**University of Huddersfield**

**Rationale for the Validation of [proposed programme]**

This form should be completed as part of the University’s Programme Validation Processes as detailed within [Section B](https://www.hud.ac.uk/policies/registry/qa-procedures/section-b/) of the University’s Quality Assurance Handbook. It is designed to help you fulfil the informational requirements for a new programme as detailed in [Section 1.2 of the Validation Checklist](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/ValidationChecklistSeptember20209.docx).

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| --- | --- |
| Proposed Programme /s |  |
| Academic year of first intake: |  |
| Course Lead/s / Document Author: |  |
| Document Creation Date: |  |
|  | |
| **Section 1: Background Summary** | |
| |  | | --- | | **Guidance on Section 1** | | Include information on the development of the course up to this point.   * What brought the proposed course to be developed? * Whether or not this is a new area for the School * The number of students the course aims to recruit * Consideration of how the course supports the University’s Learning and Teaching Strategy * Consideration of how the course fits into the existing portfolio within the School * Consideration of how the proposed course supports the School’s strategic plan * Any relevant PSRB information * How will the course engage with service-users and carers (where applicable)   [End Guidance Text] |   X | |
|  | |
| **Section 2: Marketing Summary** | |
| |  | | --- | | **Guidance on Section 2** | | Please provide a concise summary of the Market Analysis prepared for the Business Case for the proposed programme.   * Who is the target market and who are the competitors? * Where is the target market located (e.g. FE Colleges, specific areas of the world etc.) * What plans does the School have to promote the programme? * How many applicants are there nationally and what is the local applicant market like for this subject? * What are the relevant graduate occupations and are those occupations / sectors expanding or contracting (please attach any relevant EMSI tables as an Appendix)   [End Guidance Text] |   X | |
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| **Section 3: Careers and Employability** | |
| |  | | --- | | **Guidance on Section 3** | | Please use the supporting [Guide to Using LMI to Inform Curriculum Development](https://hudac.sharepoint.com/sites/U92-INT-EmployabilityResources) for detailed information on how to research the careers, skills and knowledge aspects of the rationale and append the following reports:   * The Top 10 Graduate Jobs (Prospects / Huddersfield Graduate Outcomes/ Lightcast from the Marketing Statement); * Lightcast Occupational Comparison table (for around 10 relevant graduate occupations from the Marketing Statement); * Lightcast jobs posting report for each occupation selected (1 table per occupation) showing the specialised and common skills (for the top graduate occupations selected);    To prepare students for relevant graduate outcomes (including, where applicable, self-employment), what (specialised and common) skills, knowledge and experiences should the course develop?  [End Guidance Text] |   X | |
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| **Section 4: Curriculum Content** | |
| |  | | --- | | **Guidance on Section 4** | | Include relevant information about the curriculum. The prompts below are provided as indicative examples however they are not intended to be exhaustive.   * PRSB accreditations * In what ways will the curriculum support Graduate outcomes and develop the knowledge, skills and experiences for the key occupations / sectors identified? * How is the curriculum content research-led? * What is unique about the experience of this subject area at Huddersfield over other HEIs in the UK? * How is the curriculum structured (e.g. Spiral, Network, Subject, Inquiry etc.)? * The delivery method/s and why these have been chosen as appropriate to this course.   [End Guidance Text] |   X | |
|  | |
| **Section 5: Student Co-Creation** | |
| |  | | --- | | **Guidance on Section 5** | | Include information on whether or not students have been active in the co-creation of the proposed programme and how student feedback has been gathered and used to inform this development.  [End Guidance Text] |   X | |
|  | |
| **Section 6: Inclusive Design** | |
| |  | | --- | | **Guidance on Section 6** | | Provide a brief summary of the ways in which the programme is inclusive by design (e.g. takes account of student’s time outside of University when planning assessment) and how continuous improvement will be monitored.  [End Guidance Text] |   X | |