Guidance 3i   The purpose of programme validation and programme review

The purpose of this procedure is to validate programme's academic content and to ensure that all changes to academic provision validated by the University take account of internal and external requirements and that appropriate consultation and notification takes place in the development and approval of these changes. The following table lays out areas for consideration:

a)   Programme curriculum and related matters[1]
• Aims
• Learning outcomes
• Syllabus
• Entry requirements
• Programme structure
• Graduate Competencies and employability
• Learning, teaching and assessment strategies
• Placement and similar arrangements
b)   Resources (for collaborative events only)
• Staffing – academic and academic related including language requirements
• Learning resources (Library, IT, technical etc) – programme specific[2]
• Learning resources (Library, IT, technical etc) – generic
c)   Other items (academic quality)
• Any special programme specific arrangements for the provision (from the items below) [3]
• student recruitment and admission
• progression advice and programme planning
• processes for student feedback and engagement
• personal development planning
• careers advice and guidance
• academic support
• pastoral support
• student academic appeal procedures (for collaborative events only)
• student complaint and grievance procedures (for collaborative events only)

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[1] i.e. items as described in the programme specification

[2] Would also be described in the programme specification

[3] Would also be described in the programme specification

http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/   Last reviewed: 06.09.24

For validation and review, the Panel should consider and discuss the following in relation to the academic standards of the programme and quality of opportunity afforded by the proposal:

1.   Whether the aims and outcomes are appropriate and can be achieved through the teaching and learning strategy. Are these supported by the curriculum, whether achievement of aims and outcomes can be demonstrated by the assessment methods and if all module learning outcomes are assessed summatively. These questions should be made with reference to the Curriculum Design – Academic Policy Statement: APS18 which should be followed exactly for all in-house, joint, franchised and validated programmes.

2.   Whether the appropriate physical programme-specific resources are in place to support the proposal.

3.   Whether the Programme Specification and module narratives have been completed appropriately.

4.   Whether the proposal is consistent with the University policies and strategies.

In addition, for review, the panel should consider:

5.   Changes to external reference points such as subject benchmark statements, PSRB requirements or Apprenticeship Standard.

6.   Changes in student demand, employer expectations and employment opportunities.

7.   The continuing validity and relevance of aims and outcomes in relation to research in the area, professional practice, etc.

8.   Current research and practice in relevant disciplines.

9.   The extent to which the curriculum continues to support the achievement of outcomes and assessment continues to demonstrate achievement of outcomes.

10. The extent to which the use of e-learning is appropriately embedded within the curriculum to support student achievement of the learning outcomes.

11. The extent to which physical resources are appropriate to enable students to achieve learning outcomes.

12. The effectiveness of mechanisms for quality assurance that seek to optimise the student learning experience (including student recruitment and admissions; student feedback; student issues; academic and pastoral support; peer observation; staff development plans and employer feedback where applicable).

13. The effectiveness of mechanisms to assure standards.

14. The appropriateness of the proposed transitional arrangements in place, where relevant.