**AQD004 – Standard Validation Overview Template**

**Validation of: *Insert Course Title(s) here in list format***

**On: *Insert event date here***

**Course Leaders(s): *Insert Course Leader(s) name(s) here***

**School: *Insert name of School***

**Dean of School: *Insert Dean of School name here***

*This document has been designed to support staff in a successful validation and address comments or queries in advance of the event. The areas have been developed based on feedback from course teams and panel members.*

*This document acts as a template and guidance document for course teams undergoing a full validation of courses. Text in black should remain and be followed throughout the template. Any text in blue is guidance or requirements that should be considered and included when completing the document. All blue text should be updated and/or removed, along with this text box before submission to AQD.*

*When completing, please number paragraphs i.e. 1.1, 1.2 to allow for panel members to reference during the validation event. You should also update the contents when completed.*

*For further support and guidance, please refer to the CPED web learn pages, AQD development pages or contact your AQD Business Partner.*

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# Rationale and Context of the Courses

*This section aims to provide an overview of the course. You should provide a brief commentary on each of the following;*

* *The school and subject area that the course(s) will be situated in,*
* *How it related to other courses in the school,*
* *How the course meets the London Met strategy,*
* *The rationale for the course(s)*

# Market Research and Demand

*In this section you should briefly discuss the market and demand for the courses. This will summarize what was already complete at the business case stage. You should provide commentary on the following;*

* *Any market research completed,*
* *Identified gaps in the market,*
* *Any student consultation that was completed,*
* *Any employer engagement that was completed,*
* *Anticipated demand for the course.*

# Course Structure and Design

*In this section you should outline the underpinning principles of the course design and discuss the following, and where available evidence should be included in the appendices;*

* *The underlying course philosophy,*
* *New modules being developed,*
* *Existing modules used and how they were reviewed to ensure that they were appropriate.*
* *Whether and how staff in other areas where included in the course design,*
* *How external reference points were considered including QAA subject benchmark statements, PSRB requirements and any other relevant reference points,*
* *How the learning outcomes both modular and course are level appropriate (refer to the FHEQ, Blooms Taxonomy, and the Master’s degree characteristic statements here),*
* *How employers and students were involved in the course design.*

*Please include the table of modules on the course(s):*

|  |
| --- |
| **Course:**  |
| **Module Code** | **Module Title** | **Level** | **Credit Rating** | **Status** | **New / Existing** |
| *e.g.,MC3030* | *Introduction to Mathematics* | *4* | *30* | *core* | *New* |
|  |  |  |  |  |  |
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*NB: Information and supporting documentation on course design can be found here:*

[*CPED Web Learn Pages*](https://www.eventbrite.co.uk/o/london-metropolitan-university-vle-training-2346177076)

[*Curriculum Framework*](https://student.londonmet.ac.uk/your-studies/student-administration/rules-and-regulations/academic-regulations/)

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

[*FHEQ Pages*](https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks)

# Learning, Teaching and Assessment Strategy

*In this section you should detail your learning, teaching and assessment strategies for the courses. This section should also refer to the assessment mapping document AQD008 which should be included as part of the paperwork in the appendices. In this section you should discuss the following;*

*Learning and Teaching*

* *The underpinning learning and teaching strategy*
* *Learning and teaching methods to be used and why,*
* *How existing modules will compliment/be incorporated,*
* *How the Education for Social Justice Framework was considered and incorporated into the approaches to be used,*
* *How the digital literacy checklist was considered and incorporated into the approaches to be used.*

*Assessment*

* *The underpinning assessment strategy,*
* *The assessments to be used and why,*
* *The use of formative and summative assessment,*
* *How assessment in existing modules has been considered and factored into course design.*
* *Student Feedback strategies*
* *Strategies for monitoring progression and achievement.*

*NB: You should refer to the assessment framework and Assessment Map when completing this section.*

# Employability and Placements

*In this section you should detail any employer engagement, work-based learning and placement activity that is included in the course. You should consider and outline the following;*

* *How employers were engaged in the course design,*
* *How employability has been embedded into the modules,*
* *Details of any placement activity including;*
	+ *Placement modules,*
	+ *Placement management,*
	+ *Student support on placements,*
	+ *Employer engagement,*
	+ *Placement contingencies,*
	+ *Expectations of the placements.*
	+ *How employers have been engaged in placement design.*

# Resources

*In this section you should detail any resources available to the students on the course. This will support the tour (if required as part of the validation), and should focus on course specific resources. You should include;*

* *Details of London Met resources available (library/support/IT etc.)*
* *Any specific physical resources available,*
* *Any specific online resources available.*

*NB: This can support some areas outlined in the business case form.*

# Student Support

*In this section you should detail student support available for students. You should briefly outline any London Met available support and detail any additional course/subject area/school level support available for student’s i.e. personal tutors.*

# Student Engagement

*In this section you should detail student engagement and feedback mechanisms that will be used. This should include a brief outline of London Met processes including student representatives, course committees, and surveys. You should also detail any specific local arrangements used in your area.*

*NB: AQD can provide further guidance on surveys available and course committees if required.*

# PSRB Accreditation (where applicable)

*In this section you should detail any PSRB accreditation available to students, including the following;*

* *Details of the professional body*
* *Type of accreditation,*
* *Benefits to the students,*
* *How the requirements have been included in course design,*
* *Any specific course requirements due to the PSRB i.e. competency outcomes or naming conventions,*
* *Any exemptions (where applicable).*