**COURSE EVALUATION/REVALIDATION DOCUMENT** **(INTERNAL PROVISION)**

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| SECTION A:INTRODUCTION(SUBJECT AND PROGRAMME CONTEXT) | A | Introduction (Subject and Programme Context)Title page *to identify provision* (*in accordance with template)* Course/Subject Committee membership *(for evaluation/revalidation of single course) (also identify members of course/subject planning committee)* * A brief summary of the rationale, origins and (if applicable) relationship with other courses in the School/Faculty/subject
* Projected intakes for next five years with minimum/maximum cohort numbers with a brief commentary on market research including international markets where relevant
* Contextualised Research and Analysis – to include how standards and quality indicators inform curriculum (re) design
* Stakeholder Engagement – to include a brief summary of consultation with e.g. PSRBs, employers, alumni, students; and
	+ Identification of graduate qualities
	+ A brief commentary on academic excellence and research-based teaching which shows how discipline research, impact and professional activity of the course team inform the programme design
* A summary of revisions (revalidation only) and innovations in programme design based on the analysis from contextualised research, stakeholder engagement and past enhancements
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| SECTION B:THE PROGRAMME(S)PROGRAMME DESIGN COMMENTARIES | B1 | Brief Commentaries differentiated by subject, course, level, campus, institution, as appropriate, on the following matters, related to University and Faculty/institution policies and strategies:* Subject/Course philosophy agreed by the team
* Course structure(s), academic progression and internal coherence and opportunities for student choice within the programme(s). Transfer to and from programmes
* Student support and guidance, induction, development of study skills
* Information literacy skills and digital capabilities
* Learning and teaching strategy - to include key approaches and delivery methods
* Assessment strategy and exemplar assessment schedule(s) and arrangements for feedback
* Employability and enterprise – to showcase examples of effective practice e.g. curricular, co-curricular, extra-curricular, work-based learning, outward mobility
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| PROGRAMMESPECIFICATION(S) | B2 | Programme Specification(s) (*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 [Appendix 22].)* |
| PROGRAMMEREGULATIONS | B3 | Regulations (*in accordance with standard template [Appendix 24].)*  *A link to* *the standard template with a statement of specific requirements and proposed departures or set(s) may be provided.* |
| MODULEDESCRIPTIONS | B4 | Module descriptions *(in accordance with standard format [Appendix 25].) See the ICDF Module Design Planner. Modules are indexed and grouped by level automatically. Any separate short-course module descriptions should be uploaded in a supplementary document.* |
| SECTION C: RESOURCES available to the course(s)/subject  | C1 | Resources (physical)Specialist rooms/facilities/equipment/resources required beyond the standard provision should be clearly identified and detailed. Library resources should specifically identify whether they are already held by the Library. If not, the sub-librarian should be consulted. For revalidation, dedicated resources for particular courses should be clearly identified. |
|  | C2 | Resources (staff)Summary statement and brief CVs for all staff contributing to the subject unit (with particular reference to more recent activities.) *(CVs should be no longer than one or two pages each. Recommended format at Appendix 28. These staff form the course or subject committees.)* For revalidation, a summary matrix indicating which staff contribute to which courses or subject strands should be provided.Information on the use of part-time lecturers, postgraduate teaching assistants and demonstrators, and recognised teachers. |
| *IN ADDITION: ‘Curriculum Design at Ulster’ is provided centrally to the panel; external examiner reports for the last two academic years are also provided to the revalidation panel. Assessment rubrics for all modules should be uploaded as a supporting document by the team.* |