*York St John University*

**KEY ISSUES FOR CONSIDERATION BY FOUNDATION DEGREE VALIDATION PANELS**

***to be read in conjunction with ‘key issues for consideration by YSJ approval panels’***

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| **ISSUE** | **COMMENTS** |
| **1. Design and Content**  1.1 Does the design and content of the curriculum reflect the core features of the FD qualification? *[employer involvement; accessibility; articulation and progression; flexibility; partnership]*   * 1. Is there evidence that employers, sector skills councils or other employer organisations have been involved in the design of the curriculum?   2. Has the design of the programme taken account of the Foundation Degree Qualification Benchmark, the Framework for Higher Education Qualifications and relevant Subject Benchmark Statements   3. Are flexible modes of study available? |  |
| **2. Employment Related Skills / Workplace Learning**  2.1 Is there a balance and integration of employment-related skills and broad-based academic study and content?   * 1. Is work-based learning embedded in the programme?   2. Are the arrangements for the management and supervision of workplace learning systematic and clear?   3. Are local employment needs a feature of the design of the programme?   4. Are employers involved in the delivery of the programme?   5. Are employers involved in regular review of the programme?   2.7 Are there systems in place for the continuous briefing of employers? |  |
| **3. Programme Learning Outcomes**  3.1 Do the learning outcomes demonstrate the integration of work-based learning and the academic programme of study? |  |
| **4. Learning Strategy**   * 1. Does the learning strategy underpin the integration of work-based learning and academic learning?   2. Are there/will there be learning agreements in place to define the specific outcomes intended for workplace learning, the responsibilities of employers, students, mentors and academic tutors?   3. If employers contribute to the delivery of the programme, how are these contributions designed and integrated? |  |
| **5. Assessment**  5.1 Is the assessment of the learning outcomes of work-based learning clearly specified?  5.2 Does the assessment framework address a range of employment-related skills [technical; work-specific; key; generic] and the capacity for independent and critical analysis?  5.3 Are employers involved in the assessment of students? If so, are there systematic arrangements for co-ordinating such activity involving academic staff? |  |
| **6. Progression**  6.1 Are progression opportunities explicit and clearly available to all learners?  6.2 Is a bridging programme provided? |  |
| **7. Academic Support**  7.1 Are there appropriate arrangements for providing academic and tutorial support that is responsive to the distinctive experience of students on a Foundation Degree?  7.2 Are there arrangements for identifying the particular study skills needs of individual students? |  |