Validation Service Collaborative Provision: Course Standards and Quality Report template for courses in the final year of teach-out

|  |
| --- |
| **NAME OF VALIDATED CENTRE****Course Standards and Quality Report (CSQR)****<Reporting year date>** |

**This template should be completed for any courses due to complete teach-out within 12 months of the CSQR submission date or where the majority of students will complete.**

**Please delete any guidance notes in the template before submission.**

|  |  |
| --- | --- |
| **Course title and awards:** |  |
| **Mode(s) of study:** |  |
| **Site(s) of delivery:** |  |
| **Name of Course Leader(s):** |  |
| **Current Professional, Statutory and Regulatory Body (PSRB) accreditations:** | *For example, government or industry accreditation.* |
| **Academic session reported on:** |  |
| **Date that teach-out is expected to complete:** |  |
| **Sign off at Centre:** | Please provide the Centre ‘sign off’ process for the CSQR, including date of sign off:  *For example, The CSQR was considered at the Centre’s Academic Board and approved on 31 January 2021.* |

PART A

|  |  |  |
| --- | --- | --- |
| **Executive summary:** | This section is used to summarise the content of the report for the reader and any specific issues that need drawing attention to. This section is one that is written with the external reader in mind (e.g. Validation Service Sub-Committee (VSSC) reader, external examiner, academic liaison tutor, etc.). The audience of the remainder of the document is primarily the course team itself. | |
|  | | Ref. rolling action plan |
|  |
| **Reflection on currency and course health:** | This section requires the course team to confirm that the course remains current and in good health. This section should include reflection on issues such as:   * changes to the course curriculum or modules to keep content current; * external examiner commentary; * PSRB accreditation; * learning resources; * staff feedback etc. | |
| *The course team should reflect on activity in the reporting year which demonstrates that the course is both current and in good health. This reflection should be evidence based.*  *This section should be used to report any changes made to the course in the reporting year and when these were approved by NTU. The report should reflect how the changes enhance the currency and health of the course.*  *This section should reflect on whether the resource base remains adequate for delivery of the course for the remaining teach-out period.* | | Ref. rolling action plan |
|  |

|  |  |  |
| --- | --- | --- |
| **Issues raised by students and course response:** | This will be informed by feedback from students at course committees and module evaluation. | |
| *The course team should set out how student feedback is sought (for example, at course committee, end of module, end of level and end of course) and how it has been responded to in the reporting year. Where a response to student feedback has been made (changes to the course, upgrading of facilities), the course team should evaluate how effective this was.*  *The report should highlight any specific areas where response to student feedback was particularly effective or where issues were unable to be resolved and the reasons for this.* | | Ref. rolling action plan |
|  |

|  |  |  |
| --- | --- | --- |
| **Consideration of relationship with Nottingham Trent University:** | Provides a commentary on any areas requiring special attention. This commentary should pay attention to any positive aspects of the relationship as well as any problems that have been encountered during the reporting year. | |
| *In this section, the report should reflect on operational strengths and areas for development relating to the relationship with NTU such as:*   * *academic liaison tutor arrangements;* * *links to academic Schools and Departments at NTU (if appropriate);* * *staff development provided by or in collaboration with NTU; and* * *annual reporting.* | | Ref. rolling action plan |
|  |

|  |  |  |
| --- | --- | --- |
| **External Examiner Comments** | Did external examiners respond positively to all key quality questions? (questions A1, A3, B4)  If no, please provide a short summary below of action taken to address the external examiners concerns. If the external examiner raised no concerns, please leave the box below blank. | Yes/No |
|  | | Ref. rolling action plan |
|  |

|  |  |  |
| --- | --- | --- |
| **Academic liaison tutor comments** | Did University academic liaison tutors respond positively to all key quality questions? (2a, 2b, 2c, 4b, 4c)  If no, please provide a short summary below of action taken to address the academic liaison tutor’s concerns. If the academic liaison tutor raised no concerns, please leave the box below blank. | Yes/No |
|  | | Ref. rolling action plan |
|  |

|  |  |  |
| --- | --- | --- |
| **Actions relating to PSRBs and other external agencies:** | This should provide a commentary on any interactions (e.g. accreditation visits, reviews and their outcomes) with PSRBs or other external agencies that have, or will have, a significant impact on the course. | |
| *During the reporting year, has the course been reviewed by any external bodies, such as government agencies, industry accreditation, quality assurance agencies, or the University? If so, the course team should note the outcomes of such events and any significant changes to the course as a result. The report should also consider the impact of such reviews on the course as a whole, course currency, the student experience and subject health.*  *If there has not been any reviews, the course team should report whether there has been any other significant interactions with PSRBs or other external agencies during the reporting year and whether this has impacted upon or will impact upon the course.* | | Ref. rolling action plan |
|  |

PART B

|  |  |  |
| --- | --- | --- |
| **Consideration of student enrolment, progression, achievement and withdrawal:** | The course team should provide sets of data related to student enrolments, progression and achievement and withdrawals using the templates provided by NTU. The course team should consider patterns and trends related to these data. Actions arising from these discussions should be added to the rolling action plan. | |
| *Student progression, achievement and withdrawal data should be included as an appendix to the report. Data for a three-year period (the reporting year and two previous years) should be provided using the template provided by NTU.*  *The questions set out below are designed to aid the course team in analysing patterns and trends which are highlighted by the data. These questions are not exhaustive and course teams may report on additional areas. This section should be presented as a narrative. Yes / No responses to these questions are not acceptable.*  **Progression (using data from the progression table):**   * *Are the patterns of progression similar across the last three years? If they are different, why might this be the case? Are there any implications of this?* * *Does the data suggest a change in progression rates that concerns the course team?* * *On the basis of this analysis, is any action required?*   **Achievement (using data from the achievement table):**   * *Are percentages of students in each classification similar across the last three years? If they are different, why might this be the case? Are there any implications of this for the final year of teach-out?* * *Does the data suggest a change that concerns the course team?* * *On the basis of this analysis, is any action required?*   **Withdrawals (Using data from the withdrawal column in the progression data table):**   * *Are patterns of withdrawal similar across the last three years? If they are different, why might this be the case? Are there any implications of this for the final year of teach-out?* * *On the basis of this analysis, is any action required?*   **Graduate destinations:**  *The course team should also provide some information on graduate destinations or further study destinations. For example, it might be useful to reflect on whether students on foundation degrees are progressing to ‘top-up’ courses.* | | Ref. rolling action plan |

PART C

|  |  |  |
| --- | --- | --- |
| **Consideration of teach-out arrangements** | This section applies where the majority of students will complete teach-out within 12 months of the CSQR submission date and there are a small number of students who will continue after this date because they have deferred or have been referred. The course team should reflect on how their learning will be supported and the student experience maintained. | |
| *In this section the course team should reflect on how students will be supported academically and pastorally to ensure that they achieve a good degree and how student experience will be maintained.* | | Ref. rolling action plan |

Data

Please use the tables provided to set out data for the current reporting year, along with that of the previous two reporting years.

**Progression Data (following referral boards)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2017/18** (CSQR reporting year) | | | | | | | | | | | | |
| **Total enrolled** | **Pass 1st Attempt** | | **Pass following referral** | | **Fail & Repeat** | | **Fail & Terminate** | | **Withdrawn** | | **Intercalated** | |
|  | No. | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Level 4** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Level 5** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Level 6** |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2018/19** (CSQR reporting year) | | | | | | | | | | | | |
| **Total enrolled** | **Pass 1st Attempt** | | **Pass following referral** | | **Fail & Repeat** | | **Fail & Terminate** | | **Withdrawn** | | **Intercalated** | |
|  | No. | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Level 4** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Level 5** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Level 6** |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2019/20** (CSQR reporting year) | | | | | | | | | | | | |
| **Total enrolled** | **Pass 1st Attempt** | | **Pass following referral** | | **Fail & Repeat** | | **Fail & Terminate** | | **Withdrawn** | | **Intercalated** | |
|  | No | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Level 4** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Level 5** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Level 6** |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Key to progression data table:**

|  |  |
| --- | --- |
| Total enrolled | Total number of students enrolled on the level during the academic year |
| No. | Student numbers – numbers recorded in these sections should add up to the figure placed in the “Total No.” section |
| % | This should be a percentage breakdown of the “Total No.” |
| Pass 1st attempt | Students who have passed and progressed to the next level or been awarded at the first attempt following the 1st progression boards |
| Pass following referral | Students who have passed and progressed to the next level or been awarded following a referral |
| Fail and repeat | Students who have failed the level and are required to repeat credits in the next academic year (with or without attendance) |
| Fail and terminate | Students who have failed and studies have been terminated |
| Withdrawn | Students who have withdrawn from the course |
| Intercalated | Interrupted/Intercalating students |

**Achievement Data (following referral boards)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2017/18** (CSQR reporting year) | | | | | | | | | | | | | | |
| **Total** | **First Class Hons/ Distinction**n2 | | **Second Class Hons (First Division)/ Commendation**n2 | | **Second Class Hons**  **(Second Division)/ Pass**n2 | | **Third Class Hons** | | **Ordinary Degree** | | **Other Interim** | | **In further study or professional/ managerial occupation** | |
|  | No | No | % | No | % | No | % | No | % | No | % | No | % | No | % |
| **Level 5/6/7**n1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2018/19** (CSQR reporting year) | | | | | | | | | | | | | | |
| **Total** | **First Class Hons/ Distinction**n2 | | **Second Class Hons (First Division)/ Commendation**n2 | | **Second Class Hons**  **(Second Division)/ Pass**n2 | | **Third Class Hons** | | **Ordinary Degree** | | **Other Interim** | | **In further study or professional/ managerial occupation** | |
|  | No | No | % | No | % | No | % | No | % | No | % | No | % | No | % |
| **Level 5/6/7**n1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2019/20** (CSQR reporting year) | | | | | | | | | | | | | | |
| **Total** | **First Class Hons/ Distinction**n2 | | **Second Class Hons (First Division)/ Commendation**n2 | | **Second Class Hons**  **(Second Division)/ Pass**n2 | | **Third Class Hons** | | **Ordinary Degree** | | **Other Interim** | | **In further study or professional/ managerial occupation** | |
|  | No | No | % | No | % | No | % | No | % | No | % | No | % | No | % |
| **Level 5/6/7**n1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Key to achievement data table:**

|  |  |
| --- | --- |
| n1Level 5/6/7 | Please delete as appropriate, e.g. if the course is a Foundation Degree, please show as Level 5 |
| n2First Class Hons/Distinction | Please delete as appropriate for the award, e.g. for Foundation Degrees and post-graduate qualifications, please show ‘Distinction’, Commendation’, ‘Pass’ or Other Interim. |
| Total No. | Total number of students awarded during the academic year |
| No. | Student numbers – numbers recorded in these sections should add up to the figure placed in the “Total No.” section |
| % | This should be a percentage breakdown of the “Total No.” |
| Other | Students who were awarded any other interim award, e.g. Dip HE / Cert HE. |

PART D: Rolling Action Plan:

*The course team should first report on progress made with the previous year’s action plan and note any actions which are incomplete or ongoing. Where actions are ongoing, they should be incorporated into the action plan for the coming year. The action plan should explicitly state where actions are rolled over from the previous plan.**All actions should be cross-referenced to the main body of the report. Actions should be specific, have final dates for completion rather than be ‘ongoing’ and should specify the person, group or committee responsible for taking the action forward.*

The rolling action plan is a separate document which can be easily considered at each course committee. You need to include the following kinds of information:

* + 1. what is the issue that needs addressing
    2. what do you anticipate being the final outcome
    3. what action(s) will need to be taken to reach this outcome
    4. when will these actions be aimed to be completed
    5. who will lead
    6. at which course committee will it be addressed / discussed / reviewed
    7. the date when the issue gets closed down

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Action Point** | **Section in CSQR:** | **Date to be completed:** | **To be completed by:** | **Progress and outcome** |
| *1.* | ***EXAMPLE***  *Review the assessment on module XXXXX in line with feedback from the external examiner and academic liaison tutor* | *C1* | *Review to be completed 31 March 2020*  *Changes to assessment to be completed and submitted to Nottingham Trent University for approval by June 2020* | *Module leader, course leader, course committee* | *Review of assessment completed 31 March and approved by NTU July 2020.*  *Changes made: 2000 essay replaced with reflective blog, presentation reduced from 30 minutes to 20 minutes.* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Policy owner** | |  |  |
| CADQ | |  |  |
|  |  |  |  |
| **Change history** | | |  |
| *Version:* | *Approval date:* | *Implementation date:* | *Nature of significant revisions:* |
| Sept 2017 | 12.09.17 | 01.10.17 | New supplement |
| Sept 2018 | 12.09.18 | 01.10.18 | None |
| Sept 2019 | 11.09.19 | 01.10.19 | None |
| Sept 2020 | 16.09.20 | 01.10.20 | None |
|  |  |  |  |
| **Equality Analysis** | | |  |
| *Version:* | *EA date:* | *Completed by:* |  |
| Sept 2016 | N/A |  |  |
|  |  |  |  |
|  |  |  |  |