**Validation Reflective Report Template**

**[Course title(s)]**

**[Name of School/Department]**

**University of Essex**

**[Date of approval event]**

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## 

# PART ONE: RATIONALE FOR THE INTRODUCTION OF THE COURSE

1. Introduction to the Department/School

*A very brief introduction to the department for the benefit of external, and external internal panel members to help contextualise how the course fits within existing provision.*

1. Proposed titles and exit awards

*Titles of all proposed awards, including any intermediate awards such as a Certificate or Diploma.*

1. Course rationale

*Detail the reasons for introducing the course, including consideration of the University’s* [*Education Strategy*](http://www.essex.ac.uk/about/strategy/documents/education_strategy.pdf) *and explain how the introduction of the new course aligns with departmental aims and plan.*

*Include consideration as to how the proposed course is compatible with existing provision.*

*Information on how the course was developed, including details of any external consultation and how this impacted upon the final proposal.*

## Market demand and recruitment

*Target students, anticipated market and growth, including employer demand i.e., market research report (CER) as well as details of employer buy-in if an apprenticeship is being validated.*

*Relationship with existing provision; including details of shared modules/courses, impact on existing provision, links with other departments, and evidence of consultation with other departments regarding shared provision/links with the department.*

# PART TWO: COURSE INFORMATION

1. Summary of Selection and admissions criteria

*Including non-standard entry, minimum entry requirements, AP(E)L arrangements and rational for additional selection processes such as interviews.*

1. Course structure, design and content

*Course structure and content - including how the curriculum promotes organised progression and skills development through the levels of the award, in line with the national Frameworks for Higher Education Qualifications of Degree-Awarding Bodies (Qualifications Frameworks); the overall balance of the award, the link between the overarching aims of the course and the content and skills development and support for PDP and mode(s) of delivery (including location of delivery, course duration and proposed date of commencement).*

1. Relevant benchmarks

*Mapping to current relevant*[*QAA Subject Benchmark Statements*](https://www.qaa.ac.uk/en/the-quality-code/subject-benchmark-statements)*,* *as well as relevant Apprenticeship Standard (if apprenticeship is being validated), and relevant professional standards or professional, statutory and regulatory body requirements as appropriate, including an indication of the reasons why any elements of the benchmark(s) have not been used.*

1. Equality, inclusivity, and diversity information

*Including evidence of how the course has been inclusively designed and how individual needs of students are addressed and supported.*

1. Evidence of Employer engagement in curriculum development

*Evidence of employer engagement in curriculum development, particularly where an apprenticeship is being validated.*

1. **Details of** Student input in curriculum development

*How has previous student feedback on learning experience shaped development of this curriculum, assessment methods and reading lists?*

1. Teaching, Learning and Assessment Overview

*Including details of the range of learning and teaching tools employed and the departmental approach to these and how this takes into account the needs of current and potential student groups. If apprenticeship; include information regarding the End-Point Assessment and how this will be delivered. Comment on the appropriateness of the Teaching, Learning and Assessment overview, including balance of assessment tools, assessment load and timing, development of skills/preparation of students for assessment, formative and summative feedback, innovative methods. Indicate the appropriateness of the assessment strategy for students with any individual needs.*

1. Year abroad, work-based learning and placement arrangements

*Details of year abroad, work-based learning or placement arrangements and how this will be managed. Details of how work-based learning and placement arrangement adheres to the University’s Guidelines on Work-based Learning should be provided and a draft handbook for students should be provided if available.*

1. **Progression and Employment**

*An indication of the progression opportunities, such as further academic study or employment, for the students.*

1. **Considerations for Apprenticeships** *(Delete if not applicable to validation)*

*Details of how learner engagement and development of knowledge, skills and behaviours will be monitored throughout the course, as well as the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of different faiths and beliefs as required by Ofsted.*

# PART THREE: RESOURCES

## Summary of the Course management and staffing strategy

*How members of staff teaching on the course will bring their expertise to the delivery of the course(s).*

1. Summary of Existing subject related resources, or those required for the course to commence

*For example, equipment, specialist spaces, laboratories, software available internally and externally to the Department/School.*

## Details of any further resources needed for the course to commence

*Any equipment or specialist resources that the Department/School will source for the commencement of the course, i.e., software and learning resources.*

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