

## SUBJECT RE-VALIDATION DOCUMENTATION

*(For single course re-validation or where a small number of distinct courses are being re-validated, follow the format for the course evaluation document. See Aide Memoire [Appendix xx] for detailed questions and prompts which may assist in preparation of documentation.)*

*[For the template for evaluation document see Appendix xx]*

Title page with statement on copyright (*sample at Appendix X*)

Listing of provision within unit/sub-unit with mode of attendance, duration, and course/subject director identified.

*(Note: the sections may be presented in separate documents or in a single bound document.)*

SECTION A: INTRODUCTION	A1	<p><u>Subject Overview</u> A statement of the overall focus and thrust of provision, its aims and objectives, in relation to the University's Mission and corporate plan, and those of the Faculty. A brief summary of the range of the provision and the relationship between courses within the subject and with other provision in the School/Faculty/University/institution.</p> <p>A summary of the origins of provision, developments and plans.</p>
	A2	<p>Evidence of demand for provision and continuing viability. <i>[Include tables illustrating intakes for the last 3 years and projected intakes for the next 3 years together with comparisons with national trends.]</i></p>
	A3	<p><u>Internal/External Reviews</u></p> <p>Outcomes of the last QAA subject review, internal subject monitoring and of any PSRB accreditation.</p> <p>Outcomes of internal/external inspections (validated institutions). <i>(Describe these outcomes and the use made of external examiner and PSRB reports, staff and student feedback, comments from former students and employers and data on student progression and achievement in reviewing and updating provision.)</i></p>
SECTION B: SUBJECT UNIT PROVISION	B1	<p><u>Programme Specifications</u> <i>(For each course or undergraduate honours degree subject [with information relating to each strand], a summary statement of its main features and learning outcomes in accordance with standard template at Appendix 15.) These are stand-alone documents which will be placed on the University's web-site.</i></p>
	B2	<p><u>Commentaries</u> differentiated by subject, course, level, campus, institution, as appropriate, on the following matters, related to University and Faculty/institution policies and strategies:</p> <ul style="list-style-type: none"> <li>• Recent and proposed changes for each programme</li> <li>• Academic progression and internal coherence and opportunities for student choice within the programme.</li> <li>• Widening Participation</li> <li>• Transfer to and from other programmes of study and opportunities for progression to further study</li> <li>• Relations with professional, statutory and regulatory bodies</li> <li>• Work-based learning and supervised work experience/placement <i>(where applicable)</i></li> </ul>

		<ul style="list-style-type: none"> <li>• Teaching, learning and assessment strategy</li> <li>• Assessment strategy</li> <li>• Standards</li> <li>• Employability (see Appendix xx) <ul style="list-style-type: none"> <li>- Graduate Qualities</li> <li>- Widening Participation</li> <li>- Work-based learning</li> <li>- Personal Development Planning</li> <li>- Entrepreneurship Training</li> <li>- Career opportunities, development and progression</li> </ul> </li> </ul>
	B3	<u>Regulations</u> (in accordance with standard template). A copy of each set of regulations for each award which will be provided to students, or where there is sufficient standardisation, a single exemplar set by qualification level, with variations stated [eg entry requirements, condonable modules].
	B4	<u>Structure diagrams</u> (For each course or undergraduate subject strand by mode of attendance, a diagram indicating semesters, modules, their credit value and level, core or optional status, pre- or co-requisites and whether modules are <u>Current</u> , <u>Revised</u> or <u>New</u> .)
	B5	<u>Module descriptions</u> (In accordance with standard format at Appendix 17.) <i>Modules should be indexed and grouped by level (or course if limited commonality).</i>
SECTION C: COURSE AND SUBJECT MANAGEMENT (see Appendices X – X)	C1	Equality of Opportunity Admissions Policy. Special Educational Needs and Disability (NI) Order.
	C2	Course and subject management, including, as applicable, arrangements for placement and study in other institutions.
	C3	Student support and guidance.
	C4	Arrangements for quality assurance and enhancement.
SECTION D: RESOURCES	D1	<u>Resources</u> available to the subject (physical).  Accommodation, library, laboratory, and computing, in addition to general resources. ( <i>Dedicated resources for particular courses should be clearly identified, and library resources should specifically identify whether they are available from the library catalogues.</i> )  Maintenance and renewal plans.
	D2	<u>Resources</u> (staff) A statement of the staff resources to support the subject. Brief CVs for all staff contributing to the subject unit, with particular reference to more recent activities ( <i>recommended format at Appendix 26</i> ). ( <i>A summary matrix indicating which staff contribute to which courses or subject strands should be provided. These staff form the course or subject committees.</i> )  Statement of how the teaching and research areas represented are of relevance to the subject.  Information on the use of part-time lecturers, postgraduate teaching assistants and demonstrators.  Information on staff development.
<p>IN ADDITION: <i>The following are provided to the re-validation panel: the relevant QAA Quality Assessment/Subject Review report or other external inspection report; the most recent Professional, Statutory or Regulatory Body report, (where applicable); last Annual Subject/Course Monitoring Report; the relevant Quality Assurance and Enhancement Committee minute; external examiner reports for the last two academic years, and reports from central University departments on resource matters.</i></p>		