

Guidance CG(i)

Producing documentation for validation events

The documentation that course teams are required to produce for validations is detailed in guidance CG (iv) and will be formally agreed either at the Planning Meeting or in dialogue with QAE.

Validation of apprenticeship programmes requires additional documentation and information to be provided; these are listed in guidance CG (iv) and further information is provided in annex A of this document.

1 - Introduction to Validation Workshop

Prior to commencing the validation process, the key course contact leading on the development of a re/validation should wherever possible attend an Introduction to Validation Workshop. These workshops will be led by LTEC and QAE and will be delivered throughout the academic year. The workshop will provide generic information and advice on the validation process and the curriculum design support options available during the development phase (see section C of the AQSH for further details).

2 - The Academic Framework Toolkit Website

The [Academic Framework Handbook](#) provides advice and practical suggestions based on best practice at Kingston University and elsewhere, and has been produced to aid course teams in the development of new courses for validation.

The Toolkit covers the key features of Kingston University's Academic Framework (AF) including structures, advice on how to design course level assessment, how to get the most out of learning technologies and how to embed academic and employability skills in the curriculum.

The Toolkit is a dynamic resource which will be updated as new pedagogies and ideas emerge.

The Personal Tutor Scheme (PTS) Handbook can be found [here](#). This useful resource sets out the minimum expectations of the Scheme, guidance for personal tutors, an A-Z referrals guide to other University resources and support, and a link to the online My Tutor screens in OSIS.

All course teams involved in validation or re-validation of their courses should reference the [Academic Framework Toolkit](#) to access these resources.

3 - Kingston University Graduate Attributes

There is an expectation that all courses demonstrate how the KU Graduate Attributes will be developed and assessed at all levels of the curriculum. These are:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

4 - External Advice

If the course 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.

External examiners may be consulted regarding proposed changes to modules and courses as part of the course and module modification process. However, they must not be consulted regarding (re)validation opportunities for courses closely related to or overlapping with the course(s) within their remit. Upon successful completion of a course (re)validation, the modules may be allocated to the existing external examiner and any involvement in the development of those modules puts at risk the impartiality of the external examiner role.

External examiners may be used in an external panel member or external subject expert capacity for some 'low risk' validation activity, subject to approval by the Head of Quality Assurance & Enhancement.

5 - Curriculum Design Support

During the course development phase of the validation process, course teams will have access to a range of support packages provided by various Professional Services team.

The curriculum design support provided will draw on, amongst other resources, the KCEP toolkits. The Professional Services team include colleagues from: Student Directorate; Planning and Data Insight; Learning & Teaching Enhancement Centre (LTEC); Quality Assurance & Enhancement; Learning and Library Services; Organisational Development; and Student Recruitment and Admissions.

See section C of the AQSH for further details on the Curriculum Design Support available during the course development phase.

Course development teams should also refer to the Support for Academic Staff module on Canvas (<https://canvas.kingston.ac.uk/courses/311>) and make use of the resources available to them.

6 - The Brief Overview Paper

The briefing paper (template C17) should 'set the scene' for the panel and provide them with a brief introduction to the course(s) being validated. The format and content are not prescribed (apart from the compulsory headings outlined below) but could include, for example: the background to the validation, including the rationale for the proposal and the fit of the new course(s) within the School and Faculty portfolio; the anticipated applicant profile; a short outline of the course structure; and, if relevant, information relating to the collaborative partner and its relationship with Kingston University. The briefing paper must, however, include headings on Future Skills, Sustainability, information on the support available for guided independent study and scheduling of assessments (see template C17 for further information).

7 - The Programme Specification

For the standard programme specification see template C4. Examples of programme specifications can also be found on the [KU Programme Specification Archive](#).

Programme specifications are designed for prospective students, current students, academic staff, potential employers, and the public. They provide a concise summary of the key features of the course and the intended learning outcomes that a typical student might be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. Programme specifications should make explicit the intended outcomes in terms of knowledge and understanding, intellectual skills and subject practical skills. They should describe the teaching and learning methods that enable the outcomes to be achieved, the assessment methods that enable achievement to be demonstrated.

Programme specifications should not be lengthy and should, in a succinct manner, confine the information they contain to the elements set out in the paragraph above. The Programme specification should be viewed as a contract between the University and the student and, as such, any extraneous or superfluous information should be avoided including references to any practices, staff, activities etc. that are likely to be subject to change over the course of a student's study.

Following validation, the programme specification will become the definitive record of the course and is published on the [University's extranet](#).

8 - The Module Directory

Modules contributing to the course should be presented according to the University's standard module descriptor template (see template C5). In addition, all the modules should be included in a table identifying the module title, credit value, module code and sponsoring Faculty (see form C2). Guidance on producing a module descriptor is provided in guidance CG (ii).

A BA/BSc (Hons) in the placement mode should include a module descriptor for the placement module. Placement modules have been credit-rated at 120 credits at Level 5. The module will be assessed on a pass/fail basis.

9 - The Resources Document

The resources document (template C14) should provide details of the physical resources to support the proposed course and details of staff who are likely to teach on the course. Links to the individual staff profile pages on the Kingston University website (<https://www.kingston.ac.uk/staff/>) should be provided for all permanent staff in the resources document. If a staff profile page is not available, a staff CV (Curriculum Vitae) should be produced in summary form and should typically 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 links to staff profile pages or CVs should be presented for staff that make minor contributions.

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 course, or to have equivalent experience (e.g., by virtue of professional qualifications, experience through professional practice, etc.)
- adopt a scholarly approach to their discipline 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

10 - Mapping to apprenticeship standards

Where the course is to be delivered as part of an apprenticeship programme the course must be mapped against the relevant apprenticeship standard(s). The evidence and outcome of the mapping exercise should be presented to the validation panel.

11 - The Course Handbook (for collaborative provision only)

Course handbooks for collaborative arrangements must be presented as part of the validation documentation. A template, which provides the minimum content for course handbooks, and further guidance is available at CG (vii).

Courses delivered at KU should make general course information available to students on the Canvas Course pages, using the agreed Canvas templates, after validation of the course(s).

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

See section B, guidance BG (ii) for further guidance on these documents. Unlike the other documents, the Liaison Document is not presented to the validation panel, although it is produced at the same time as the other validation documentation.

Annex A

Apprenticeship Programmes

Additional Validation Documents or Information Required

Programme Specification (C4) to include:

- information about recruitment, selection, and admission process
- the applicable Higher or Degree Apprenticeship standard
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- identify EPA Organisation.

Resources Document (C14), including teaching staff Profiles/CVs to:

- Include “Employers Support” section, articulating support needs to be provided by employers in the education and development of individual apprentices so that they acquire the knowledge, skills and behaviour outlined in the approved standard.
- cover development of “Employer Mentor Scheme”- primarily designed to help apprentices in the workplace for competency development.

Relevant apprenticeship standard(s) available online – course team to provide

Mapping to apprenticeship standard(s) - course team to provide

This is a key document to provide evidence that the content is mapped to the knowledge (K), Skills (S) and Behaviours (B) specified in the apprenticeship standard (highlighting principal delivery and responsibility of employers and KU).

Provide additional mapping to Professional Body requirements (to demonstrate appropriate academic standard is being achieved) (if applicable)

Apprenticeship Briefing Document – course team to provide

Containing the following headings:

- Progress Review (Tripartite Arrangements)
- End Point Assessment (EPA) Plan and arrangements
 - o EPA Preparation
 - o Evidence Monitoring
 - o Verification Process

Academic/Employer Liaison Handbook – this is something the course team provides. There is no Central Apprenticeship team (CAT) template. The document should include employer engagement practice.

Staff Development Plan for Degree Apprenticeships (CAT to provide)

(for both academic tutor/staff & employer mentors- i.e., they are trained to deliver, and to assess competencies)

Apprentice's Learning Journey (CAT to provide)- to include details of:

- Individual Needs Assessment
- Service Level Agreement/ Employer Training Services Agreement
- Training Plan (previously called Standard Commitment Statement)
- Onboarding process

CAT will provide advice/ support in documentation preparation.