

**REValidation Submission Document**

REVIEW of A taught programme

[Programme Title and Award]

[Panel Meeting Date]

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***[GUIDANCE NOTES (to be deleted before submission):***

* + - * *The word limits are indicative only and can be exceeded at the Programme Review Group’s discretion.*
      * *The periodic revalidation process is the culmination of the Institution’s quality evaluation cycle that also includes the Annual Programme Evaluation (APE) and all the quality monitoring mechanisms that feed into the APE. The APE (including the APE action plan) should feed into this self-evaluation undertaken for the periodic revalidation.*
      * *The revalidation submission should include a critical self-evaluation of the different aspects of the programme, including evaluation of any issues and how those have been or will be addressed as well as good practice.]*

# Overview

## Programme context

|  |  |
| --- | --- |
| A brief overview of the programme (max. 50 words) |  |
| When was the programme first established and last revalidated? |  |
| How does the programme fit within the [Framework for Higher Education Qualifications (FHEQ)](https://www.qaa.ac.uk/quality-code/qualifications-frameworks) and the [OfS Sector-Recognised Standards](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf)? |  |
| What is the market for the programme? |  |
| What overall developments have occurred since the last validation/revalidation (e.g. module amendments, changes to cohort sizes, delivery models etc.)? |  |
| What are the employer requirements for this programme and how does the programme meet them? |  |
| What is the programme’s impact on the sector and the artform? |  |

## Programme management and oversight

|  |  |
| --- | --- |
| What are the programme leadership arrangements for the programme and have they worked well over the past 5 years? |  |
| What are the programme administration arrangements and have they worked well over the past 5 years? |  |
| Have there been any issues with programme leadership and support over the past 5 years and how were those overcome? |  |

# Recruitment and admissions

## Projected applicant and student numbers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Expected applications** | | | **Expected enrolments** | | |
| Home | Overseas/EU | Total | Home (state FT/PT) | Overseas/EU | Total |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |

## Market for the programme

|  |  |
| --- | --- |
| Based on the admissions statistics of the programme over the past 5 years – is there continued evidence for student demand for the programme? |  |
| How diverse is the student body based on data? |  |
| What are the employment outcomes for graduates from the programme (with examples of graduate destinations)? |  |
| List the main competitor programmes and USPs of the new Trinity Laban programme in relation to these. |  |

1. Recruitment and marketing

[GUIDANCE NOTE: The Programme Leader must liaise with the Student Recruitment and International Relations team to complete this section.]

|  |  |
| --- | --- |
| What are the specific target markets for recruitment (including underrepresented groups) and has the programme reached those markets over the past 5 years? |  |
| Have the home and overseas recruitment activities been effective for the programme over the past 5 years? |  |
| Have the online marketing strategies been effective for the programme over the past 5 years? |  |
| Based on admissions data, have the strategies for widening participation been effective for the programme over the past 5 years? |  |
| Are there any enhancements planned to marketing and recruitment strategies on the programme? |  |

## Admissions

|  |  |
| --- | --- |
| Have the application and audition processes for the programme been appropriate and worked well over the past 5 years? |  |
| Have the academic entry requirements proven to be appropriate for the programme (including English language requirements)? |  |
| How have non-standard and direct entry arrangement worked for the programme over the past 5 years (if relevant)? |  |
| Have arrangements for progression onto other Trinity Laban programmes worked well over the past 5 years (if relevant)? |  |
| Are there any enhancements planned to the admissions process? |  |

# Content and delivery

## Learning and teaching

|  |  |
| --- | --- |
| How have developments in pedagogy, within the subject area and otherwise, been incorporated in the programme over the past 5 years? |  |
| How is the programme-specific student induction organised on the programme and how has it developed over the past 5 years? |  |
| How has accessibility of learning and teaching methods been ensured on the programme over the past 5 years? |  |
| What is the programme’s impact on environmental sustainability and how has the impact been minimised? |  |
| How is teaching staff development ensured on the programme? Are peer observation arrangements in place? |  |
| How does tutorial support work on the programme and how has it been developed over the past 5 years? |  |
| Please give examples of innovation and good practice in learning and teaching on the programme from the past 5 years if relevant. |  |

## Curriculum design and development

|  |  |
| --- | --- |
| How do teaching staff on the programme keep abreast of research or scholarly developments in the subject area and how have those been incorporated into the programme over the past 5 years? |  |
| How do teaching staff on the programme keep abreast of professional and industry developments in the artform and how have those been incorporated into the programme over the past 5 years? |  |
| What is the rationale for the programme structure? (e.g. balance in depth and breadth of modules; sequencing of skills development and key concepts; linking of theory and practice; balance of teaching and learning methods etc.) |  |
| Which Subject Benchmark Statement has the programme been mapped to and what was the outcome of the mapping? |  |
| How does the programme develop students’ transferable skills (including entrepreneurial and digital skills)? |  |
| What are the mechanisms for reviewing reading lists and topics covered in modules on the programme and have those worked well over the past 5 years? |  |

## Assessment and feedback

* + 1. Assessment table

[add/delete rows as necessary. If changes to module assessment are proposed as part of the revalidation, please include the changes here.]

|  |  |  |  |
| --- | --- | --- | --- |
| **Module title** | **Level** | **Assessment component(s)** | **Which Module Learning Outcomes(s) does the component assess?** |
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* + 1. Assessment design

|  |  |
| --- | --- |
| What is the rationale for the choice of assessment methods on the programme? |  |
| Are there, or have there been, any assessment components that cause noticeably more issues to students than others (e.g. significant numbers of fails at first attempt) and how have those issues been addressed? |  |
| How are the assessment methods on the programme inclusive? | *[GUIDANCE: Refer to* [*https://www.qaa.ac.uk/membership/benefits-of-qaa-membership/collaborative-enhancement-projects/assessment/developing-a-set-of-inclusive-assessment-design-attributes-for-use-across-the-he-sector*](https://www.qaa.ac.uk/membership/benefits-of-qaa-membership/collaborative-enhancement-projects/assessment/developing-a-set-of-inclusive-assessment-design-attributes-for-use-across-the-he-sector) *for a Set of Inclusive Assessment Design Attributes]* |
| How are students be instructed to use (or not to use) AI for each type of assessment and why? |  |
| How do the choices of assessment methods minimise opportunities for academic misconduct? |  |
| Is the volume of assessment aligned to the [Trinity Laban Assessment Design and Guidance Checklist](https://www.trinitylaban.ac.uk/about-us/learning-teaching-research/academic-quality/academic-quality-handbook/#assessment)? |  |
| Have the marking practices worked well for the programme over the past 5 years? Have there been any enhancements made to the marking processes? |  |

## Progression and achievement

|  |  |
| --- | --- |
| Based on data, are there any significant attainment gaps on the programme and what are the measures to close those? |  |
| How is student retention supported on the programme and, based on data, have those strategies been effective over the past 5 years? |  |
| Have there been any significant variation in the number of 1st and 2:1s, or Distinctions, awarded on the programme over the past 5 years? If so, please analyse the reasons behind the variation. |  |
| Please include here any other observations from the student data over the past 5 years. |  |

# Student Experience

## Student voice

|  |  |
| --- | --- |
| Please provide examples of any changes made to programme delivery that were made as a result of student feedback in the past 5 years. |  |
| How have students contributed to the revalidation process? |  |
| How have Programme Forums worked on the programme? |  |
| How are students told about the impact their voice has had on the programme and the student experience? Have these mechanisms worked well? |  |
| Please add any further analysis on the effectiveness of student voice on the programme. |  |

## Learning resources

|  |  |
| --- | --- |
| What use does the programme make of learning resources such as the library, Moodle, AV and other IT resources? Have those resources worked well for the programme over the past 5 years? |  |
| How well have the teaching and performance spaces worked for the programme over the past 5 years? |  |
| Please describe any additional resources that are used to support programme delivery and whether any enhancements to use of learning resources are planned. |  |

## Student support

|  |  |
| --- | --- |
| How is pastoral support provided by the teaching team to the students and has it worked well over the past 5 years? |  |
| How is academic support offered to the students by the teaching team and has it worked well over the past 5 years? |  |
| How is careers advice be offered to the students on the programme and has it worked well? |  |
| If the programme has placements or study abroad periods, what support is be provided for students and has it worked well? |  |
| Please describe any other student support mechanisms that are in place on the programme and how well those have worked over the past 5 years. |  |

# Summary and action plan

## Proposed changes to the curriculum

1. Summary of any proposed changes to the programme curriculum as part of the revalidation process.

|  |  |  |
| --- | --- | --- |
| **Current module/element of programme** | **Changes proposed** | **Rationale** |
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1. Are the changes proposed to be implemented for all cohorts immediately from next September, or will the current version of the programme be taught out for current cohorts?
2. If the changes are implemented immediately to all cohorts, please summarise below what the curriculum across all years of the programme will look like for current students (i.e. students currently in year 1, year 2 etc.) with commentary on the appropriateness of the curriculum for these cohorts. *(Note that all current students must be informed of the proposed changes after revalidation – this will be a condition of the revalidation).*
3. If the current version of the programme will be taught out, please describe what operational or staff planning arrangements (if any) may need to be put in place to manage the teach out.

## Curriculum map

Programme learning outcomes mapped to the modules or components in which they are assessed.

|  |  |
| --- | --- |
| **Programme Learning Outcomes** | **Module(s)/Component(s) in which assessed** |
| ***Knowledge and understanding*** |  |
| [insert] |  |
|  |  |
|  |  |
|  |  |
|  |  |
| ***Skills*** |  |
| [insert] |  |
|  |  |
|  |  |
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|  |  |
| ***Values and attitudes*** |  |
| [insert] |  |
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## Concluding remarks

|  |
| --- |
|  |

## Action plan

Action plan addressing any issues emerging from the periodic revalidation exercise. The action plan should be monitored by the relevant Quality Committee and any outstanding actions added in the following year’s Programme Action Plan.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** | **Issue** | **Action Required** | **Responsible** | **Date for completion** | **Progress** | **Evidence** |
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# Programme Specification (Undergraduate)

|  |  |
| --- | --- |
| **Programme** | [title] |
| **Awarding Institution** | Trinity Laban Conservatoire |
| **Location of study** | [King Charles Court/Laban Building/Laurie Grove/Online] |
| **Mode and duration** | [full-time and part-time] |
| **UK Credits** | [add] |
| **ECTS** | [add – half of the UK credits] |

**Summary Description**

[Max 200 words. Overview information on programme (to be used consistently in programme handbooks, web and prospectus etc.) – content, outcomes, overall structure etc];

[programme aims]

**Learning Outcomes**

On successful completion of this programme, a student will be expected to be able to demonstrate:

**Knowledge and understanding**

[numbered list of knowledge and understanding learning outcomes, max 6]

**Skills**

[numbered list of skills learning outcomes – amalgamating cognitive/ intellectual; subject specific; transferable, max 6]

**Values and attitudes**

[numbered list of values and attitudes learning outcomes, max 6]

**Curriculum**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module Title | Module Credits | Core/ Elective | Compensation Yes/No | Level |
|  |  |  |  |  |
|  |  |  |  |  |
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**Key Progression Points (if applicable)**

[Students are normally required to achieve all credits in each Part in order to progress to the next Part of the programme. An assessment board will meet at each progression point and is responsible for making progress decisions.]

**Options/Electives (if applicable)**

[Provide an indicative list of electives and clarify whether or not all options will be available in each year e.g. If we have insufficient numbers of students interested in an elective, this may not be offered. There may also be timetabling consideration that limit your choices. If an elective will not run, you will be advised as soon as possible and given help to choose an alternative.]

**Pre and Co-requisites (if applicable)**

[any information on the possibility of pre or co-requisite modules e.g. “there may be restrictions on opportunity to study (some modules – can be more specific e.g. some elective modules or naming the specific modules) depending on whether other modules have or will be studied. More information can be found in the module specifications”]

**Part-time structure (if applicable]**

[Include information on which modules will be taken in which years on the part-time mode]

**Learning and Teaching**

**Total contact hours** [xxxx hours]

[where possible break contact hours down by type e.g. one-to-one, lectures, seminars, tutorials]

**Total self-directed study hours** [xxxx hours]

**Total learning hours** [[10 x number of credits on the programme] hours]

**Learning and teaching methods**

[Brief summary of the learning and teaching methods/strategies used within the programme e.g. one-to-one tuition, small/large group teaching, online leaning, work-based learning etc., max 100 words]

**Placements and Exchanges (if applicable)**

[exchange/study abroad opportunities, rules governing them/where to go for further information]

[summary of placement opportunities, rules governing them/where to go for further information]

**Assessment**

[summary of assessment strategies/methods used within programme, including types of formative assessment, max 100 words]

**What do I have to do to pass?**

[e.g. In order to pass the programme you must achieve the credit for each module in each Part. You must pass each module with an overall mark of 40 (except where compensation applies). There may also be a requirement for you to achieve a minimum mark in each assessment. Where this is the case it will be stated in the module specification.

Certain modules may be compensated at the discretion of the assessment board. Compensation is the award of credit for a failed module on the basis of good performance in other modules. Rules applying to compensation can be found in the Academic Regulations for Taught Programmes.]

**Awards**

[Amend as necessary]

This programme can lead to one of three awards: on successful completion of all level 4 modules, the Certificate of Higher Education (CertHE); on successful completion of all level 4 and 5 module the Diploma of Higher Education (DipHE); and on successful completion of 360 credits at levels 4, 5 and 6, the BA (Hons) degree.

The CertHE is awarded without classification.

Dip(HE) The minimum percentage in the overall aggregate of Level 4 and 5 modules for recommendation for the Dip(HE) awards shall normally be:

|  |  |
| --- | --- |
| With Distinction | Minimum 70% |
| With Merit | Minimum 60% |
| Without classification | Minimum 40% |

[BA (Hons)] The minimum percentage in the overall aggregate for recommendation for [insert award] shall normally be [amend below in line with Academic Regulations for the relevant award]:

|  |  |
| --- | --- |
| Class 1 (I) | Minimum 70% |
| Class 2 Upper Division (II:i) | Minimum 60% |
| Class 2 Lower Division (II:ii) | Minimum 50% |
| Class 3 (III) | Minimum 40% |

Level 5 will constitute 20% of the overall aggregate;

Level 6 will constitute 80% of the overall aggregate.

**Accreditation and additional qualifications**

[Details of accreditation by PSRBs or opportunities to acquire additional external qualifications through the programme e.g. TCL diplomas]

**Admissions criteria**

[Criteria for entry to the programme including, qualifications, experience, audition requirements, English language level, DBS checks, direct entry requirements]





# Programme Specification (Postgraduate)

|  |  |
| --- | --- |
| **Programme** | [title] |
| **Awarding Institution** | Trinity Laban Conservatoire |
| **Location of study** | [King Charles Court/Laban Building/Laurie Grove/Online] |
| **Mode and duration** | [full-time and part-time] |
| **UK Credits** | [add] |
| **ECTS** | [add – half of the UK credits] |

**Summary Description**

[Max 200 words. Overview information on programme (to be used consistently in programme handbooks, web and prospectus etc.) – content, outcomes, overall structure etc];

[programme aims]

**Learning Outcomes**

On successful completion of this programme, a student will be expected to be able to demonstrate:

**Knowledge and understanding**

[numbered list of knowledge and understanding learning outcomes, max 6]

**Skills**

[numbered list of skills learning outcomes – amalgamating cognitive/ intellectual; subject specific; transferable, max 6]

**Values and attitudes**

[numbered list of values and attitudes learning outcomes, max 6]

**Curriculum**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module Title | Module Credits | Core/ Elective | Compensation Yes/No | Level |
|  |  |  |  |  |
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**Key Progression Points (if applicable)**

[Students are normally required to achieve all credits in each Part in order to progress to the next Part of the programme. An assessment board will meet at each progression point and is responsible for making progress decisions.]

**Options/Electives (if applicable)**

[Provide an indicative list of electives and clarify whether or not all options will be available in each year e.g. If we have insufficient numbers of students interested in an elective, this may not be offered. There may also be timetabling consideration that limit your choices. If an elective will not run, you will be advised as soon as possible and given help to choose an alternative.]

**Pre and Co-requisites (if applicable)**

[any information on the possibility of pre or co-requisite modules e.g. “there may be restrictions on opportunity to study (some modules – can be more specific e.g. some elective modules or naming the specific modules) depending on whether other modules have or will be studied. More information can be found in the module specifications”]

**Part-time structure (if applicable]**

[Include information on which modules will be taken in which years on the part-time mode]

**Learning and Teaching**

**Total contact hours** [xxxx hours]

[where possible break contact hours down by type e.g. one-to-one, lectures, seminars, tutorials]

**Total self-directed study hours** [xxxx hours]

**Total learning hours** [[10 x number of credits on the programme] hours]

**Learning and teaching methods**

[Brief summary of the learning and teaching methods/strategies used within the programme e.g. one-to-one tuition, small/large group teaching, online leaning, work-based learning etc., max 100 words]

**Placements and Exchanges (if applicable)**

[exchange/study abroad opportunities, rules governing them/where to go for further information]

[summary of placement opportunities, rules governing them/where to go for further information]

**Assessment**

[summary of assessment strategies/methods used within programme, including types of formative assessment, max 100 words]

**What do I have to do to pass?**

[e.g. In order to pass the programme you must achieve the credit for each module. You must pass each module with an overall mark of 50 (except where compensation applies). There may also be a requirement for you to achieve a minimum mark in each assessment. Where this is the case it will be stated in the module specification. Rules applying to compensation can be found in the Academic Regulations for Taught Programmes.]

**Awards**

[Amend as necessary]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Award** | **HE Level** | **Credits** |  | **Classification** | **% required** |
| Master of Arts | 7 | 180 |  | With Distinction | 70 |
| Postgraduate Diploma | 7 | 120 |  | With Merit | 60 |
| Postgraduate Certificate | 7 | 60 |  | With Pass | 50 |

[List any additional requirements for interim awards]

**Accreditation and additional qualifications**

[Details of accreditation by PSRBs or opportunities to acquire additional external qualifications through the programme e.g. TCL diplomas]

**Admissions criteria**

[Criteria for entry to the programme including, qualifications, experience, audition requirements, English language level, DBS checks, direct entry requirements]

# Module Specification: *[module title]*

|  |  |
| --- | --- |
| Module: | [title] |
| Module Code: | [module code] |
| Delivery location: | [location/s where module will be delivered] |
| UK Credits: | [insert] |
| ECTS: | [insert, half of the above] |
| Level: | [insert] |

Summary Description

[outline content to be covered within module and how that relates to programme]; [overarching aims of module which must relate to learning outcomes]

[if applicable, state any pre or co-requisite modules for all or any specific programmes of which the module is a part e.g. “for X programme, this module can only be chosen if X module has already been studied/will also be studied”]

[Max 150 words]

Learning Outcomes

On successful completion of this module, a student will be expected to be able to demonstrate:

**Knowledge and understanding**

[numbered list of knowledge and understanding learning outcomes, max 4 for 20 credits etc]

**Skills**

[numbered list of skills learning outcomes – amalgamating cognitive/intellectual; subject specific; transferable, max 4 for 20 credits etc]

**Values and attitudes**

[numbered list of values and attitudes learning outcomes, max 4 for 20 credits etc]

Learning and Teaching

**Module teaching pattern**

|  |  |  |  |
| --- | --- | --- | --- |
| Teaching method  [seminars, one-to-one tutorials, group tutorials, lectures, classes, lab work etc.] | Contact Hours | Self-directed Study Hours | Total Student Learning Hours |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Totals |  |  | [10 x module credits] |

**Assessment and feedback**

**Overview**

[A brief overview of assessment on the module, max. 50 words]

**Formative assessment**

[description of formative assessment on the module, max. 50 words]

**Module Assessment (Summative)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment Component | Assessment Type | Word count/length/equivalent | Weighting | Pass Mark | Pass/Fail |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Pass requirements**

[if relevant, lower qualifying pass marks for components (see the [Academic Regulations](https://www.trinitylaban.ac.uk/about-us/learning-teaching-research/academic-quality/assessment-procedures-and-regulations/) or information on attendance requirements that are not assessment components. For most modules this sections will not be required.]

Indicative READING LIST

[Indicative reading list]

[this will be moved to the library catalogue after revalidation, and removed from here]