**External Validation Review – Summary Report**

**Overall Decision** [Delete as appropriate].

* Recommendation for Validation, with or without conditions and/or recommendations, and/ or corrections (this is usually for a fixed period of between 3 and 6 years)
* Revise and resubmit – an invitation is given to resubmit the programme before the panel
* Not approved – recommendation that the proposal be withdrawn

**Conditions**: (these must be met prior to AQSC approval)

**Recommendations:** (These must be referred to and reviewed in the first annual programme managers report)

**Good Practice:**

**Feedback**

| **Criteria** | **Comments by the panel** |
| --- | --- |
| 1. Are the characteristics of the programme clearly defined? |  |
| 2. Is the proposal in line with the University’s’ learning and teaching strategy? |  |
| 3. Will the programme provide a good learning experience for the likely student intake? |  |
| 4. Will the curriculum prepare students for the opportunities potentially available on completion of this programme? |  |
| 5. Is the programme designed to ensure that the overall experience of a student has logic and an intellectual integrity that are related to clearly defined purposes? |  |
| 6. Is the intellectual challenge and value of the programme defined at the correct level and with reference to the Framework for Higher Education Qualification (FHEQ)? |  |
| 7. Has the programme team taken into account, as appropriate , of external reference points, including any relevant QAA Benchmark Statements, FHEQ and the Higher Education Credit Framework for England and the requirements of PSRB’s and employers? |  |
| 8. Does the curriculum impose an increasing level of demand on the learner during the course if the programme? |  |
| 9. Is the programme balanced, for example in relation to academic and practical elements, personal development and academic outcomes, breadth and depth in the curriculum? |  |
| 10. Does the award title reflect the intended learning outcomes of the programme? |  |
| 11. Is it clear how the intended learning outcomes of the programme will be promoted, demonstrated and assessed? |  |
| 12. What has the team done to design and implement e- learning into the curriculum ? |  |
| 13. Are the identified resources necessary to support the programme and are they in place or committed? |  |
| 14. Is the programme designed so that students are treated equally, regardless of gender, age, ethnicity, disability, sexual orientation or religion? |  |
| 15. Do programme learning outcomes feature employability and career management skills development? |  |
| 16. Do placement learning outcomes contribute to the overall coherence and integrity of the programmes, where applicable? |  |
| 17. How does the programme support the development of sustainability literate graduates? |  |

**Sign off by the panel**

**Panel Chair**

Signature Date

**External Advisor**

Signature Date