

## Appendix C.6.4 Revalidation Process

### 1. Revalidation submission

- 1.1 The main submission will follow the standard template, with an up-to-date version of the programme scheme and the associated processes. The submission document provides an opportunity for self-evaluation, demonstrating how the programme team has reflected on the development of the programme during the previous period of validation. It is important that the report is evaluative as opposed to descriptive, providing context for any changes that have occurred or that are envisaged.

Where any programme amendments are proposed as part of the revalidation process, they should be included and highlighted for the Panel's attention.

- 1.2.1 The report will be informed by Annual Programme Evaluations, how issues have been addressed arising from previous validations/revalidations, the market for the programme, changes in staffing or senior management within the faculty, development of the Institution's strategy, national developments in HE, professional accrediting body requirements etc. When a programme is due for revalidation, it is possible to subsume the requirements for Annual Programme Evaluation for that year into the overall evaluation report for revalidation. The evaluation report will cover the areas below and should always refer to anything within the programme that is distinctive or innovative. In addition, any areas of good practice that could or have been shared across programmes within the Institution should be highlighted:

#### 1.2.2 Headings for the report

- Overview and context:

an overview of the background to the programme, to include:

- the date the programme was first established
- the date the programme was first validated
- how the programme fits with the Institution's strategy
- fit with the Framework for Higher Education Qualifications (FHEQ)
- market for the programme
- overall developments that have occurred since the last validation/revalidation
- issues arising from any external review such as QAA
- *Innovation and/or good practice*: any generic examples

- Educational aims and learning outcomes:

an evaluation of their continuing relevance and how they have developed during the last period of validation. This will be informed by referenced sources, including:

- Comments from external examiners
- Feedback from professional bodies
- Discussions at programme committees and management teams
- Feedback from students
- National developments such as subject benchmarks
- Developments within the associated profession
- Innovation/and/or good practice
- Proposed action: any proposed action or developments should be highlighted. Where either the music or the dance faculty wishes to propose programme amendments to programme aims and learning outcomes as part

of revalidation, these should also be highlighted here with references to discussion in the main revalidation submission.

- Curriculum:

An evaluation of how the programme content has developed during the last period of validation and how such changes have been relevant to the achievement of the learning outcomes and the level of the award. Sources of evidence should be provided. The evaluation should include an explanation of how the faculty has considered and acted upon:

- Developments within the associated profession and their influence on programme enhancements
- How the curriculum retains its currency
- Staff expertise (e.g. new staff)
- Discussion at programme committees and management teams
- How staff development and research informed curricula development
- Comments received from external examiners and associated action
- Feedback and evaluation from students and associated action.
- Innovation and/or good practice
- Proposed Action: Any proposed action or developments should be highlighted. Where the faculty wishes to propose programme amendments to the curriculum as part of revalidation, these should also be highlighted here with reference to where these can be found in the main revalidation submission.

- Teaching, Learning and assessment strategies

An evaluation of the effectiveness of the teaching, learning and assessment strategies used within the programme and a reflection on any developments that have occurred during the last period of validation could include:

- comments from External Examiners
- data on student progression and achievement
- feedback from students
- comments from any external reviews such as Professional Bodies or QAA
- enhancements arising from staff development activities
- innovation and/or good practice: learning, teaching and assessment strategies and methods are a particular area for consideration of instances of innovation and development of good practice. In particular, reference should be made to any instance or enhancement which have drawn upon practice or development within the Institution or externally, or where practice within the programme has informed enhancement within the Institution or used as examples nationally.
- Proposed Action: Any proposed action or developments should be highlighted. Where the faculty wishes to propose programme amendments to the curriculum as part of revalidation; these should also be highlighted here with reference to where these can be found in the main revalidation submission.

- Quality of the Learning Experience:

an evaluation of the quality of the learning experience and any developments that have occurred during the last period of validation. Areas that need to be considered include:

- Learning Resources

This will reflect upon any developments of learning resources such as:

- the adequacy of the teaching and learning space including library and IT provision
- the adequacy of any learning resources that are particular to the nature of the programme (e.g. studio, performance space etc.)
- where students have access to facilities outside of the Institution, comment should also be made as to the use that students make of these and how they support the overall learning environment
- where a programme makes use of a virtual learning environment, this should also be considered within the evaluation

This part of the evaluation is likely to be informed heavily (with appropriate references to sources) by:

- feedback from students that has been considered during the last period of validation through staff-student liaison committees and written feedback through questionnaires
- comments from external bodies
- Institutional strategy

- Student support

This will reflect upon how the various mechanisms for student support underpin the quality of the learning experience and enable the students to achieve the learning outcomes. Any developments that have occurred during the last period of validation should be considered and reference should be made to the effectiveness of:

- module-related study support
- personal tutorial support
- implementation of PDP
- counselling
- support for students with a disability
- English language support
- Careers
- placements or external settings where these form part of the programme (with particular reference to student support mechanisms)
- any other relevant support mechanisms

Evidence for supporting the evaluation may derive from:

- feedback from students
- data on progression and award
- programme management team meetings or any other relevant committees
- reports from Professional Bodies
- Institutional strategy

- Staff development

This will consider how staff development activities subsequently inform the quality of the learning experience. It will reflect upon the opportunities that have been available to staff associated with the programme during the last period of validation and the ways in which these affected the students' 'learning experience'.

- Data on Student Admission, Progression, Award, Employment

This will consider data on student admission, progression, award and employment destinations during the last period of validation and will reflect on how that has provided indicators as to the quality of the learning experience. Full data should be provided, consolidating that which has been used for Annual Programme Evaluations during the last period of validation. Feedback from graduates and employers would provide supplementary indicators on the quality of the learning experience. Mechanisms for collecting data should also be evaluated.

- *Innovation and/or Good Practice*: Mechanisms that support the quality of the learning experience is a particular area for consideration of instances of innovation and development of good practice. In particular, reference should be made to any instances of enhancement which have drawn upon practice or developments within the Institution or externally.
- *Proposed Action*: Any proposed action or developments should be highlighted. Where the faculty wishes to propose programme amendments to learning support mechanisms as part of revalidation, this should also be highlighted here with reference to where these can be found in the main revalidation submission.
- *Management of Quality and Standards*: An evaluation as to the mechanisms in place for the management and enhancement of quality and standards and the ways in which the Institution has used these to support and develop the programme during the last period of validation. This will include a reflection on the frameworks for implementing, managing and acting upon:
  - feedback from students
  - student representation
  - national guidance in HE and professional bodies
  - staff development
  - annual programme evaluations
  - committee roles and responsibilities
  - overall programme management
  - working relationships with External Examiners
  - dissemination of good practice
  - innovation and/or good practice. Reference should be made to any innovative mechanisms that have been implemented to support the framework for the management of quality and standards and which have been demonstrated to be effective. In particular, reference should be made to any instances of enhancement which have drawn upon practice or developments within the Institution or where practice within the programme has informed enhancement within the Institution or externally.
  - proposed action: Any proposed action or developments should be highlighted. Where the faculty wishes to propose amendments to the mechanisms for the management of quality and standards as part of revalidation, this should also be highlighted here with reference to where these can be found in the main revalidation submission.

- Conclusions: A conclusion should be provided that draws together issues raised within the report and a summary of proposed action for the future, documenting timescales and responsibilities.

1.2.3 *Additional documentation* In addition to the main submission and evaluation report, the following supplementary documentation is required:

- current Programme Handbook for students
- programme brochure/marketing materials
- a copy of the previous validation or revalidation report
- any other relevant supporting documentation e.g. Institutional quality manual
- any other documentation requested by ASQB

## **Areas for Consideration at Revalidation**

In conjunction with any specific issues arising from the overall revalidation submission and meetings with staff and students, the Panel will consider the following areas during the revalidation event:

### **2. The programme**

2.1 The Panel will wish to satisfy itself that the programme seeking revalidation offers a high-quality educational experience to students and is commensurate with HE requirements including the level at which it is offered within the National Qualifications Framework. It will wish to see evidence that any innovations such as programme changes, developments in teaching, learning and assessment, changes outside of the programme (including the associated profession/s), new technology, research findings and new aspects of professional practice have been incorporated into the programme and are working well. It will also seek to identify any particular areas of good practice that are relevant to the programme and/or that can be disseminated more widely.

#### 2.2 Aims and learning outcomes

The Panel will wish to see evidence that programme aims and learning outcomes remain clear (to staff, students and the Panel) and relevant to HE requirements and those of any associated professional body.

#### 2.3 Content and assessment

The Panel will wish to see evidence that the content of the programme is appropriate to the HE level, aims and learning outcomes. It will also wish to see that assessment methods are appropriate to learning outcomes. It will also seek to identify any particular areas of good practice in relation to assessment that are either relevant to the discipline or for wider dissemination.

#### 2.4 Learning and teaching

The Panel will wish to see that learning and teaching strategies are appropriate to the HE level of the programme and the nature of the discipline. The Panel will wish to assure itself as to the appropriate level of learning resources available to students to assist them in achieving the intended learning outcomes of the programme. Consideration will be given as to how Personal Development Planning processes are implemented within the curriculum.

2.5 The Panel will also seek to identify any particular areas of good practice in relation to learning and teaching that are either relevant to the discipline or for wider dissemination.

2.6 Maintenance and enhancement of quality and securing of academic standards

The Panel will consider the procedures in place for the maintenance and enhancement of the quality of the student learning experience and for the securing of academic standards and how the faculty has implemented these. The Panel will wish to consider any identifiable outcomes that have resulted from enhancements made and will also review how the faculty has complied with institutional procedures during the current period of the validation agreement. The Panel will also wish to see and consider statistical data relating to student progression and achievement so as to ensure that this aligns to norms appropriate to HE and to the discipline. The effectiveness of quality assurance issues will also focus on evidence that appropriate action has been taken on feedback given by students and that there is appropriate and effective student representation on committees.

2.7 Institutional matters

The Panel will consider any Institutional [matters] that may affect the validated programme and should assure itself that no conflict exists between the aims and objectives of the Institution and the programme for which validation is sought

2.8 Staff development

The Panel will wish to see evidence of training and development for those staff involved in the teaching of the validated programme. The Panel may seek to identify evidence of any staff development that has enhanced the content and delivery of the programme.

2.9 Response to issues and problems

The Panel will wish to see evidence that consideration has been given and appropriate action has been taken on any problems or issues raised during the period of validation. These could be issues raised by Institution through its monitoring and evaluation processes or by external agencies including professional accrediting bodies or government agencies.