**Nottingham Trent University**

**Centre for Academic Development and Quality**

**Validation Service Collaborative Provision**

**Academic Liaison Tutor Report 2019/20**

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| **Report context and purpose:** *Validation Service courses are high risk provision for NTU: the Validated Centre delivers its* ***own*** *courses to its* ***own*** *students at its* ***own*** *site, and NTU’s involvement is limited to validating (approving) and awarding the courses. An academic liaison tutor (ALT) is appointed to each Validation Service course to provide an academic point of contact between the Centre course team and NTU. The ALT acts as a critical friend to the course team, advising on course development, and reports annually on the course to NTU. Your report informs the University whether:*  ***1) The course is being delivered according to the specifications agreed by the Centre and NTU when the course was approved or revalidated; and***  ***2) Appropriate course development is taking place to ensure that the course remains current, valid and healthy.***  *This reporting function enables NTU to recognise good practice or respond quickly to any serious concerns.* | |
| **Validated Centre / partner institution** |  |
| **Course title(s)** |  |
| **Campus (if applicable)** |  |
| **Academic liaison tutor (name of report author)** |  |
| **Visit date(s)** |  |
| **Date of completion of the report** |  |
| **Section 1: Summary** | |
| **1a. Please provide a summary of engagement with the partner during the year. This should include details of visits and any discussions about the course content, delivery or operation. You should summarise advice and guidance provided to the partner during this academic session.** | |
| **1b. In what ways have the course team responded to the COVID-19 pandemic? What short- and medium-term measures have been implemented? What long-term measures are planned?** | |
| **Guidance for Sections 2-7**  *It is helpful if you indicate what evidence your commentary is based on, e.g. discussion with the course team/students/external examiners, or review of student work. Please give specific examples where possible, particularly where you are discussing multiple courses.*  *If you select “no” to any question below, please provide an explanation.* | |
| **Section 2: Standards and quality** | |
| **2a. Does the course continue to meet threshold standards as defined at approval?**  *This key question is asking you to comment on two aspects of the course: First, is the course being delivered according to the specifications agreed by the Centre and NTU when the course was approved? If course changes have been made, have they been considered and approved by NTU?*  *Second, is the course being taught and assessed at the appropriate academic levels? For example, if it is a Foundation Degree, is it being taught and assessed at levels 4 and 5? If it is a BA (Hons) top-up, is it being taught and assessed at level 6?*  *A “no” answer indicates a serious concern for NTU. If you select “no,” please provide an explanation.*  Yes  No  Comments: | |
| **2b. Do the course aims, learning outcomes and content continue to be appropriate considering developments in research, professional practice and pedagogy; changes in the external environment; and subject benchmarks?**  *Is there, for example, a new QAA subject benchmark statement? If so, what action has been taken to map the course against it?*  Yes  No  Comments: | |
| **2c. Does the design and organisation of the curriculum remain fit for purpose?**  *Have any changes been made to the course this academic year? That is, have modifications been made via NTU’s Validation Service Sub-Committee (VSSC) or major changes through a Development and Approval Group (DAG)? Has the course been revalidated? If so, has it met any conditions of approval? What is the start date for the revalidated version?*  Yes  No  Comments: | |
| **Section 3: Student learning opportunities** | |
| **3a. Are academic support arrangements in place and appropriate?**  *What does student feedback suggest? Are students aware of academic support and how to access it?*  Yes  No  Comments: | |
| **3b. Is there evidence of action taken to enhance student learning opportunities?**  Yes  No  Comments: | |
| **3c. Do students have opportunities beyond the curriculum to enhance their personal and professional development?**  Yes  No  Comments: | |
| **Section 4: Assessment practices** | |
| **4a. Are assessment practices appropriate and operating effectively?**  *What evidence is this section informed by?*  Yes  No  Comments: | |
| **4b. Does feedback on assessment enable students to develop?**  Yes  No  Comments: | |
| **4c. Are the processes for internal moderation of assessment working effectively?**  Yes  No  Comments: | |
| **Section 5: Teaching and learning** | |
| **5a. Are learning and teaching practices appropriate and operating effectively?**  Yes  No  N/A  Comments: | |
| **5b. Does the collective staff expertise and experience remain appropriate for effective delivery of the course?**  Yes  No  Comments: | |
| **5c. Have teaching staff engaged in research, professional development and scholarly activity which has impacted upon the course?**  Yes  No  Comments: | |
| **Section 6: Course operation and management** | |
| **6a. Is student feedback sought, and acted upon at course level?**  Yes  No  Comments: | |
| **6b. Does a course committee (or equivalent) take place and are students appropriately represented?**  Yes  No  Comments: | |
| **6c. Are external examining processes in place and operating effectively?**  Yes  No  Comments: | |
| **6d. Does the course team seek external critical perspectives in the development of the course?**  Yes  No  Comments: | |
| **6e. Did the Board of Examiners (or progression board) operate according to the approved regulations?**  Yes  No  Did not attend  Comments: | |
| **6f. Is progress being made in relation to the rolling action plan?**  *This question refers to the rolling action plan in the Course Standards and Quality Report (CSQR).*  Yes  No  Comments: | |
| **6g. Do the learning resources continue to be appropriate for effective delivery of the approved course?**  Yes  No  Comments: | |
| **Section 7: Accuracy and currency of information** | |
| **Is the following information current and correct?**   1. **Course and module specifications and handbooks** 2. **Promotional and publicity materials**   Yes  No  Comments: | |
| **Section 8: Conclusion** | |
| **Has the course team responded to recommendations made in the previous academic liaison tutor (formerly University verifier) report?**  Yes  No  Comments:  *Note: the course team may not have taken action in response to recommendations; however, the rationale for this should be included in the response to the academic liaison report.* | |
| **Recommendations to the course team:**  *Please set out any recommendations for the course team, in order of priority* | |
| **Recommendations to the Partner:**  *Please detail any recommendations to the partner. These are likely to be recommendations that cannot be addressed specifically by the course team and should be set out in priority order.* | |
| **Recommendations to the University:**  *Please set out any recommended action that needs to be taken by the University to address any concerns about the provision.* | |
| **Good practice:**  *Please identify areas of shareable good practice* | |
| **Any other comments:** | |
| **What happens next?**  *Each Validated Service course team will respond to academic liaison tutor and external examiner reports in its annual Course Standards and Quality Report (CSQR). All of the above are then reviewed by NTU’s Validation Service Sub-Committee during its annual monitoring exercise (usually in December). At that point you may be asked to comment on the CSQR and how effectively it responds to your recommendations.*  *Any serious concerns you identify in this report will be raised with the Centre for immediate response.* | |