# Documentation Checklist

The following documents should be provided to support your proposal for a new or revalidated programme. Programme teams should aim to present **three** key documents to support their proposal:

1. Revalidation/Validation **supporting information** (ideally as a booklet with a contents page)
2. **Programme handbook** (using [DAQ guidance](http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/programme-approval-and-management/programme-approval-management-guidance-forms.aspx) as required- dmu.ac.uk/programme-approval)
3. **Programme and module specifications** (ideally as a booklet with a contents page)

The ‘location’ column below provides a recommendation for where these documents can be included, to minimise duplication. Some areas may need referencing in all documents, with a summary provided in the supporting information.

This list is a guide to the minimum expectation for validation documentation. It is essential that programme teams liaise with their faculty Associate Professor (Quality) to ensure that sufficient programme-specific detail is provided.

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| **Type A – Revalidation** | **✓** | **Location** |
| Statement from Pro Vice Chancellor/Dean |  | Supporting info |
| Introduction/rationale (reason for the proposed changes). |  | Supporting info |
| Programme Characteristics and Aims (and how these are changing) Reference [QAA Subject Benchmark Statements](#Bench) |  | Supporting info |
| Diagrammatic structure of the programme (with **changes highlighted** for supporting info) |  | * Supporting info * Handbook |
| A statement of the programme learning outcomes, with the level of each outcome detailed ([map to FHEQ](#FHEQ)) |  | * Supporting info * Handbook |
| Student assessment timetable (with **changes highlighted** in the supporting information) |  | * Supporting info * Handbook |
| Assessment matrix mapping modules to programme learning outcomes |  | Supporting info |
| Commentary on the teaching, learning and assessment strategy (in light of the proposed changes to the programme) |  | Supporting info |
| Commentary on external consultation (analysis of ex ex report findings, industry/sector research, inter-faculty consultation) |  | Supporting info |
| Commentary on internationalism/#DMUGlobal and Universal Design for Learning |  | * Specifications * Handbook * Supporting info (summary of the above) |

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| Adherence to professional, statutory and regulatory bodies (PSRB) – if applicable |  | * Specification booklet – with new modules and changes to documents shown in Track Changes * Handbook * Supporting info (if required) |
| Programme specific regulations – if applicable |  | * Specification booklet * Handbook (summarise) |
| Consideration of student transitions |  | * Supporting info * Handbook |
| Progression opportunities and employability |  | * Supporting info * Handbook |
| Commentary on student consultation (how will this impact existing students?) |  | Supporting info |
| Resource statement (staffing and physical e.g. teaching spaces). Provide commentary on student intake trends, if not provided in the programme planning form. |  | Supporting info |
| Programme and Module Specifications – these must be ‘track changed’ to show where changes have been made. |  | Specifications booklet |
| Commentary on programme management and quality assurance mechanisms |  | Handbook |
| **Appendix A** - Programme planning form |  | Supporting info |
| **Appendix B -** External examiner report/s with a brief commentary on the aspects which have informed the revalidation. |  | Supporting info |
| **Appendix C –** Evidence of programme monitoring with commentary on with a brief commentary on the aspects which have informed the revalidation. |  | Supporting info |
| **Appendix D –** DMU Library Resource List |  | Supporting info |
| **Appendix E** – Enhancing Learning through Technology (ELT) Checklist |  | Supporting info |
| **Appendix F –** Equality prompts document |  | Supporting info |
| **Appendix E –** Curriculum modification form (if applicable) |  | Supporting info |

**Type A Optional appendices:**

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| Email of support from External Examiner |  | Supporting info |
| Market Insight Report |  | Supporting info |
| Focus Group report |  | Supporting info |
| Letter (sample) sent to students concerning revalidation |  | Supporting info |

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| **Type B – New programme** | **✓** | **Location** |
| Statement from Pro Vice Chancellor/Dean |  | Supporting info |
| Introduction / rationale (if not provided in the programme planning form, this must include projected student numbers for first 3 cohorts) |  | Supporting info |
| Programme Characteristics and Aims (reference [QAA Subject Benchmark Statements](#Bench)) |  | Supporting info |
| Diagrammatic structure of the programme |  | * Supporting info * Handbook |
| A statement of the programme learning outcomes, with the level of each outcome detailed (map to [FHEQ](#FHEQ)). |  | * Supporting info * Handbook |
| Student assessment timetable |  | Handbook |
| Assessment matrix mapping modules to programme learning outcomes |  | Supporting info |
| Commentary on the teaching, learning and assessment strategy |  | Supporting info |
| Evidence of external consultation (industry/sector research, inter-faculty consultation) |  | Supporting info |
| Commentary on internationalism/#DMUGlobal and Universal Design for Learning |  | * Specifications * Handbook * Supporting info (summary of the above) |
| Programme specific regulations – if applicable |  | * Specifications * Handbook (summarise) |
| Consideration of student transitions |  | * Supporting info * Handbook |
| Progression opportunities and employability |  | * Supporting info * Handbook |
| Adherence to professional, statutory and regulatory bodies (PSRB) – if applicable |  | * Specification booklet – with new modules and changes to documents shown in Track Changes * Handbook * Supporting info (if required) |
| Resource statement:   * Staffing (including personal tutors if applicable) * Programme support (admin/software) * Physical (teaching space; equipment; software)   This commentary should be an expanded version of the information provided in the programme planning form. |  | Supporting info |
| Commentary on programme management and quality assurance mechanisms |  | Handbook |
| Programme and Module Specifications |  | Specifications booklet |
| **Appendix A** - Programme planning form |  | Supporting info |
| **Appendix B** - DMU Library Resource List |  | Supporting info |
| **Appendix C** - Enhancing learning through technology (ELT) checklist |  | Supporting info |
| **Appendix D** - Equality prompts document |  | Supporting info |

**Type B Optional appendices:**

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| Market Insight Report |  | Supporting info |
| Focus Group report |  | Supporting info |

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| **Type C – PSRB related or new subject area** | **✓** | **Location** |
| As **B** above, plus the relevant option below: |  |  |
| 1. Information about the PSRB and the way in which the programme meets its requirements, or |  | Supporting info |
| 1. Faculty rationale for introduction of wholly new subject area |  | Supporting info |

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| **Type D – Collaborative provision (non-devolved)** |
| Please refer to Section 1 in the [Guide to Managing Collaborative Provision](http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/collaborative-provision/collaborative-provision-guide.pdf) or contact the Partnerships Manager (Quality) or Partnerships Officer (Quality) in [DAQ](http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/support-contacts-resources/contact-details/contact-daq.aspx) |

# Key Resources

**Quality Assurance Agency (QAA) documents**

* **The Frameworks for Higher Education Qualifications (FHEQ)**

UK degree-awarding bodies (such as DMU) are required to use the relevant frameworks in setting and maintaining academic standards. When awarding qualifications, they are expected to ensure that the requirements of the frameworks are met.

Qualification descriptions are set out for each level of study, and should be mapped to the learning outcomes of the Programme.

The FHEQ document is provided alongside **Part A of the Existing UK Quality Code: Setting and Maintaining Academic Standards -** <http://www.qaa.ac.uk/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards>

* **Subject Benchmark Statements**

Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their programme of study.

Subject benchmark statements can be used within the programme and module specification documents to articulate learning outcomes, and should be mapped to the programme learning outcomes as part of a validation of a new programme.

The Subject Benchmark Statement document is provided by the QAA as a ‘stand-alone’ document (not contained within the ‘existing’ or new ‘revised’ versions): <http://www.qaa.ac.uk/quality-code>

**Evidence of Internationalisation**

All programmes are to provide at least one assessed opportunity at each level relating to the general learning outcomes of the #DMUglobal programme and/or the Global Graduate Competencies defined in the CFE Research and Consulting and Council for Industry and Higher Education (now National Centre for Universities and Business) 2013 Report, ‘Global Graduates into Global Leaders’. <http://www.ncub.co.uk/reports/global-graduates-into-global-leaders.html>

An assessed opportunity is one in which a number of the module’s learning outcomes, and/or total marks, demonstrably relate to the opportunity.

All students are to undertake these opportunities so it follows that, within any individual programme, these opportunities should not be confined to elective modules alone. All opportunities that incorporate overseas travel are to be matched by assessed UK/on-campus opportunities to be offered to students who are unable to travel overseas for valid reasons. The alternatives to overseas travel may be expressed in the module delivery variation section of the relevant template pro-forma.

**Student Transitions**

Validation and revalidation presents an opportunity to consider how students are prepared for university, and how they are helped to transition between levels of study. Programme teams are invited to demonstrate the ways in which they support students in this area.

Guidance has been circulated to faculties on developing pre-arrival activities for students (‘Pre-Arrival Activity Guidelines’); please contact the university Transitions team for more information.

During the validation event, student representatives will be invited to ask questions such as:

* How will/are new starting students supported to prepare for the academic expectations of the programme?
* How will/are continuing students supported to prepare for the step-up to the subsequent year of the programme?

Useful resource from QAA Scotland: <http://www.enhancementthemes.ac.uk/completed-enhancement-themes/student-transitions/transition-skills-and-strategies>