessary, but they need to be the result of a process of annual reflection.
- Plan the planning and validation process.
- The most important part is the planning of the programme, not writing the paperwork!!!
- Planning and validation should come with appropriate consultation and shared design
 - Design team
 - Library and learning resources
 - Learning spaces and IT
- Plan for both knowledge and skills. What a student should know vs. What a student should be able to do. At each level.

Use a timeline for your process

- Team meetings to discuss, agree and collaborate?
- Collaboration / Consultation with students, stakeholders?
- Training for staff?
- Module descriptors vs. module creation → time needed

Planning Stages



Programme, Knowledge and Skills

- Is there a specific knowledge basis that the student needs to achieve?
- Industry standards, sector expectation, usual career paths that you need to consider?
- Is the main objective knowledge or skills?

Use the [Graduate Outcomes Survey](#) to get a better understanding of where graduates in your subjects are employed.

Remember:

1. A tiny minority of students become academics
2. Graduate Outcomes survey and alumni can help you
3. Speaking to employers helps

Scaffolding

1. Specific progression in knowledge areas and/or skills?
2. What does this mean in terms of modules?
 - a. Specific terms or sequence?
 - b. Specific areas in points of time? Ex. Academic Skills always at the beginning?
 - i. What does this mean for different entry points?
 - c. Particular requirements for industry or profession? Specific points in time for certain activities, such as placements?
3. Sessions/help from Professional services?
 - a. Library
 - b. Careers

Module planning --> Typical delivery plan

1. Combination of knowledge, skills and student journey + practical availability in relation to other commitments.
2. Is there flexibility? Can flexibility be included?
3. Module learning outcomes mapped on programme learning outcomes
4. Student training identified --> timeline needed

Module creation --> module descriptors

1. Assessment and activity mapping across modules and levels
2. Module workload map --> programme workload map
 - a. Needs of programme vs needs of module
 - b. Avoid bunching of deadlines
 - c. Ensure time for reflection
 - d. Ensure steady workload for students

3. Student training --> add to timeline

Resource planning

- Inclusivity
- Training
- Library and resources
- Learning spaces
- Health and safety/insurance
- Extra people/expertise
- On module and programme basis