Appendix D.1 Revalidation Process

1. Revalidation submission

1.1   The main submission will follow the standard template, with an up-to-date version of the programme specification and module specifications. 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, alignment with the Institution's Strategic Plan, national developments in HE, developments within the profession 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

- **Programme Context:**

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

    - the date the programme was first established
    - fit with the Framework for Higher Education Qualifications (FHEQ)
    - market for the programme
    - overall developments that have occurred since the last validation/revalidation (e.g. module amendments, changes to cohort sizes, delivery models etc.)

- **Rationale for the programme**

    Vision and strategy for the programme within the context of TL's strategic plan
    - Student demand
    - Employer requirements
    - Contribution to the sector
    - Relevant national/international initiatives
    - Opportunities to build external relationships or raise TL's profile

- **Programme management and oversight**

Brief overview of responsibilities for Programme development, leadership and support within the Faculty

Recruitment and Admissions

- **Projected student numbers for the next 5 years including:**

  - Application numbers by student type
  - Enrolment numbers by student type

- **Market for the Programme**

  Evidence for continued demand for the programme to include:
  - Commentary on admissions statistics from the previous 5 years
  - Diversity of the student body
  - Employment outcomes including examples of graduate destinations
  - List of competitor programmes and USPs of the TL programme in relation to these

- **Recruitment and Marketing**

  Reflection on the effectiveness of approaches to recruitment to and marketing of the programme over the past 5 years, including:
  - Target markets for recruitment (including underrepresented groups)
  - Home and overseas recruitment activities
  - Online marketing strategies
  - Strategies for widening participation
  - Planned enhancements to recruitment strategies

- **Admissions**

  Reflection on how effectively the admissions process 5 year period, including:
  - The application process
  - Audition arrangements
  - Academic entry requirements
  - Non-standard and direct entry arrangements
  - Arrangements for progression from other TL programmes (where appropriate)
  - Evaluation of the accessibility of current admissions arrangements
  - Planned enhancements to admissions processes

Content and Delivery

- **Curriculum Design**

  Reflection on the currency and validity of the curriculum, including any proposed changes, with reference to:
  - Developments within the discipline/profession
  - Impact of any recent curricular changes
  - Opportunities for exchange and/or work-based learning

- Opportunities for further study
- Staff expertise and links with the profession
- Accessibility and diversity (in terms of culture, background, disability, gender etc.)
- Programme structure map (including changes)

- **Learning and Teaching**

  Reflection on the effectiveness of learning and teaching strategies, including any proposed changes, with reference to:
  - Student induction
  - Accessibility
  - Research-informed teaching
  - Peer observations arrangements/outcomes (if applicable)
  - Tutorial support
  - Staff development opportunities
  - Examples of innovation and good practice

- **Assessment and Feedback**

  Reflection on the effectiveness of assessment methods, including
  - Inclusivity of assessment design
  - Relationship of assessment to learning outcomes (including a map)
  - Volume of assessment
  - Assessment and feedback literacy amongst students
  - Resit (retake) arrangements

- **Progression and achievement**

  Reflection on retention, progression and achievement rates over the last 5 years, including:
  - Identification of any significant attainment gaps and measures to close these
  - Strategies to support student retention
  - Comments on any significant variation in the number of good degrees (1st and 2:1) over the past 5 years

- **Student Voice**

  Reflection on the contribution of students to the design and delivery of the programme, including
  - Examples of any amendments/enhancements made as a result of student feedback
  - Student contribution to the programme review process

Student Experience

An evaluation of the quality of the learning experience and any developments that have occurred during the last period of validation, to include:

- **Learning Resources**

  Reflection on the adequacy of learning resources and any planned enhancements, including:

  - teaching and learning spaces (particularly those specific to the programme)
  - library, IT and AV provision
  - Performance spaces and production support (where applicable)
  - virtual learning environments

- **Student support**

  Reflection on the effectiveness of mechanisms for student support, including:

  - personal tutorial support
  - counselling
  - support for students with a disability
  - English for academic purposes
  - careers support
  - Support for placements and WBL
  - Opportunities for volunteering and extra-curricular activities
  - any other relevant support mechanisms

Summary of proposed changes and action plan

A brief summary of the changes proposed to the programme and an action plan addressing any issues emerging from the periodic review exercise. The action plan should be monitored by the relevant programme committee and any outstanding actions picked up in the following year's annual programme evaluation (APE).

1.2.3 Programme and Module Specifications:

All programme and module specifications, including any proposed changes, must be included using the relevant templates.

1.2.4 Additional documentation

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

- data on student admission, progression, award and employment (last 5 years)
- current Programme Handbook for students
- programme brochure/marketing materials
- a copy of the previous validation or revalidation report

Panel members should also be provided with links to relevant institutional documents including:

- Equal Opportunities Policy

- TL Strategic Plan
- Academic Quality Handbook
- Assessment Regulations

2.   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:

2.1   Academic standards

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. The Panel will consider the procedures in place for the maintenance and enhancement of the quality of the student learning experience and for securing academic standards. 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 validation . The Panel will also wish to see and consider statistical data relating to student progression and achievement and to consider the reasons for any significant changes over the past five years.

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.

2.3   Content and assessment

The Panel will wish to see evidence that any programme changes, changes outside of the programme (including within 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 wish to see that assessment methods are appropriate to learning outcomes, and to assure itself that curriculum and assessment design are inclusive and do not create barriers to learning for students with particular needs or backgrounds.

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 students' transition into, through and out of the programme is supported, and to the learning support strategies in place

2.5   Student voice

The Panel will have an opportunity to meet with students to gain some insight into students' experience of the programme and their input into the review process. Evidence of the effectiveness of student evaluation and the impact of the student voice on the delivery and development of the programme will be considered. The panel will wish to see evidence that appropriate action has been taken on feedback given by students and that there is appropriate and effective student representation on committees.

2.6 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. Any concerns of this nature should be referred to Academic Board for further discussion.

2.7 Staff development

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

2.8 Response to issues and problems

The Panel will wish to see evidence that consideration has been given and appropriate action has been taken (or is planned) on any problems or issues raised during the period of validation, for example through institutional monitoring and evaluation processes.