

**Student Learning & Experience Committee**

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| **Chapter C:**  **Short Awards:**  **Design, Development, and Validation**  **(Low-Risk Activity)** |

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**GLOSSARY OF ABBREVIATIONS**

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| --- | --- |
| **AEF** | Academic Enhancement Framework |
| **AFP** | Assessment and Feedback Policy |
| **AR** | Academic Registrar |
| **AWMF** | Academic Workload Management Framework |
| **CAMS** | Credit Accumulation & Modular Scheme |
| **CDE** | Course Design Event |
| **CEN** | Course Evaluation Narrative |
| **CME** | Continuous Monitoring and Enhancement |
| **DAE** | Department of Academic Enterprise |
| **EBE** | Enterprise and Business Engagement |
| **FCD** | Finance & Commercial Development |
| **FFL** | Future Facing Learning |
| **FHEQ** | Framework for Higher Education Qualifications |
| **GDPR** | General Data Protection Regulations |
| **PAs** | Professional Apprenticeships |
| **HEI** | Higher Education Institute |
| **HoD** | Head of Department |
| **LEO** | Longitudinal Education Outcomes |
| **LTSP** | Learning and Teaching Strategic Plan |
| **MVF** | Module Verification Form |
| **NSS** | National Student Survey |
| **OL** | Online Learning |
| **OfS** | Office for Students |
| **PD** | Portfolio Development |
| **PgCert** | Postgraduate Certificates |
| **PgCE/PGCE** | Postgraduate Certificate in Education |
| **PL** | Principal Lecturer |
| **PR** | Periodic Review |
| **PSRB** | Professional, Statutory and Regulatory Body |
| **QAA** | Quality Assurance Agency |
| **QAAP** | Quality Assurance Authorisation Panel |
| **RLO** | Reading Lists Online |
| **RPL** | Recognition of Prior Learning |
| **SAPs** | Standard Administration Procedures |
| **SL** | Senior Lecturer |
| **SLAR (ACD)** | Student Learning & Academic Registry (Academic Development) |
| **SLAR (APR)** | Student Learning & Academic Registry (Academic Policy and Regulation) |
| **SLAR (DX)** | Student Learning & Academic Registry (Digital Transformation) |
| **SLAR (QAV)** | Student Learning & Academic Registry (Quality Assurance and Validation) |
| **SLEC** | Student Learning & Experience Committee |
| **SSLESC** | School Student Learning & Experience Sub-Committee |
| **SLS** | Student & Library Services |
| **SRM** | Student Recruitment and Marketing |
| **STA** | Subject to Approval |
| **TNE** | Transnational Education |
| **TU** | Teesside University |
| **UCACE** | University Certificate in Advanced Continuing Education |
| **UCAPD** | University Certificate in Advanced Professional Development |
| **UCs** | University Certificates |
| **UCCE** | University Certificate in Continuing Education |
| **UCPCE** | University Certificate in Postgraduate Continuing Education |
| **UCPD** | University Certificate in Professional Development |
| **UCPPD** | University Certificate in Postgraduate Professional Development |
| **UDL** | Universal Design for Learning Principles |
| **UKVI** | UK Home Office Visas & Immigration |

# PREFACE

The guidance contained in this document provides detailed information about the University’s processes and requirements in relation to the Design, Development and validation of Short Awards, on and off-campus (including with partners).

Excellence in learning and teaching at Teesside University (TU) is defined and empowered through Future Facing Learning (FFL) and driven by the Learning and Teaching Strategic Plan (LTSP). Through the strategic alignment of academic practice and enabling infrastructure, FFL generated an unprecedented step change to our institutional approach to the enhancement of learning and teaching and forms the foundation of impactful curriculum development and design. The Academic Enhancement Framework (AEF) provides a mechanism through which Course Teams can engage meaningfully with FFL and other key strategic themes relating to the student experience.

# Short Award Approval

All Short Awards follow this process to validation:

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| **Quality Assurance Authorisation Panel (QAAP)** |

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| **Partnership Arrangements**  Short Awards to be considered for delivery with **existing** Partners can be considered in line with the requirements outlined within this document. However, where Short Awards are to be considered alongside a Partnership Approval, please refer to the advice and guidance in [**Chapter** **E**](https://www.tees.ac.uk/docs/DocRepo/Quality%20framework/E-Institutional%20Approval%20and%20Review.doc) of the Quality Framework. |

Any questions regarding the operation of the following processes can be addressed to members of the Student Learning & Academic Registry:

* Short Awards Design and Development
* Short Award Validation and Periodic Review processes, and
* Modifications

The approval of all Short Awards will be undertaken via an **Abridged Panel for defined Low-Risk activity**.

A standing panel makes up the constitution of the Quality Assurance Authorisation Panel (QAAP). The panel meetings are arranged and managed by SLAR (QAV).

# 1. INTRODUCTION

The purpose of the Short Award Course Design, Development and validation is to establish that all taught courses are academically sustainable and that academic standards are clearly defined to ensure courses deliver a high-quality student experience and offer students the best opportunity to learn, develop and succeed regardless of the delivery location.

The University adheres to the sector agreed principles for [**Designing, developing, approving and modifying programmes from the QAA UK Quality Code for Higher Education (2024)**.](https://www.qaa.ac.uk/the-quality-code/2024) Which provide a concise expression of the fundamental practices of the higher education sector based on the experience of a wide range of providers.

The University’s procedures for the Short Award Course Design, Development and Validation of all taught provision are aligned with the Office for Students (OfS) and Standard and Guidelines of Quality Assurance in the European Higher Education Area (ESG 2015).

Teesside University has established flexible quality processes to manage the validation, review and modification of courses and modules. The approach within the Quality Framework can be delivered through an in-person or virtual meeting.

The University is committed to internal and external peer consultation, the involvement of Professional, Statutory and Regulatory Bodies (PSRBs), and the national regulatory requirements specified by the Office for Students (OfS) for maintaining quality and standards (Conditions B1-B5), and those set out in the [**Quality Assurance Agency (QAA) Quality Code** **for Higher Education**](https://www.qaa.ac.uk/quality-code), in addition to Teesside University key strategies and policies.

The guidance contained in this document sets out the Design, Development and validation procedures for Short Awards and Chapter E: Employer Provision (co-delivery of short awards).

The underpinning guidance and procedures supporting the delivery of these routes are provided in Appendices for those directly engaged with this activity.

# 2. SHORT AWARD COURSE APPROVAL

## 2.1 The Short Award Lifecycle

The University has the following stages for approving, monitoring and reviewing Short Awards:

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| **Stage 1** The Planning Cycle, which annually reviews the academic  portfolio of provision through School Annual Plans. |

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| **Stage 2** Portfolio Development (PD)/Business Case and Course Costing:  the title approval of new title(s), in principle. |

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| **Stage 3** The Short Award Approval Event, which is the responsibility of  the Student Learning & Experience Committee (SLEC). |

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| **Stage 4** Continuous Monitoring and Enhancement (CME) of courses,  including course modifications. |

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| **Stage 5**. Short Award Review normally undertaken on a periodic 6-yearly  cycle. |

The key components covered by this guidance for Short Award Design, Development and Approval relate to **Stage 3** of the short course lifecycle above, which are:

* The design of new short award courses.
* The approval procedures (validation) for new short award courses.

As the procedures for the validation of Short Awards Design, Development and Approval are similar for all delivery locations, including collaborative provision, these are addressed together. Where differences in aspects of the process occur, this is clearly identified and differentiated.

## 2.2 Defining Short Awards

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| **University Certificate (UC) Awards** with less than 120 credits |
| **Postgraduate Certificates** (PgCert) are courses, normally comprising 60, level 7 credits and designed for either completion of a coherent course of study or designed as a suite of courses at Masters Level. |

## 2.3 University Certificate Award Titles

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| **Title** | **Number of Credits and Levels** |
| University Certificate in Professional Development - UCPD | 20 credits at any level 4, 5 or 6 |
| University Certificate in Advanced Professional Development - UCAPD | 60 credits at any level 4, 5 or 6 |
| University Certificate in Postgraduate Professional Development - UCPPD | 20 credits at levels 7 and/or 8 |

The above awards should have a clear vocational focus upon personal professional development within one academic subject area or field of study.

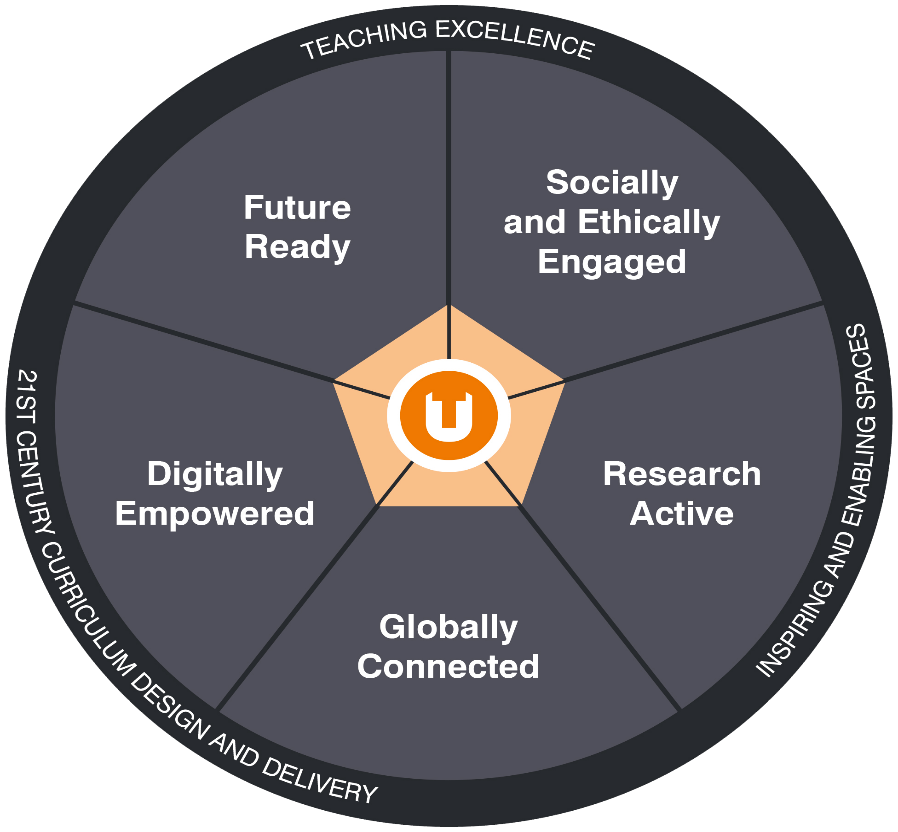
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| --- | --- |
| **Title** | **Number of Credits and Levels** |
| University Certificate in Continuing Education - UCCE | 20 credits at any level 4, 5 or 6 |
| University Certificate in Advanced Continuing Education - UCACE | 60 credits at any level 4, 5 or 6 |
| University Certificate in Postgraduate Continuing Education - UCPCE | 20 credits at levels 7 and/or 8 |

The above awards should be used to describe **ALL** other flexible courses of learning.

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| **Note: Postgraduate Certificate in Education (PgCE/PGCE), which leads to a recognised teaching qualification (TQS)/PSRB accreditation, will follow the standard Route A or Route B process as outlined in Quality Framework, Chapter C.** |

# 3. GUIDANCE ON COURSE DESIGN, DEVELOPMENT AND APPROVAL OF SHORT AWARDS

## 3.1 Future Facing Learning



Future Facing Learning (FFL) is the distinctive pedagogic approach adopted by Teesside University. Future Facing Learning provides students with the skills, knowledge, and tools to thrive in complex and uncertain futures and achieve sustainable success within the global workplace.

Future Facing Learning consists of the following core themes:

* **RESEARCH ACTIVE:** Our students encounter the grand challenges of our time through research and professional practice.
* **FUTURE READY:** High-quality, future ready graduates are developed through our commitment to industry relevance and entrepreneurship.
* **GLOBALLY CONNECTED:** Our students are globally connected through an internationalised curriculum and learning experience.
* **SOCIALLY AND ETHICALLY ENGAGED:** Our students engage meaningfully with social and ethical issues from local, national and international perspectives.
* **DIGITALLY EMPOWERED:** Our students are digitally empowered with the skills and tools to deliver global impact.

## 3.2 Academic Enhancement Framework (AEF)

The [**Academic Enhancement Framework**](https://unity3.tees.ac.uk/departments/058/SD2017/SitePages/Academic%20Enhancement%20Framework.aspx) (AEF) provides the structure through which Future Facing Learning, and other key strategic priorities, are embedded within academic practice. The AEF consists of the following themes:

1. Digitally Empowered
2. Future Ready
3. Globally Connected
4. Research Active
5. Socially & Ethically Engaged
6. Student Success
7. Student Voice
8. Transitions
9. Wellbeing

Each theme is the subject of an AEF matrix which provides a set of key principles and outlines the trajectory from expectation through to excellence.

## 3.3 A Course-First Approach

The University is advocating a Course-First approach to the design and development of short award curricula. The approach places emphasis on the overall coherence and connectedness of learning outcomes and learning, teaching and assessment practices at the scale of the course. Such a course-focused view helps to frame curriculum and assessment design to fully consider the learning journey and experience of the student. There are three core considerations:

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| **A** | **Approach(es):** Learning, Teaching and Assessment approaches and methods selected for best fit with course learning outcomes, including knowledge/skills development and learner autonomy. |
| **B** | **Balance:** The course diet includes a variety of modes and methods of learning, teaching and assessment, providing an appropriate mix of formative and summative activities, paying particular attention to the quantity and timing of assessment to promote student learning development. |
| **C** | **Coherence:** Alignment of assessment, learning outcomes and teaching and learning activities are established and clearly communicated. Learning and teaching practices are consistent across levels of study and assessment and feedback processes are designed to create connectivity between modules and tasks across and along the entire course (vertically and horizontally). |

## 3.4 The Curriculum Road Map

The curriculum roadmap is designed to facilitate and support a course-focused approach to curriculum design and development, refer to **Chapter C: Appendix 2 - Guidance for Course Teams for the Validation of Courses**.

As stated above, the course-focused approach places emphasis on the overall coherence and connectedness of learning outcomes and learning, teaching and assessment practices at the scale of the course. It requires a strategic, collaborative, and planned approach by Course Teams to ‘design in’ how the elements that make up the student learning and assessment experience support each other and are structured to help guide students’ progression towards the attainment of course learning outcomes.

## 3.5 Supporting a Course-First Approach: Stakeholders - Roles and Responsibilities

The roles and responsibilities of key members of staff involved in the process of developing new awards/courses are as follows:

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| **Stakeholders** | **Role and responsibility** |
| School Strategic Management Team | with responsibility for shaping and defining the School curriculum portfolio offer; communicating the offer and timeframe for new curriculum development and review. |
| Head of Department (HOD) | has responsibility for leading, resourcing and supporting the subject Course Team to deliver the development of new curricula. |
| PL Learning and Teaching/PL Programmes | with the responsibility to support the Course Team in embedding good learning and teaching practices, meeting documentation requirements and timetabling, e.g., Module Verification Forms (MVF)/UTREG. |
| Subject Course Team | has responsibility for ensuring the curricular development and design of awards are carried out in a timely manner and in line with University guidance for the approval of courses, engaging with appropriate internal academic regulations, good practice guides and external reference sources. |
| Partners | working with the assigned Link Tutor, responsible for supporting the collaborative Course Team to ensure new courses are designed and approved in accordance with University practices and processes. |

**Supplementary members supporting the development and design of new courses are:**

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| **Stakeholders** | **Role and responsibility** |
| Student Learning & Academic Registry (Quality Assurance and Validation) | will work closely with the School and Course Team where appropriate, providing administrative support, for instance, from access and uploading module templates and the allocation of external panel members to preparation and support for the Course First Critical Read Event Stage of the validation process in a timely manner. |
| Student Learning & Academic Registry (Academic Development) | provide the Course Team with a Course Design session which provides advice and support around a course-first approach to curriculum design. The session is designed to encourage an integrated, ‘course-first’ approach embedding TU’s Future Facing Learning themes and those other themes encompassed in the Academic Enhancement Framework within the curriculum design process. Colleagues will work with the Curriculum Roadmap resource to ensure course design discussions are appropriately framed and aligned to core policies and guidance. There are a number of Curriculum Design Cards which will be discussed and used to explore and define features, approaches and strategies for courses. All resources relating to the above can be found on the SLAR unity site [**here**](https://unity3.tees.ac.uk/departments/058/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fdepartments%2F058%2FShared%20Documents%2FCourse%20Design%20Events%2FCourse%20Design%20Event&FolderCTID=0x012000975260B5117AB54BA3B9D3BFF4B43F62&View=%7B96AD563F%2D9376%2D4C21%2D94B6%2D546D2D5FD68F%7D). |
| Student Learning & Academic Registry (Digital Transformation) | after the Course Design Briefing, facilitated by the Digital Transformation Team (SLAR), the Contemporary Learning Design Practices Event is a space for Course Teams to reimagine their course, utilising the Digital Learning Design Framework & Toolkit to underpin the integration of digital technologies in meaningful ways into their curriculum and student experience.  As part of this session (typically 1.5 hours in duration), we will help address the points above, as well as working together to:  Help develop a methodology for seamless and coherent integration of digital solutions; identifying factors to consider when making decisions about what activities are best served online and what are best on campus; how you make that decision.  Support in working through suggestions and key questions within each section of the Framework, informing the course design process, structured around student centeredness, providing a deep, analytical and robust design tool for the design of learning from a student journey perspective, thereby developing and maintaining an academic quality offer that is rigorous and high-quality.  Create space within the session for the Course Team to consider their own individual developmental needs. |
| Student Learning & Academic Registry (Academic Policy and Regulations) | will work with School and Course Team, where appropriate, to provide advice and guidance on the application of assessment regulations (u/g, p/g, variance). |
| Central Timetabling (only applicable to TU awards delivered on main campus and Darlington campus) | will support and advise Course Teams/Module Leaders on the preparation/completion of the course(s) timetable/MVF for the Course First Critical Read Event Stage. |
| Student and Library Services (SLS) | the **Student Futures** **Service** (TU provision only) can support the Course Team with market intelligence on careers, labour market analysis and meeting Future Ready graduate expectations. |
| Finance (FIN) | Support the School/Course Team with producing the Course Costing required for the development of all new and reviewed courses. |
| Student and Library Services (SLS) | **Disability Services** can support the Course Team and, as a minimum, should be consulted on providing expert advice on developing inclusive and alternative assessment strategy, i.e., teaching methods and assessments for students with disabilities via the School Disability Co-ordinator.  The **Academic Librarian** can help to integrate process and personal skills development into curricular content, preparing indicative resource Reading Lists Online (RLO) and embedding academic skills at various levels of the course. |
| Student Recruitment and Marketing (SRM) | will provide the market intelligence to support the business case of course approval and the publication of marketing material. |
| Students Union | can support Course Teams to facilitate the student voice and in the co-creation of curricula. |

## 3.6 Consultation

Consultation is a key element in the design of Short Award Approval. There are a number of professional service areas of the University that can provide support during the course development and design process, e.g., Finance (FIN), Department for Professional Apprenticeships, and Student Recruitment and Marketing (SRM).

## 3.7 Role of Students in the Course Design and Development

A key principle of course approval activity is the engagement of students. Under the QAA revised Quality Code, student engagement is listed within the Principles.

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| Under Principle 7, Key Practices, it states:  “Students are involved meaningfully in the design, development, approval and modification of programmes and modules”. |

The Student Voice forms a core theme of the Academic Enhancement Framework.

Therefore, the Course Approval document pro-forma is expected to incorporate feedback and evidence from students on the design/co-design and development of the course(s). Existing and former students (alumni) should also be consulted, where available via focus groups or on-line mechanisms etc. Consultation with current students can be facilitated via the Student Representative Scheme.

## 3.8 Embedding University Strategies

Internally, every course must reflect the key features of the University Strategies, which are as follows:

* **[Teesside 2027](https://www.tees.ac.uk/sections/about/public_information/mission.cfm)**
* **[Learning and Teaching Strategic Plan](https://www.tees.ac.uk/docs/DocRepo/Quality%20framework/Learning%20and%20Teaching%20Strategy.doc)**
* [**Enterprise and Business Engagement Strategic Plan**](https://unity3.tees.ac.uk/departments/dae/Pages/Welcome.aspx)
* [**Research Strategy and Policy**](https://www.tees.ac.uk/sections/research/research_strategy.cfm)
* **International Strategic Plan**

The following internal academic frameworks should be consulted:

* [**Assessment and Feedback Policy**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm) (AFP)
* [**Assessment Regulations**](https://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations) (undergraduate/post-graduate)
* [**Credit Level Descriptors**](https://unity3.tees.ac.uk/departments/058/Shared%20Documents/Course%20Design%20Events/Course%20Design%20Event/University%20Credit-Level-Descriptors.pdf), utilising the Generic Marking Criteria (see [**Assessment and Feedback Policy**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm)) and
* [**Teesside University Dual Awards Framework**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm) (where applicable).
* **Online Learning Design Framework and Toolkit,** (co-developed with Jisc) to support the high impact course design and student experience through digital solutions, available via the Contemporary Learning Design Practice Events.

## 3.9 Guidance for Course Teams

Course Teams will need to refer to the **Guidance for Course Teams for the Validation of Courses** (see **C-Appendix 2**) when developing short awards courses/or when employing existing awards to offer courses to specific markets e.g., employers. Exemplar documentation to assist Course Teams are available from SLAR (QAV).

**Module Guidance** is available to support the initial design, approval, and ongoing review. This includes specific guidance in relation to the Assessment Regulations (2022), and implications for learning and teaching, and assessment design. This guidance is contained within the **Good Practice Guide for Module Leaders on Module Design and Development** (see **C-Appendix 3**).

## 3.10 Use of Variance in the Design of Short Award Approval/Periodic Review

The University operates Institution-wide Assessment Regulations to ensure professional academic judgement about standards and performance are exercised in such a way that all students are treated fairly, comparatively, and with consistency regardless of School, Institution, subject or course.

However, it is recognised that occasionally, and under specific conditions, some variance to the Regulations may be necessary. Any such variance will be exceptional and must be fully justified to, and approved by, SLEC. Variance to the Regulations will normally only be approved to meet the specified requirements or expectations of PSRBs or other such external bodies that accredit awards of the University.

Further guidance can be found on the [**Assessment for Taught Programmes incl. Variance**](https://unity3.tees.ac.uk/departments/058/AS2017/SitePages/Variance%20Procedure%20for%20Assessment%20Regulations.aspx) website or consult directly with colleagues in Student Learning & Academic Registry (Academic Policy and Regulation) (SLAR (APR)).

## 3.11 Courses Utilising a Non-Standard Number of Credits

The standard number of credits and levels are e.g., 120 L4, 120 L5 and 120 L6 for a standard undergraduate course. However, these describe the minimum requirements.

Where a course is proposed that exceeds these standards, e.g., Postgraduate Certificate with 70 credits, and there are possible implications in relation to the assessment and progression regulations, further guidance should be sought from SLAR (APR).

In addition, all modules should have a mark or grade attached to enable classification/grading to be calculated. Were this is not the case, again guidance should be sought from SLAR (APR).

# 4. RISK BASED APPROACH TO SHORT AWARD VALIDATION

The University applies a **risk-based approach** to validation activity which supplements, but is distinct from, the process undertaken above.

Risk is determined/defined by the factors which can seriously impact on the student experience, and quality and standards of the awards granted by the University. Consequently, to mitigate against any risks associated with Short Award activity, which are indicative, the University has articulated the process to be followed to ensure the level of scrutiny given to each Short Award approval remains proportionate, fair, and transparent.

# 5. SHORT AWARD APPROVAL AND REVIEW PROCESS - less than 60 CREDITS

For Short Awards of less than 60 credits, the validation and review process is managed by SLAR (QAV). The Quality Assurance and Authorisation Panel (QAAP) is responsible for ensuring that the short award maintains currency and is appropriate to the range of courses and learning outcomes with which they are associated.

Module approval and review in relation to University short awards occurs in different contexts such as:

* Approval of a new award (may include new and existing modules).
* As part of Periodic Review, which may include revisions to existing modules and the development of new modules, and
* Development of stand-alone modules or University Certificate Awards.

In all circumstances, the expectation is that the process shall be robust and on occasions my involve peer consultation (e.g., the Subject Group, External Examiners, students both current and alumni) external academics or practitioners, User and Carer Groups, PSRBs as appropriate to the exercise.

Where the module feeds into a new Short Award or Periodic Review Event, the Panel may recommend further amendments to modules as well as raising any issues relating to accuracy or consistency.

In the case of a shared short awards, it is the responsibility of the lead School to seek approval and review the module(s) in consultation with all courses leaders impacted by the change.

# 6. SHORT AWARD APPROVAL AND REVIEW PROCESS (≥ 60 credits)

## 6.1 Short Award Course Approval and Review Schedule

Following the approval (Stage 2 of the course lifecycle above), in principle, the PD1 for postgraduate certificates and the PD3 for New Named Short Awards proceeds through the portfolio development process, new course proposals will be notified to SLAR (QAV) and included in the University Validation Schedule and Record of Decisions List on behalf of SLEC.

All short awards will be subject to Periodic Review normally following a 6-yearly cycle. Where modules within a short course are also delivered within a standard university course, review of the short award would take place alongside the University Validation event. Courses due for Periodic Review will be automatically included in the University Validation Schedule.

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| **Note:** For a variety of reasons, itis permissibleforSchools and Course Teams to consider Periodic Review of courses earlier than anticipated i.e., to meet PSRB/Accrediting Body updates, to reflect changes in the market and subject discipline or as a result of successive modifications. |

## 6.2 Short Award Approval Planning

Once short award approval has been granted, all short award validation involves the following elements:

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| Planning the Quality Assurance and Authorisation Panels, which would include consideration of the short awards |

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| Organising the meeting and defining the documentation, panel requirements and deadlines for meeting documentation requirements for consideration through QAAP – including the completion of the **Short Award: Validation Arrangements** form (**C-SAPs- Annex 1a**) |

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| All Quality Assurance and Authorisation Panels will take place through a virtual Teams meeting. When considering Partner short awards, a Link Tutor (or equivalent) will be assigned to work with Partner colleagues to support the short award approval process |

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| Quality Assurance Authorisation Panel (undertaken on behalf of the SLEC) |

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| The Chair, SLAR Representative and Officer quality check the Validation Event Report for accuracy and completeness |

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| Confirmation of approval by the Academic Registrar (AR) or nominee on behalf of the SLEC. Short Awards are reported to SLEC via the QAAP Standing Report – see **Section 10.7**. |

# Diagram 1: COMMON STAGES FOR A SHORT AWARD COURSE PROPOSAL AND Validation PROCESSES AT A GLANCE (≥ 60 CREDITS)

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| **Course Proposals**  Course proposals secure Strategic Portfolio Development PD1/Business Case or PD3 approval in principle, if required. |

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| **Planning Meeting**  SLAR (QAV) arranges a planning meeting with the School.  School identifies Course Team CPD training needs.  SLAR (QAV) arranges administrative set-up and QAAP. |

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| **SLAR (QAV) confirms**   * Definitive documentation requirements for QAAP Short Award Approval Event via the Short Award: Validation Arrangements. * Publication of development calendar (timescale) leading to the approval event. * SLAR (QAV) staff and central departments support for course development/writing days is confirmed. * Short Award Panel constitution. * School/Course Team nominations for External Panel members comments. |

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| **Consultation with Stakeholders**  Proposing Course Team consults and captures the views of the following for proposed new or modified courses and outlined within the Title Approval (PD) document:  ►Employers ►PSRB ►Students and Alumni  ►Internal and external specialists (including those at partner providers). |

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| **Confirmation of MVFs (TU delivery only)**  Course Leader/PL Programmes/Staffing meeting with Central Timetabling to confirm MVFs. |

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| **Submission of Course Documentation**  School and proposing Course Team check final documentation and confirm its readiness for submission (2 weeks prior) to the course(s) QAAP Approval Event. |

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| **Short Award Approval Event**  SLAR (QAV) communicates agenda and panel constitution.  SLAR (QAV) Officer produces draft conditions and report with deadline for meeting conditions and QAAP sign-off. |

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| **Sign-off**  AR/nominee on behalf of the Student Learning & Experience Committee (SLEC).  All UC Awards reported via the QAAP Standing Report to SLEC.  SLAR (QAV) confirms UC approval to the School, Finance & Commercial Development (FCD) and Student Recruitment & Marketing (SRM).  ►Subject to Approval (STA) flag removed. |

# 7. PLANNING THE SHORT AWARD VALIDATION EVENT AND DEVELOPMENT OF THE Short Award: VALIDATION ARRANGEMENTS

Regular Operational Planning meetings are arranged by SLAR (QAV) with School Management teams throughout the academic year. These meetings are organised to discuss the overall validation schedule. Agreements are reached on the process to be adopted for each Short Award Approval Event.

All Short Awards, of ≥ 60 credits, Approval Events have a course **Short Award: Validation Arrangements** form completed (see **C-SAPs Annex 1a**). The Agreement is communicated to the Course Leader to confirm the documentation requirements and process between SLAR (QAV) and the Schools.

All Quality Assurance and Authorisation Panels are organised by SLAR (QAV) on behalf of SLEC, including those courses developed at Partner Institutions.

## 7.1 Approval of Panel Members

SLAR (QAV) will arrange the standing QAAP Panel composition, in line with current practice.

## 7.2 Consideration of Module Diet

The Panel will **approve the diet of modules** according to institutionally agreed requirements (AFP and Assessment Regulations). The Module specification [UTREG] is generated electronically and is accessed via [**https://apps.tees.ac.uk/UTReg/**](https://apps.tees.ac.uk/UTReg/). A hard copy is also available in **C-Appendix 3**: **Good Practice Guide for Module Leaders on Module Design and Development**.

Therefore, the Panel will seek to ensure the:

* Academic standards (level) and sustainability of modules
* Coherence (vertical and horizontal structure) and subject specificity
* The nature and inclusivity of assessments in the overall design, that assessment tariffs conform to the guidance provided in the Academic Workload Management Framework (AWMF)
* To confirm module tutors have drawn on all appropriate external references i.e., FHEQ, QAA Subject Benchmarks etc. internal University strategic agenda, academic regulations and guidance surrounding the design and delivery of modules.

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| **\*\* MVF are only applicable for TU awards delivered at main campus or Darlington Campus** |

## 7.3 Constitution for the Quality Assurance Authorisation Panel (QAAP) (Low risk only)

The Panel will be convened on a regular basis by SLAR (QAV) and will normally comprise an abridged standing panel of:

The Panel will be convened by Student Learning & Academic Registry (QAV), in consultation with the Chair of the event, and will always include:

* **Chair**: School Associate Dean (Learning & Teaching) or nominee related to the link School (i.e., Head of Department (see **Section 5.6**)
* **Officer**: Student Learning & Academic Registry (QAV)

Additional Panel members will normally comprise of a selection of colleagues with expertise aligned to the awards under consideration:

* A member of Academic staff from each Academic School, independent of the course(s) under consideration
* School Principal Lecturer(s)
* Academic Librarian with subject expertise
* Panel members external to the school with specific expertise including:
  + Representative from Student Learning & Academic Registry (QAV)
  + Head of Online Learning, or nominated Learning Designer for OL provision
  + Colleague with Professional Apprenticeship knowledge
  + Student and Library Services (Student Futures)

In exceptional circumstances, normally where the course under consideration is deemed non-congruent provision, an External Subject Expert identified from a Higher Education Institution (HEI) or an existing Award External Examiner should participate in the validation event.

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| \*\*Where Panel Members are unable to attend the event at short notice, please contact the Event Officer within SLAR (QAV). |

## 7.4 Appointment of QAAP Chairs and Panel Members

QAAP Chairs consist of staff working within Schools and relevant Departments.

The criteria for the appointment of a QAAP Chair is:

* Have sound chairing skills and general experience of chairing meetings
* Have a clear understanding of the quality and regulatory processes of the University
* Be willing to offer the time and commitment to be involved in any briefing, pre-Panel, and post-Panel activities (including final ‘sign-off’ of the documentation)
* Have the support of their Dean or Director

University Panel Members are normally drawn from School Student Learning & Experience Sub-Committee (SSLESC). They are selected based on the knowledge and expertise they can bring to the Panel. Names are maintained by SLAR (QAV).

SLAR (QAV) is responsible for arranging and delivering briefing sessions to prepare new Chairs and Panel Members. Briefing sessions are available via online mechanisms scheduled across the Academic Calendar with bookings made via [**QAV@tees.ac.uk**](mailto:QAV@tees.ac.uk).

## 7.5 Selection Criteria of External Panel Members – Externality

Externality (peer consultation and feedback from external academics/practitioners) is a **key feature of the course validation process**; however, this consultation can be undertaken virtually or via written comments. For guidance on securing external academic/practitioner feedback, contact SLAR (QAV).

Due regard should be given to the independence of External Panel

Members for new short award development and approval. QAAPs should include individuals who:

* Obtained the equivalent level of qualification
* Three years’ experience in HE teaching
* Any PSRB and professional membership, where appropriate
* Obtained a Teaching qualification
* They **must not have had paid or unpaid connection** to Teesside University within last three years including, [**external examiner**](https://extra.tees.ac.uk/external-examiners/Pages/default.aspx) role and research collaboration/supervision
* They **must not have a personal relationship** with a member of the Course Team/developer
* They have not had any significant involvement as a **Panel member** in the last three years

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| The External Academic Panel Member and independent employer/  practitioner nominee CVs **must** be submitted by the School to SLAR (QAV) ***prior*** to the Validation Event for confirmation of their suitability\*. |

## 7.6 UK Home Office Visas & Immigration (UKVI) Requirements for External Panel Members

In addition to their academic/practice-based suitability, proposed External Panel Members must also be eligible to work in the UK in accordance with UK Home Office Visas & Immigration (UKVI) requirements.

# 8. DOCUMENTARY REQUIREMENTS FOR SHORT AWARDS

## 8.1 Documentary Requirements for Short Awards – less than 60 credits

Will typically consist of the following where appropriate:

* Agenda and Panel Membership
* Named UC Award Title (PD3) form
* UTREG/Module Specifications
* Course Handbook(s)/Module Guides
* Workplace/Work Related/Placement Learning and/or Mentor Handbook
* Staff CVs (Chair Only)

## 8.2 Documentary Requirements for Short Awards of ≥ 60 Credits

Will typically consist of the following where appropriate:

* Agenda and Panel Membership
* Title Approval/UC (PD) form
* Route B Proforma
* Course Specification
* Module Specification(s) / Catalogue
* Staff CVs (Chair Only)
* Assessment Chart
* Library Statement
* Map of Learning Outcomes to modules
* Course Handbook, incorporating course delivery structure(s)
* Workplace/Work Related/Placement Learning and/or Mentor Handbook
* Any additional mapping exercise as required by the relevant PSRB.

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| **The production of a Course Specification is applicable for awards containing 60 credits or more than one module, although PSRB accreditation may necessitate specific School requirements.** |

Where Short Awards are to be considered alongside a Partnership Approval, refer to advice and guidance in **Chapter** **E** of the Quality Framework.

# 9. OUTCOMES AND JUDGEMENTS OF SHORT AWARD VALIDATION EVENTS

Named Postgraduate Certificates (PgCert) / UCCE / UCPD / UCACE / UCAPD / UCPPDawards Schools may choose to either:

* Approve a range of individual Postgraduate Certificates / UCPD / UCAPD / UCPPD awards.

**or**

* Approve one or more Postgraduate Certificates / UCPD / UCAPD / UCPPD ‘frameworks’.

Awards would normally be constructed from modules at the same FHEQ level.

PgCert/UC awards may only be made available to students in respect of courses which have been approved by a Quality Assurance Authorisation Panel (QAAP) **prior** to the students enrolling on the course.

For named PgCert and UC awards once approved by QAAP, must be reported to SLEC for information via the QAAP Standing Report.

## 9.1 Assessment and Award Process

All modules contributing to Short Awards will be delivered by the appropriate School/Partner, and the performance of students in those modules will be considered by the relevant Module Assessment Board within the School or associated School. All Short Award module results must go through a Module Assessment Board, even if no External Examiner is present.

All Short Awards will be awarded at Award Boards within relevant Schools.

All self-contained Short Awards have at least one External Examiner in accordance with the existing University [**External Examiner Process**](https://www.tees.ac.uk/docs/DocRepo/Quality%20framework/D2%20-%20External%20Examiner%20Process.doc) requirements.

## 9.2 Untitled Short Awards

Please contact SLAR (QAV) for further advice and guidance.

## 9.3 Short Award Approval Event Outcomes and Sign-off

The QAAP will make recommendations for approval under the following headings:

**Conclusion – Quality and Standards**

This relates to the Course Team’s approach to setting, maintaining, and enhancing academic standards, and the likelihood that the students will be able to achieve those standards through the learning opportunities and support provided to them by the proposed course.

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| **The judgement will be either:**  **Approved** - the course(s) can be recommended for approval. The normal approval period would be 6 years (indicating the mode of attendance, delivery location and method of delivery).  **Or**  **Not Approved** – the course(s) cannot be recommended for approval. |

The Panel may, under certain circumstances, request a **Full or Interim**

**Review**, in less than 6 years**[[1]](#footnote-2)**. In the case of an Interim Review, the rationale and focus of the review should be made explicit in the Course Approval Event Report, and the Panel Chair must complete an **Interim Review Event: Summary of Requirements** form. The form is available on the Quality Framework [**templates**](https://unity3.tees.ac.uk/departments/058/AR2017/Supporting%20Documents/Forms/AllItems.aspx) site.

Alternatively, as part of the Recommendations the Panel may request that enhanced continuous monitoring (CME) takes place. The rationale and focus of this should be made explicit and recorded as a Recommendation (for further enhancement).

**Conclusions – Commendation(s)**

The Panel may wish to make a commendation(s); this is considered formal praise and support for the Course Team for undertaking practice that is considered above the norm e.g., substantial employer engagement, collegiate approach to planning, design and or delivery. Commendations are not the same as Transferrable Good Practice.

**Conclusions – Transferable Good Practice**

The Panel will identify the aspects of the course which represent Transferable Good Practice based on demonstrable evidence which can be applied, or undertaken, in other Schools or adopted by subject disciplines for example, inclusive teaching and learning interventions which both increase participation from students with protected characteristics, mechanisms which increase attainment of higher award classifications, demonstrable positive impacts on employability (Student Outcomes), and quality and standards of teaching and learning i.e. increased National Student Survey (NSS) scores etc. These aspects are noted by SLAR (QAV) and disseminated by Student Learning & Academic Registry (Academic Development) (SLAR (AD)) to support enhancement.

**Conclusions – Conditions and Recommendations**

The Panel may set Conditions (these **must** be addressed prior to the commencement of the course or, exceptionally, by a specified date after the commencement of the course), recommendations for further enhancement, issues for the School to consider/address, and issues for the University to consider/address.

## 9.4 Conclusion - Date of Periodic Review or Interim Review, Modes of delivery, Number of Intakes and Location

The Panel will confirm the next scheduled Periodic Review date or Interim Review, the modes of delivery, the number of student intakes per academic year and the delivery location(s).

## 9.5 Post Short Award Approval Event

**Conclusion – Record of Conditions and Recommendations**

The Panel will receive a copy of the conditions and recommendations as discussed during the Validation Event and confirmed by the Chair. The Panel will be asked to review these to ensure the accuracy and include if required any points of clarification.

## 9.6 Conclusion Short Award Approval Event Report

A report of the Short Award Approval Event will be completed by the Officer, in consultation with the Chair, according to the headings as outlined in the **Course Validation Event Report (Route B)** template (see **C-SAPs-Annex 17c)**. The Panel will be asked to review the report for factual accuracy.

## 9.7 Conclusion and Sign-Off Process for Approval of Short Awards

Following the Short Award Approval Event, the Course Team will amend documentation for resubmission and complete responses within the event report template outlining where and how the conditions and recommendations have been addressed, quoting documentation titles and page numbers.

The documents and report will be forwarded for approval to:

* The Chair of the Event who will approve the amended documentation by signing the validation Event Report as 1st signatory confirming conditions have been met by the Course Team, and that the course specification is accurate, complete, and fit for publication.

Schools will submit the report electronically, with appropriate signatures, to SLAR (QAV). SLAR Officers will check the report for completeness and facilitate final sign-off by the University Academic Registrar (AR) or nominee, refer to **Diagram 1**.

Short Awards are reported in via the School Standing Report to SLEC –

SLAR (QAV) will notify the School and central departments and the ‘**subject to approval**’ flag can be removed from marketing material following this final stage of the process.

## 9.8 Short Award Review Process

The Periodic Review period for all Short Awards is normally 6 years or in line with the standard review period for other associated awards and will follow standard Periodic Review processes including completion of the Course Evaluation Narrative (CEN). The CEN is not a requirement for reviews of short awards consisting of 20 credits, although Course Leaders would be expected to submit their recent Course Report. Please refer to the process as outlined in the **Chapter D1 – Continuous Monitoring and Enhancement.**

# 10. Non-Accredited Learning

There are occasions when University Schools may wish to develop Non-Accredited Short Awards, often related, or linked to industry specific requirements. The non-accredited award(s) may vary in nature and how they are delivered, however, a key feature is they are non-credit bearing (0 credit), and as a result do not follow normal academic principles or conventions of credit, teaching, learning and assessment etc.

As this activity sits outside of normal University approval and review practice for accrediting learning as defined by the Quality Framework, Course Teams are advised to contact the Research and Enterprise Office and progress approval via their Non-Accredited Continued Professional Development processes.

1. **NB: Some PSRBs may have a shorter standard review period, in such cases the Panel would normally align the Periodic Review dates.** [↑](#footnote-ref-2)