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NOTE: Text highlighted in blue is guidance text and should be deleted. Text highlighted in yellow should be amended as appropriate.

**NARRATIVE DOCUMENT**

**PROGRAMME TITLE(S)**

(List the main award(s) and any intermediate awards – do not include exit awards)

**XXX**

**Academic Discipline of X**

**Institute of X**

**OR**

**Institute of X and Partner X**

**Document for Validation / Revalidation Month Year**

**for first intake Month Year**

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In this short narrative document, you are asked to reflect **on the design of the programme(s**). The eleven sections given below ensure that you reflect on a number of key aspects as part of programme design processes. The sections have been chosen to reflect the University’s Learning and Teaching Enhancement Strategy, Learning and Teaching Standards and the University’s Graduate Attribute Framework *(see the additional validation guidance document that accompanies the PV2a template)*. Further, they reflect key sector teaching and learning priorities as expressed through the Teaching Excellence and Graduate Outcomes Framework, surveys such the UKES, NSS, PTES, and PRES, and teaching and learning priorities expressed by AdvanceHE and HEFCW).

Please do not delete the text before each box.

1. Defining characteristics & purpose

In this section, please specify briefly the defining characteristics of the programme(s) and set out the context for the later sections of this narrative document. The purpose of the programme will drive and/or inform the design. E.g. if the programme is Professional, Statutory, and Regulatory Body (PSRB) accredited or linked to the apprenticeship framework. Or, if the programme is designed for a very specific cohort. If a number of programmes are linked together in a cluster, then please explain here how the cluster operates, especially where modules are shared to a significant degree.

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1. Student engagement

In this section, please reflect briefly on how you have worked together with students in partnership in relation to the design of the programme(s);

Please do **NOT** focus in this section on a description of the consultation process but rather focus on the impact that the engagement with students has had on the design and validation of the proposed programme(s).

This may mean that you have consulted with students face-to-face in a focus group or as part of a Student Staff Consultative Meeting. It may also be that, as part of the design stage, you have considered feedback from students (e.g. through the review of module questionnaire feedback, programme level feedback, feedback at Student Staff Consultative Committees, partner student engagement survey feedback, or feedback given as part of national surveys such as the NSS, UKES and PTES). The engagement method chosen depends on the programme to be (re)validated) and the cohort that the programme(s) aim(s) to attract.

Where a programme is being developed in a subject area new to the University, the partner or both, programme teams are still expected to consider student feedback. E.g. if students currently studying on programmes offered by the Academic Discipline/Institute/partner persistently indicate concerns in relation to a particular issue (e.g. ‘learning opportunities’, ‘assessment and feedback’ or ‘resources’), then this should be taken into account when designing a new programme.

The key question to answer for this section is: what changes have you made or what elements have you added to the programme as a result of student engagement and feedback processes?

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1. Teaching, Learning, and Enhancement

The University’s Learning and Teaching Enhancement Strategy focuses on four key principles for all teaching and learning:

* collaborative
* professionally focused
* inclusive
* personalised.

In this section, please reflect on how the programme ensures that learning and teaching is **collaborative** and **personalised[[1]](#footnote-1)**. Questions to consider include:

* How does the programme ensure that students are provided with systematic opportunities to learn with others? This could, for example, be as part of a project or assessment, as part of the delivery model of the programme, or through the VLE (e.g. forum, blogging tool).
* How has the programme embedded an approach to learning and teaching that fosters partnership between staff and students and a strong learning community?
* Does the curriculum provide students with opportunities to shape their own programme and /or learning?
* In what ways are individual learning needs taken into account so that all students are supported appropriately and empowered to fulfil their own potential (e.g. through individualised academic support and /or feedback)?
* How does the programme ensure that students continue to engage strongly with their studies?

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1. The overarching assessment strategy used for the programme(s). Questions to consider include:

* How is assessment used to ensure that students develop and build on key skills as they progress through the programme?
* Does the programme include formative assessment opportunities to support students to develop their skills and learn from feedback?
* How has the programme team ensured that the assessments used for individual modules form a coherent whole?
* Where innovative assessment methods are used, how has the programme team ensured that students are appropriately prepared for such assessments?

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1. How does the programme / set of programmes ensure ‘rigour and stretch’? Questions to consider include:

* How does the programme challenge all students to achieve their best work and encourage them to take responsibility for their own learning?
* How does the programme encourage students to formulate and explore their own questions, problems and scenarios and develop throughout the programme as independent learners?
* How does the programme provide students with opportunities to explore ideas or concepts in depth and bring information together from different topics?

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1. Equality and Diversity

In this section, please reflect briefly on equality and diversity in relation to the proposed programme(s).

1. Are there any E&D implications in relation to this programme? E.g. Any **MAIN** activity associated with this programme that could present problems for students with additional requirements or disabilities.

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1. How does the programme / do the programmes ensure that teaching and learning is inclusive and that students from all cohorts obtain positive outcomes?

In relation to (b) you may, for example, want to reflect on the ways you have ensured that the programme content, its teaching and learning delivery or assessment methods are inclusive and appropriate for the specific cohort(s) that the programme(s) aim(s) to attract.

E.g.:

* If your programme attracts a large proportion of mature students returning to education or students predominantly from a widening access background, you may want to reflect on how you have addressed in the design of the programme any potential issues that such students may have re the transition to HE / return to education;
* If your programme attracts a large proportion of students with a specific learning difficulty, you may want to detail how you have taken this into account in relation to the delivery of the programme;
* If the programme is part of a larger progression route, how have you ensured that progression between awards and levels is seamless?
* If the programme is/are offered bilingually or through the Medium of Welsh, how are you ensuring appropriate language support for these students? **OR** how has the programme team ensured that effective language support in place for students whose first language is not English or Welsh?
* This could also mean reflecting on the need for a diverse curriculum and reading list.

Your reflection in this section 3 will depend on the type of cohort that the programme attracts / is expected to attract.

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1. When admitting students to this programme / these programmes are there specific equality and diversity implications that need to be considered and/or raised with applicants?

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1. Graduate Attribute: Employability

As part of the Graduate Attribute Framework, graduate competencies in Employability include:

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| Communication | Leadership | Collaboration | Creativity |
| Enterprising | Problem solving | Negotiating | Adaptability |
| Emotional Intelligence | Awareness | Project Management | Resourceful |

In this section, please reflect briefly on how you have embedded employability within the programme(s), that is, opportunities to enhance the employment prospects of graduates.

You may want to reflect briefly on, for example:

* the various employability skills gained by students in your programme, with reference to the relevant key competencies above;
* Graduate Outcomes statistics in order to tailor the programme appropriately;
* the opportunities for Professional, Statutory, and Regulatory Body (PSRB) accreditation or any other additional qualification(s) students can gain;
* the engagement with employers in relation to the *design* of the programme(s);
* the embedding of work experience/placements within the programme;
* the employer/sector-engagement embedded within the *delivery* of the programme for students (e.g. guest lectures from industry/visits to industry/fieldtrips/international mobility opportunities/internships);
* NSS/UKES/PTES outcomes can be used to identify skills gaps and skills development.

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1. Graduate Attribute: Digital Skills

As part of the Graduate Attribute Framework, graduate competencies in Digital Skills include:

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| Digital transformation 4.0 | On-line unified communication | Troubleshooting & problem solving | Algorithms & system design |
| Artificial Intelligence | Virtual & Augmented Reality | Data analysis & visualisation | Mobile/App expertise |
| Cyber security, governance & ethics | Smart technologies | Social Media harnessing | Research & information gathering |

In this section, please reflect briefly on how you have embedded digital skills within the programme(s).

You may want to reflect briefly on, for example:

* the various digital skills gained by students in your programme, with reference to the relevant key competencies above;
* NSS/UKES/PTES outcomes can be used to identify skills gaps and skills development.

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1. Graduate Attribute: Learning for Life

As part of the Graduate Attribute Framework, graduate competencies in Learning for Life include:

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| Personal Development & Planning | Reflection & Self-Reflection | Challenge | Well-being & Resilience |
| Critical Thinking | Rights & responsibilities | Ethics & values | Diversity |
| Sustainability | Time management | Socio-political systems | Cultural & linguistic expression |

In this section, please reflect briefly on how you have embedded learning for life within the programme(s).

You may want to reflect briefly on, for example:

* the various learning for life skills gained by students in your programme, with reference to the relevant key competencies above;
* NSS/UKES/PTES outcomes can be used to identify skills gaps and skills development.

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1. Non-standard issues

Please use this section to explain any non-standard issues associated with the programme.

You need to use this section, for example, where:

* the language of delivery is not solely English;
* the programme entails collaboration with an external partner (e.g. re delivery, facilities);
* the programme deviates from the standard norms and regulations (e.g. re length of programme, workload / assessment regulations etc.).

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1. Additional academic costs for students

In this section, please detail whether there are any additional academic costs for students associated with the programme or its modules. Additional academic costs are costs for students directly associated with the programme of study in addition to the tuition fee costs. [[2]](#footnote-2) Please **quantify** any additional costs *and* specify whether such costs are **mandatory**, **necessarily incurred** or **optional**.[[3]](#footnote-3)

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| **Additional Cost Description** | **Addition Cost Value[[4]](#footnote-4)** | **Mandatory** | **Necessarily Incurred** | **Optional** |
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**All additional costs detailed in this section are indicative. It is recognised, for example, that the precise costs associated with a field trip could vary from year to year.**

1. Sustainability

In this section, please reflect briefly on the way you have embedded Education for Sustainable Development and Global Citizenship (ESDGC) within the programme(s) as a whole (see [Education for Sustainable Development (qaa.ac.uk)](https://www.qaa.ac.uk/quality-code/education-for-sustainable-development)).

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Please map the programme(s) against the Well-being of Future Generations (Wales) Act.[[5]](#footnote-5)

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|  | **Positive** | **Negative** | **Reasons / justification** |
| **A prosperous Wales** (efficient use of resources, skilled, educated people, generates wealth, provides jobs). |  |  |  |
| **A resilient Wales** (Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change). |  |  |  |
| **A healthier Wales** (People’s physical and mental wellbeing is maximised and health impacts are understood) |  |  |  |
| **A Wales of cohesive communities** (Communities are attractive, viable, safe and well connected) |  |  |  |
| **A globally responsible Wales** (taking account of impact on global well-being when considering local social, economic and environmental wellbeing) |  |  |  |
| **A Wales of vibrant culture and thriving Welsh Language** (culture, heritage, and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation). |  |  |  |
| **A more equal Wales** (people can fulfil their potential no matter what their background or circumstances) |  |  |  |

1. Resources/Facilities specific to this programme

In this section, please provide details of any resources/facilities that are specific to this programme specialism.  General information regarding resources/facilities (classrooms, computer labs, etc.) is provided in the PV2c Resources Document for the Institute; therefore, this section should focus on the specific or specialist resources to be used by the programme (e.g. art studios, nutrition labs, sports equipment and facilities, specialist engineering equipment, etc. not routinely used by all other programmes). If specialist resources are not relevant to this programme, please state that all resources are detailed in the PV2c.

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1. The key principles of inclusive and professionally focused are covered in separate sections below. [↑](#footnote-ref-1)
2. . E.g. costs associated with the purchase of books, IT equipment and any other course related equipment as well as costs associated with course related trips and placements etc. [↑](#footnote-ref-2)
3. An example of **mandatory costs** are costs that are associated with a field trip that all students are required to participate in as part of their studies. These do not include costs for sundry (e.g. purchase of a coffee or lunch during a trip) but focus on costs associated with, for example, travel and accommodation or the Institute’s fee for participation. An example of **necessarily incurred costs** are costs associated with the purchase of equipment. E.g. a students on a Fine Art course could have additional costs associated with the purchase of art materials. **Optional costs** are, for example, costs associated with a field trip or placement that is not a compulsory part of the course. If all books or software that a student needs for the course are available in the library or via IT&S, then no additional costs should be entered here. [↑](#footnote-ref-3)
4. It may be useful here to specify a range rather than a precise additional cost value. E.g. students may be able to keep costs down by purchasing a second-hand textbook. [↑](#footnote-ref-4)
5. **Not** applicable for students studying outside Wales at partnership institutions/learning centres. [↑](#footnote-ref-5)