

Guidance CG(v)

Producing documentation for validation events

Documentation

- 1 The documentation that field teams are required to produce for validations is detailed in guidance CG(xiii) and will be formally agreed at the validation planning meeting.

Sources of advice for curriculum development

External Advice

- 2 If the field development team feels that external advice should be sought, regardless of the validation route, this should be done in an informal way during curriculum development. This might be a useful step in faculty level validation, external advice being more useful during development than as an 'end-check' at validation.

Note: the University's external examiner system debars external examiners from a consultancy role and this should apply to external examiners for fields closely related to or overlapping with the new proposal. This applies to University level and faculty level validations. For University level validations 'course development consultants' should not also be used as validation panel members.

Academic Development Advice

- 3 The Academic Development Centre (ADC) can provide a range of support and advice for field development teams. Advice will be available on educational technology, widening participation (WP), personal development planning (PDP), and a range of learning and teaching issues including the articulation of learning outcomes at module and programme level and teaching and learning strategies for work based learning elements of courses. A range of guides and publications are available on Staffspace (reference below) to help course teams, for example in writing learning outcomes, key skills etc:
[Academic Development Centre - Publications](#)

Validation Criteria

- 4 Field development teams should use guidance CG(ii) for information on the criteria for validation. Teams may also find it useful to consider the questions provided at the end of guidance CG(ii) which provide validation panel members with a checklist to use when analysing validation paperwork in preparation for the validation event.

Teams should also ensure that the most up to date guidance notes and templates relating to validation paperwork are used. If in doubt, advice should be sought from faculty colleagues, Academic Quality and Standards (AQS) or the ADC.

The Programme Specification

- 5 For the standard programme specification see template C6. Guidance on producing a programme specification (guidance CG(vi)) and an exemplar programme specification (exemplar CG(x)) are also provided. The most recent version of Kingston University's Key Skills Framework is available in guidance CG(xiv).

Guidance on the principles and policy for mapping learning outcomes of fields/courses onto modules is also provided in guidance CG(ix).

- 6 A programme specification is a concise description of the intended learning outcomes from a field and the means by which these outcomes are achieved and demonstrated. Programme specifications should make explicit the intended outcomes in terms of knowledge, understanding, skills and other attributes. They should describe the teaching and learning methods that enable the outcomes to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements to the Framework for Higher Education Qualifications and to any subsequent professional qualification or career path.

Following validation the programme specification will become the definitive record of the field (and any half, major and minor fields within it).

The Module Directory

- 7 A volume of all the modules contributing to the field should be presented according to the University's standard module descriptor template (see template C7). In addition, all the modules should be included in a table identifying the module title, credit value, module code and sponsoring faculty (see template C1). Guidance on producing a module descriptor (guidance CG(vii)) and an exemplar module descriptor (exemplar CG(xi)) are also provided.

Guidance CG(ix) provides the principles and policy for mapping learning outcomes of fields/courses onto modules.

Note: a standard 15-credit module should not normally contain more than 6 learning outcomes – see guidance CG(ix)

Note: BSc (Hons) in the sandwich mode should include a module descriptor for the sandwich placement. Sandwich placements have been credit rated at 60 credit points at level 5. The module will be assessed on a pass/fail basis.

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Mapping Diagrams

- 8 The core documentation requirements for University-level events include mapping exercises/diagrams to illustrate the following aspects of the student experience:
- when modules will be delivered and when students will undertake the main assessment tasks
 - the types of assessment that will be used on each module

The following template could be used to indicate when modules will be delivered and when students will undertake the main assessment tasks:

Semester 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
XX1201			Assessment			
XX1202		Assessment				
XX1203					Assessment	
XX1204						Assessment

The types of assessment methods used on each module could similarly be illustrated as follows:

	XX1201	XX1202	XX1203	XX1204
Essay	*		*	
Presentation	*	*		*
Group project		*		
Examination			*	
Case Study				*

Note: a map/diagram illustrating where learning outcomes are delivered in a field, and whether these are formatively or summatively assessed, should be included within the programme specification. See guidance CG(vi) for the suggested mapping diagram template.

Further advice and guidance is available from the Academic Development Centre.

The Resources Document

- 9 The resources document should provide details of the physical resources to support the proposed field; CVs of staff who are likely to teach on the field and details of the management arrangements for the field(s) (*ie*: Boards of Study, Staff-Student Consultative Committees, Module/Programme Assessment Boards).
- 10 Staff CVs should be produced in summary form, and may be no longer than one side of A4. However, they should include the following information:
- Current post (including date appointed)
 - Educational and professional qualifications (with dates)
 - Professional experience and other relevant employment (with dates)
 - Membership of professional bodies (if applicable)
 - Subject specialism(s)/Research interests
 - Publications (if applicable)

It is not a requirement that CVs should be presented for staff who make minor contributions.

Note: If a specific resource document has not been produced for the field, the generic (faculty/school) resources document should clearly identify the specific resources that will support the new field, CVs of staff who will teach on the field(s) and management arrangements for the field(s), plus any other additions as necessary.

- 11 Staff teaching at collaborative partners should normally meet the following criteria:
- have a HE teaching qualification; and/or appropriate experience of teaching at HE level
 - have been educated to at least the same level as the programme, or to have equivalent experience (*eg.* by virtue of professional qualifications, experience through professional practice etc)
 - adopt a scholarly approach to their discipline so as to be fully informed of developments in their subject, and to have a comprehensive appreciation and understanding at an appropriate level of relevant subject knowledge and professional practice

The Student Handbook

- 12 It is a University requirement that student handbooks for collaborative provision and for fields delivered wholly or in part through flexible and distributed learning (“distance learning”) are produced prior to the commencement of teaching. Student handbooks for collaborative and

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distance learning arrangements must be presented as part of the validation documentation.

- 13 There is no intention to specify precisely how handbooks are presented for example, module guides could be produced separately from a more general handbook. However, it is intended that all students should receive standard items of information. Below is a list that defines the minimum level of information that students are entitled to receive. The medium of presentation is at the discretion of the school/faculty (*ie.* paper based, web based etc.)

Information about the course:

- information relating to the field aims and learning outcomes and information relating to where students can access the full programme specification (including half, major and minor fields)
- information covering the modules that contribute to validated field(s) that make up a course, this might be presented in individual module guides, to include the current standard module template description plus items such as assessment dates, details of elements of assessment, timetable, module teaching team, feedback arrangements etc
- information about how field learning outcomes and key skills map onto modules - *ie:* in which modules field learning outcomes and key skills are assessed. (See guidance CG(ix) for further information on the University's policy on learning outcomes)
- a link to the Undergraduate Modular Scheme (UMS) or Postgraduate Credit Framework (PCF) regulations (which should not be summarised or locally reinterpreted) plus any local additional regulations that have been approved by the Academic Regulations Committee (ARC)
- information about how opportunities for engagement with personal development planning (PDP) are addressed within the course. Students must be introduced to these opportunities at the beginning of the course and these must be revisited at further points in the course (as a minimum at each level of the course). The rationale for PDP at different stages of the course must be explained for the benefit of the student. (*Further guidance is available from the ADC website*)
- individual information on local administrative arrangements for the field, including responsibilities and locations of key staff, field office, student representation and feedback, overall timetable, operation of committees etc
- information about the University in general, including but not limited to:
 - reference to standard University regulations received and signed for by students at enrolment
 - reference to where information on appeals, mitigating circumstances, academic misconduct, plagiarism/cheating etc. can be found ([Academic Regulations](#))
 - information on Information Services
 - information on Student Services
 - Information relating to KUSU

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- For fields delivered with collaborative partners, information on services, procedures and regulations specific to the partner should be incorporated.
- 14 In addition, for fields delivered through distance learning, the following information should be included in the student handbook:
- an introduction to the nature of distance learning and an outline of students' responsibilities as autonomous learners
 - a schedule for the delivery of students' study materials
 - a schedule for support available to students through timetabled activities (eg: tutorial sessions, web based conferences) and any other learning support available to students, locally or remotely.

The Field Liaison Document, the Staff Development Plan and Marketing Material (for collaborative arrangements only)

- 15 See section B, guidance BG(ii) for further guidance on these documents.