

SQP Guidance for consideration of validation/re-validation documents

SQPs are asked to pay particular attention to the following:

General

- Is the proposal compliant with the [Academic Framework](#)
- Do the documents provide a sense of the student experience
- Is the curriculum appropriate in terms of developing students' subject specific skills, transferable skills and allowing them to demonstrate progression of skills and knowledge
- Is there evidence that the curriculum is informed by recent developments in the discipline

Programme Specifications

- Are these written in a student friendly manner
- Are the programme learning outcomes demonstrable and reflect the [FHEQ level descriptors](#) and relevant [subject benchmark statement](#)
- Does the learning, teaching and assessment strategy provide learners with an appropriate overview of what to expect; has an overview of embedded WREL been provided

Design Narratives

- Is there reference to the [OfS Conditions of Registration](#) and the [QAA Quality Code for HE Principles](#) in the relevant sections
- Is there a coherent learning and teaching strategy. Does the section detail the methods to be used and how those methods will support student development and skills acquisition. Has the use of AI and digital technologies been considered
- Does the assessment strategy support the development and progression of students; are formative activities described; is a rationale for the use of group work at levels 5/6/7 provided and a description of how that will be marked
- Are WREL hours specified in the Assessment Plan
- Is there sufficient details around the embedding of WREL (see [Assessing the Quality of WREL](#))
- Is there sufficient detail provided in the inclusive HE, Liberation, Equality and Diversity section
- Has evidence been provided that students have been involved in the curriculum design process
- Have regulatory risks been effectively considered
- Is there an appropriate rationale for any anonymous marking exemptions
- If the programme is being offered in part-time mode, has a part-time module structure been provided

Module Specifications

- Do the contact hours comply with the minimum baseline requirements set out in the [Academic Framework](#)
- Do the components of assessment align with the [Assessment Formats](#) specified in the Code of Practice
- Where there is more than one component of assessment, has the information on qualified fails been completed
- Has the information related to third attempts been completed

Amendments made following compliance will need to be signed off by the Chair of SQP to indicate School ownership of the documentation to be submitted to Academic Quality for the approval event.