	Threshold Criteria for Validation		
	General	**Team Check**	**Validation Check**
1	The programme complies with the Academic Regulations. In the case of exceptional variations to the Academic Regulations having been approval by Academic Board, there is evidence of this and it is explicitly highlighted in the validation documents.		
	The programme complies with the University Academic Design Principles. If it doesn't, the appropriate approval has been granted.		
	The documentation is clear to all stakeholders, in particular students (noting that the Programme Specification will be published on the University website once the programme is approved through validation).		
	There is clear evidence of appropriate stakeholder engagement in the development of the programme.		
	The programme has been designed with the promotion of equality and widening participation in mind.		
	The following criteria are for Apprenticeships only;		
	The apprenticeship programme aligns with the Apprenticeship Standard and QAA Characteristic Statement for Apprenticeships.		
	It is clearly identified how the Team will cope with non-standard entry cohorts, and how this will be managed through assessment boards and student support mechanisms.		
	The Team has clearly identified how they will manage punctuality and attendance (i.e. in accordance with the University's Attendance Monitoring Policy for Apprenticeships).		
2	**Programme Aims and Outcomes**	**Team Check**	**Validation Check**

	The Programme Aims and Learning Outcomes are relevant to the proposed title of the named target and intermediate exit awards (for Apprenticeships, see detail below).			
	Learning Outcomes are explicitly specified at each relevant academic level where exit awards are available at the completion of each level.			
	The Programme Aims and Learning Outcomes align to the relevant Subject Benchmark Statements, Framework for Higher Education Qualifications (FHEQ) and any relevant PSRB requirements.			
	The following criteria are for Apprenticeships only;			
	The Apprenticeship Standard has been mapped to the latest PSRB requirements (If appropriate).			
	Activities have taken place to evidence that the employer has a good understanding of the Apprenticeship, including details on the roles of both provider and employer (e.g. there is evidence of meetings with the employer; documentation such as the programme handbook has been shared with the employer; and/or there is evidence that changes have been made to make the programme relevant to the employer).			
	A schedule of Tripartite Reviews (TPRs) has been provided for the next academic sessions (10 weekly intervals as standard)			
	It is clear how TPRs will work logistically, especially if there are multiple entry points and different employers. Appropriate staffing levels to undertake TPRs have been identified.			
3	**University of Cumbria Graduate Attributes**			
	It is clear that students completing the programme of study, either at undergraduate or postgraduate level, are provided with opportunities to develop a range of skills and knowledge that will equip them for graduate employment; or for Apprenticeships, relevant skills for graduate/career progression.			
	It is evident that the programme has been designed to ensure that, as a result of their studies, students will become:			

	• Enquiring and open to change. • Self-reliant, adaptable and flexible. • Confident in their discipline as it develops and changes over time. • Capable of working across disciplines and working well with others. • Confident in their digital capabilities. • Able to manage their own professional and personal development. • Global citizens, socially responsible and aware of the potential contribution of their work to the cultural and economic wellbeing of the community and its impact on the environment. • Leaders of people and of places. • Ambitious and proud.			
	The programme curriculum fosters aspiration and career readiness through work-related/based, experiential and/or inter-professional learning. It demands research-informed teaching, drawing on industry-based knowledge and expertise, where appropriate.			
	The programme curriculum includes content which is relevant to the world of work, emphasises problem-solving and the interaction of theory and practice. The programme will challenge students intellectually, promoting independence and confidence. Assessment on the programme is authentic and effective feedback has been considered to enable student success and achievement.			
4	**Curriculum**			
	There is a coherent curriculum which supports the achievement of the intended learning outcomes. Is there evidence of: • Effective induction/transition arrangements into appropriate level/s of HE, including for international/distance/flexible learners? • Knowledge and understanding in line with the FHEQ and relevant Subject Benchmark Statements and for Apprenticeships, the Apprenticeship Standard and QAA Characteristics Statement? • Cognitive, subject specific and transferable skills, as well as graduate capabilities?			

	• Employability and lifelong learning; career planning skills, work experience/placements, enterprising skills/attitudes and institutional employability initiatives?		
	• Opportunities for students to undertake personal development planning for their future professional aspirations?		
	• PSRB requirements, where appropriate?		
	The following criteria are for Apprenticeships only;		
	Maths and English development throughout the Apprenticeship has been evidenced.		
	Evidence has been provided on how the PREVENT agenda, well-being, Safeguarding, and British Values have been embedded within the Apprenticeship, along with measures for monitoring these aspects.		
5	**Learning and Teaching**		
	The programme aligns to the Learning, Teaching and Assessment Strategy (2017-22) and the Curriculum Design Framework.		
	Does the programme, when taken across the modules: • Provide a stimulating, engaging, intellectually challenging experience for students? • Align with the programme learning outcomes and assessment strategy? • Promote inclusive practice, addressing the needs of a range of learner types and minimising the need for additional reasonable adjustments to support students with disabilities? • Use learning technology to the best advantage of students to promote student learning? • Provide active learning and social learning opportunities? o For distance, are online and flexible modes of study, opportunities for active-learning and social learning are explicitly provided within the curriculum? • Ensure that the design, pedagogy, delivery and support of learning, and personal tutoring is appropriate to the mode(s) of delivery?		

		o Are engagement and facilitation models for distance, online and flexible learning clearly articulated? • Promote the principles of an internationalised curriculum?		
		Does the programme comply with the Placement Learning Policy?		
		For distance, online and flexible provision, the technology required to deliver the programme is understood by the team and adjustments are made to learning and teaching to exploit the affordances of the technology.		
		The following criteria are for Apprenticeships only;		
		There is a clear 'schedule of work' in place for activities on a module by module basis.		
		The methodology for delivering the 20% off the job learning is clear and linked to the Apprenticeship Standard.		
		It is clear that the off the job learning meets the individual needs of employers and learners.		
		Differentiated support for different learner/employer/regulatory needs have been identified where the Apprenticeship is in-filling alongside core University provision.		
		There are relevant diagnostic tools to assess individual starting points and it is clear how these will impact on the individual learning experience.		
6		**Assessment**		
		There is a programme assessment strategy which, when taken across the modules is relevant to the context/mode in which the student is learning, and: • Has been designed to provide a creative and balanced assessment strategy across the programme. • Has an assessment schedule that avoids 'bunching'. • Is optimised for the chosen modes of delivery.		

	• Enables the valid testing of the programme learning outcomes and provides a range of engaging and intellectually challenging opportunities. • Promotes assessment for learning to enable the development of independent learning. • Provides a relevant and practicable workload which enables timely feedback (formative and summative), anonymous marking (where practical and possible), and demonstrates how student engagement in feedback takes place.		
	The following criteria are for Apprenticeships only;		
	The Team has demonstrated how they will undertake the management of portfolios and gathering of evidence against the Standard (a draft initial portfolio should be provided by the Team to the Validation Panel).		
	The assessment strategy for the programme includes preparation for the End Point Assessment.		
7	**Entry Requirements**		
	The entry requirements and admission arrangements are in line with the University's Admissions Policy, are appropriate to the award, and designed to widen participation and promote access by international students.		
8	**Student Progression and Achievement**		
	It is clear how students develop through the programme and what students must achieve in order to progress through the programme (including progression from a partner institution to the University) and to attain the award in line with the Academic Regulations.		
	In the case of revalidations, transitional arrangements are clearly articulated and in line with University norms as expressed in the Academic Design Principles.		
	For access/foundation provision; there is a clear progression pathway(s) to a suitable validated programme.		
	The following criteria are for Apprenticeships only;		

	It is clear how the Team will support learners through long vacation breaks and the Gateway period.			
9	**Student Support and Guidance**			
	The programme encompasses and delivers the intentions of the Student Support Framework.			
	There is an appropriate strategy for academic and pastoral support which meets the University's Personal Tutoring Policy and: • Tutorial arrangements for distance, online and flexible modes of study provide a comparable experience to those experienced by campus based students.			
	In terms of a diverse student body and a range of learning modes, there is support and guidance in place to ensure an appropriate UK HE experience is experienced.			
	Provision of learner support is accessible via a range of media meeting the needs of all students, including distance, online, and flexible learners.			
	There is an appropriate strategy for the academic and pastoral support of students whilst participating in work-based provision and other off campus learning with appropriate supporting materials (e.g. Placement Handbook) produced in line with the Placement Learning Policy or Tripartite Review guidance.			
	Technical requirements of distance, online or flexible study (minimum computer/software/bandwidth) are clearly articulated.			
	Arrangements for IT and technical support are appropriate for a student studying at a distance using their own devices.			
	The following criteria are for Apprenticeships only;			
	Have the Team made it clear; • How work-based mentors will be inducted, trained, and supported? • If work-based mentors will attend student induction? • If there are established criteria for being a work-based mentor?			

	• How they will know that mentors are highly-skilled and effective at communicating up to date vocational and technical subject knowledge that reflects expected industry practice?			
	It is clear how Tripartite Reviews will be used to support progression and achievement.			
	The documentation makes it clear which elements of student support and guidance will make up off the job hours.			
10	**Learning Resources**			
	The collective expertise of the academic team is appropriate for the programme provision, including an understanding of the differing demands of the different modes of study being proposed. Additionally, for Apprenticeships that the Team has relevant skills and up to date vocational and technical knowledge that reflects expected industry practice and meets employers' needs.			
	The academic team have the appropriate level of learning and teaching qualifications and expertise to deliver the programme. All staff who teach and support learning should be recognised at D2 and above of the UKPSF or have a clearly identified path to achievement.			
	There is appropriate general and specialist teaching accommodation and equipment available. In the case of Apprenticeship delivery which takes place 'off-site', will learners be accommodated in a safe, disciplined and positive environment to create a positive impact on their behaviour and attitudes?			
	There are sufficient and appropriate learning resources available to all students (in line with the student entitlements matrix). For students on distance, online and flexible programmes, the required resources are available in digital formats, and that relevant licence agreements for digital resources make appropriate resources available to all students.			
	Learning resources are accessible across different learning contexts, including where students have special needs.			
11	**Quality Management and Enhancement**			

	The quality management and enhancement arrangements are in line with the University's Quality Handbook and are designed to actively engage students in the evaluation and development of the programme.		
	There are clear mechanisms for assuring the quality and suitability of work-based and other forms of off-campus learning, including the requirements of the University's <u>Health and Safety Policy for Placement Learning</u>.		
	The following criteria are for Apprenticeships only;		
	Consideration has been given to implementing the University's Attendance Policy to the programme and the challenges that may need to be overcome.		
	The Team have factored in ESFA/mandatory feedback mechanisms and how these will be monitored.		
12	**Collaborative Provision**		
	There is clarity about the exact nature of the collaborative arrangement (supported by a formal agreement).		
	There is clarity regarding responsibilities for the delivery and management of the programme.		
	Statements made in the programme-level agreement are reflected in the programme documentation.		
	The Programme Handbook is clear and relevant to students studying at the Associate Partner.		
	Both the programme and the operational arrangements for delivery are aligned to the QAA Characteristic Statement: "Qualifications involving more than one degree-awarding body" (where applicable).		