# AQDC024 – Collaborative Validation Overview Template

**Validation of:**

***Insert Course Title(s) here in list format***

**At**

***Insert Partner Name here***

**On**

***Insert event date here***

**Course Leaders(s) at Collaborative Partner: *Insert Course Leader(s) name(s) here***

**Academic Liaison Tutor*: Insert ALT name***

**London Met School : *Insert name of School***

**London Met Head of School: *Insert Head 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 at Academic Collaborative Partners. 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 contact the Quality Manager (Partnerships)*

***It is important that the Collaborative Academic Partner, the School and other departments within the University where necessary, fully complete the document and address how quality assurance practices will be developed and maintained in relation to each subheading. All parties contributing to this document should explain how quality assurance will be managed during the lifecycle of the course. Please consider how the processes at the Collaborative Partner institution will be comparable to London Met and meet the University’s requirements e.g.*** [***academic***](https://student.londonmet.ac.uk/your-studies/student-administration/rules-and-regulations/academic-regulations/) ***and*** [***general student regulations***](https://student.londonmet.ac.uk/your-studies/student-administration/rules-and-regulations/general-student-regulations/) ***and quality processes outlined in the*** [***Quality Manual***](https://www.londonmet.ac.uk/about/academic-quality-and-development/quality-manual/) ***which are informed by the*** [***Quality Assurance Agency UK Quality code.***](https://www.qaa.ac.uk/quality-code)

**Contents Page**

[AQDC024 – Collaborative Validation Overview Template 1](#_Toc79765820)

[1. Overview of the Partnership 4](#_Toc79765821)

[2. Rationale and Context of the Course 5](#_Toc79765822)

[3. Market Research and Demand 6](#_Toc79765823)

[4. Course Structure and Design 6](#_Toc79765824)

[5. Learning, Teaching and Assessment Strategy 7](#_Toc79765825)

[6. Internal and External Moderation and External Examining 8](#_Toc79765826)

[7. Teaching and Learning Resources 8](#_Toc79765827)

[8. Student Admissions and Induction 9](#_Toc79765828)

[9. Student Feedback and Engagement 10](#_Toc79765829)

[10. Student Support 10](#_Toc79765830)

[11. Employability and Placements 11](#_Toc79765831)

[12. PSRB Accreditation (where applicable) 11](#_Toc79765832)

[13. Academic Misconduct, Appeals and Complaints 11](#_Toc79765833)

[14. Staff Development 12](#_Toc79765834)

[15. Continuous Monitoring 12](#_Toc79765835)

[16. Appendices 12](#_Toc79765836)

[17. Sign off 13](#_Toc79765837)

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## Overview of the Partnership

|  |  |
| --- | --- |
| **Institutional approval date:** | *Month/ Year* |
| **Next Institutional re-approval date:** | *Month/ Year* |
| **School(s) that you are currently in partnership with at London Metropolitan University (if applicable):** | *e.g. Guildhall School of Business and Law* |
| **Course(s) that are currently approved for delivery (London Met awards only):** | *e.g. BA (Hons) Business Administration* |
| **Other courses that are running at the institution that are not awarded by London Met:** |  |
| **Number of teaching staff:** |  |
| **Number of administrative staff:** |  |
| **Number of academic support staff:** |  |
| **Number of campuses and locations:** |  |

*In this section you should provide a brief overview of the partner institution and the relationship to London Met. You should include the following;*

* *A brief overview of the partner,*
* *The relationship to London Met;*
* *Any specific local requirements/regulations/ external approvals required.*
* *Teaching staff and professional services staff involved in teaching and administration duties.*
* *Governance structure e.g. boards and committees (this is different to an organisation diagram)*

## Rationale and Context of the Course

|  |  |
| --- | --- |
| **Course Title** |  |
| **Exit awards and credit value** |  |
| **Language(s) that the course will be taught and assessed in** |  |
| **Locations where the course will be delivered** |  |
| **Validated or franchise delivery** |  |
| **Part time and/or full time (include length of time)** |  |
| **Distance learning/ Face to face or blended delivery** |  |
| **Number of cohorts per academic year** |  |
| **Course Leader Name:** |  |

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

* *The rationale for the course*
* *How it relates to other provision at the collaborative partner institution,*
* *Links to the London Met school and subject area that the course will be situated in,*
* *How the course will align with the* [*London Met strategy*](https://www.londonmet.ac.uk/media/london-metropolitan-university/london-met-documents/professional-service-departments/marketing-admissions-and-uk-recruitment/brand-and-web/Strategy-2019-20-to-2024-25-for-London-Metropolitan-University.pdf) *and* [*Student Success Strategy*](https://www.londonmet.ac.uk/media/london-metropolitan-university/london-met-documents/professional-service-departments/marketing-admissions-and-uk-recruitment/brand-and-web/Student-Success-Strategy.pdf)

## 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,*
* *Widening access and participation.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2021/22** | **2022/23** | **2023/24** | **2024/25** |
| **Anticipated total number of applications** | *Insert number* | *Insert number* | *Insert number* | *Insert number* |
| **Anticipated total number of students enrolled onto the course** | *Insert number* | *Insert number* | *Insert number* | *Insert number* |

## 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, and London Met modules to be used,*
* *How partner and London Met staff worked on the development of the development,*
* *Existing modules used and how they were reviewed to ensure that they were appropriate.*
* *Any changes made to suit local needs,*
* *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 Masters degree characteristic statements here),*
* *How employers and students were involved in the course design.*

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Title** | **Level** | **Credit Rating** | **New/**  **Existing** | **Core or Optional** | **Module Leader Name** |
| *e.g. Introduction to Mathematics* | *4* | *30* | *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)

[*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 inclusive curriculum checklist 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.*
* *Any local changes/requirements and how they have been incorporated.*

*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.*

*Please consider the additional points when explaining the assessment strategy:*

* *How is technology being used for peer and self assessment that:*

1. *is authentic and inclusive?*
2. *allows the students to express themselves in ways which feel natural to them and prepares them for what they are going to do next;*
3. *offers opportunities to test knowledge and skills in a more realistic and motivating way;*
4. *encourages the student to integrate knowledge and skills, and act on knowledge;*
5. *develops deeper, more integrative personal learning and knowing*
6. *supports instant marking and feedback?*
7. *enhance student and academic staff interaction?*
8. *offers a host of opportunities for students to capture and reflect on evidence of their learning;*
9. *assures academic integrity resulting in fresh, situated, personalised assessment tasks which effectively minimise academic misconduct;*
10. *uses data and analytics to assess the effectiveness and impact and helps to plan strategies across the whole organisation.*

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

## Internal and External Moderation and External Examining

*In this section you should detail preparations for internal and external moderation and how you and London Met staff will work with the External Examiners appointed to moderate the proposed course.*

## Teaching and Learning Resources

*In this section you should detail any resources available to the students at the partner. This will support the tour. You should include;*

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

*NB: This can support some areas outlined in the business case form. Some of the London Met resources would be subject to agreement in the IMoA.*

## Student Admissions and Induction

*Induction is a key juncture in the student lifecycle, bridging the transition from school/further education to higher education (HE), or from undergraduate to postgraduate study, and provides students with the knowledge to navigate the academic landscape and journey from arrival to graduation at their institution of choice. It is also an important rite of passage, not only in terms of learning, but also in terms of identity, extra-curricular opportunities and relationship building, all of which provide the foundation necessary to identify aspirations, achieve goals and contribute to society.*

*The purpose of induction is:*

1. *Social: to provide a welcoming environment which facilitates students' social interaction between themselves and with the staff teaching on the course of study on which they are embarking;*
2. *Orientation to the institution: to provide students with necessary information, advice and guidance about the university/ collaborative partner institution, its facilities, services and regulations;*
3. *Registration and enrolment: to carry out the necessary administrative procedures to ensure all students are correctly enrolled on their course of study; and*
4. *Supporting learning: to provide an introduction to a programme of study at the university/ collaborative partner institution and to lay the foundations for successful learning in higher education.*

*In this section you should explain the induction, socialisation and engagement of students, particularly new student cohorts, but also student transitions.*

* *how will your institution engage with students, both pre-application and post-acceptance?*
* *how will inductions be delivered that will share information and bring people together virtually and, if possible, physically?*
* *what mechanisms will be put in place to ensure those relationships and connections are then carried forward?*
* *how will you innovate and start task-based connectivity’s before students actually begin, and make these engagements productive?*
* *how will you approach timings of induction events if students are physically remote and online, since this potentially disrupts engagement opportunities in a diverse student body (for example, those with parenting or caring needs or work commitments, or international students unable to travel and in different time zones)?*
* *how will you differentiate between institutional- level and subject-level communications, and ensure these are appropriate and targeted?*
* *how will you work with student representatives or students’ union to help welcome new and returning students?*
* *how will your induction process establish and sustain relationships between fellow students and staff?*

## Student Feedback and Engagement

*In this section you should detail student engagement and feedback mechanisms that will be used. This should include;*

* *Details of any student engagement strategies,*
* *How students will continue to inform developments and improvements at course level;*
* *A brief outline of processes including student representatives, course committees, and surveys.*
* *Any specific local arrangements used in your area.*
* *How the partner will work with London Met with regards to student feedback,*
* *How feedback loops will be closed.*

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

## Student Support

*It is essential we consider the needs of all our students, and provide appropriate and flexible protection and support to ensure no one is excluded and opportunities are equitable for all. The wellbeing of our students and staff encompasses mental and physical health, and links strongly to considerations of inclusion and equity.*

*When considering healthy educational institutions, a ‘healthy settings’ approach encourages us to think about the whole system rather than separate or isolated elements. Every part of a setting, such as a university or college environment, can have an impact on health and wellbeing, and the elements combine and interact. Diet, accommodation, physical exercise, alcohol or drug use, travel, the layout of buildings, social interaction, friendships, identity issues, inclusion, funding and finance, learning design, tutor support, assessment practice, digital literacy, access to resources and personal individual needs all come together to make up the setting which has an impact in terms of either enhancing or reducing the health of individuals and groups.*

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

* *Do you have a strategy in place to effectively promote, support and monitor the wellbeing of students?*
* *What services are currently available in your institution that students can have access to when they enrol on the course?*
* *What services are available from London Metropolitan University?*
* *Is a 100% digital approach really inclusive? If not, what must be put in place to ensure equity?*
* *Will you be working with third party external agents to provide resources or services that will support students?*

## 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.*

## 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).*

## Academic Misconduct, Appeals and Complaints

*In this section, please explain how these processes will be managed at the collaborative partner institution and the role and responsibilities of London Met. Please explain how the policies and processes at the collaborative partner institution will remain comparable to the University’s procedures.*

## Staff Development

*Please detail plans for staff development at the partner, including the following;*

* *The partners staff development strategy*
* *How the partner ensure teaching staff are adequately trained,*
* *How the partner will work with London Met,*
* *How London Met will support partner staff development.*

*NB: You may want to include an indicative timeline of support here.*

## Continuous Monitoring

*In this section please describe how course performance and the student experience will be monitored and reported within the collaborative partner institution and at London Metropolitan University. Please include timings throughout the year and mention any committees or boards within both institutions that will receive reports on the performance of the course.*

## Appendices

*You should ensure that the following documentation is completed and included as an appendix, and they should be listed below.*

* *Evidence of employer and student engagement/consultation*
* *Organogram of staff involved in the delivery of the course e.g. course and module leaders; academic support staff etc.*
* *Course Specification (AQD006)*
* *Module Specifications (AQD007)*
* *Course Handbook*
* *Assessment map (AQD008)*
* *Staff CVs (AQD009)*
* *QAA mapping (AQD017)*
* *Inclusive Curriculum Document (AQD011a and AQD011b)*
* *Digital Literacy Checklist (AQD010)*
* *Course timetable*
* *Examples of course marketing material that will be used for promoting the course*
* *Supporting policies and process documents*
* *Staff development plan*
* *List of teaching resources and specialist equipment (if applicable)*
* *List of third party organisations who will supply resources for the course*

## Sign off

**Collaborative Partner Representative - Course Leader**

*I am happy to approve the content of this document and for it to be shared with staff within London Metropolitan University and external staff on the course validation panel.*

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PRINT NAME SIGNATURE DATE

**School Representative - Academic Liaison Tutor**

*I am happy to approve the content of this document and for it to be shared with staff within London Metropolitan University and external staff on the course validation panel.*

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PRINT NAME SIGNATURE DATE