



# QH Supplement CP7: Requirements for monitoring and reporting for Validation Service collaborations

## 1. Course monitoring

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- 1.1 Course monitoring is one of the main ways by which the course team and the Centre assures themselves and the University of the standards and quality of their courses of study and begins to identify areas for improvement and enhancement.
- 1.2 Course monitoring involves reflecting on and evaluating a range of evidence about the course. Through this process, course committees (or equivalent) evaluate the course curriculum, teaching, learning and assessment approaches; ensure that standards and quality are being maintained and outcomes met; manage the enhancement of courses and learning opportunities.
- 1.3 Course teams undertake monitoring across the year. This is primarily carried out through the course committee (or equivalent).
- 1.4 The course committee (or equivalent) must meet the course committee requirements in Quality Handbook Supplement (QHS) 1B.

## 2. The principles of course monitoring

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- 2.1 The processes of reporting are bespoke to Validation Service provision, however the principles of course monitoring for Validation Service provision align to those of NTU's own courses, as set out in QH Section 6.

## 3. Course annual reporting

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- 3.1 As an outcome of course monitoring, the University requires a Validated Centre to complete a Course Enhancement Plan and Health Check (CEPaHC). The enhancement plan documents the course team's response to the range of reflections and evaluations that have taken place throughout the year and sets out

the actions required in response to these. The health-check confirms that standards and quality expectations are met.

- 3.2 Course leaders (or equivalent) take responsibility for engaging the entire course team in evaluating the provision. They are also responsible for the oversight of the enhancement plan and ensuring that action is taken and enhancements achieved.
- 3.3 Given that monitoring is an on-going process, the enhancement plan is compiled and considered over the year. Enhancement plans do not need to report on routine or minor issues identified by staff, students and others.
- 3.4 Enhancement Plans are produced using the University's template (see Collaborations and Partnerships website) and are submitted to the University by a date agreed by the Academic Partnership Sub-Committee (AcaPSC).
- 3.5 The enhancement plan should draw on trends identified through analysis of a range of student data. Key enrolment, progression and achievement data and for UK partners, widening participation data, is submitted as part of the health check.
- 3.6 For courses that have completed teach-out, the University needs to be assured that all students have completed. Therefore, completion of a closedown report is required in place of an enhancement plan for that year.
- 3.7 CePaHCs must be considered and signed off by the Centre's Academic Board (or equivalent) prior to submission to the University.

## 4. Centre annual reporting

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- 4.1 Partner Enhancement Plans and Health Checks (PEPaHC) are produced by the Centre and are based on an analysis of:
  - a. Course enhancement plans and health checks across the full range of NTU awarded provision;
  - b. additional Centre level data and evidence; and
  - c. analysis of information supplied by other sources such as Student Support Services, Careers Services and Library and Learning Resources.
- 4.2 The PEPaHC allows the Centre to reflect on the full range of University awarded provision and to identify Centre-wide strengths and areas for development. The emphasis is on evaluation and enhancement.
- 4.3 PEPaHCs are only produced by Centres that have a number of NTU awarded courses or deliver courses at more than one location.
- 4.4 The PEPaHC is produced using the University's template, available from the [Collaborations and Partnerships team](#), and is submitted to the University by a date agreed by the AcaPSC.
- 4.5 The PEPaHC should draw on trends identified through analysis of a range of student data. Key enrolment, progression and achievement data and for UK partners, widening participation data across all NTU courses, is submitted as part of the health check.
- 4.6 The PEPaHC must be considered and signed off by the Centre's Academic Board (or equivalent) prior to submission to the University.

## 5. Annual Partnership meeting

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- 5.1 As part of the monitoring process, an annual partnership meeting takes place with each partner. The agenda will be agreed between the University and the partner. The purpose of the meetings is to:
  - a. discuss the enhancement plans and health checks, in particular any concerns arising;
  - b. share success stories and good practice;
  - c. explore potential areas of enhancement.
- 5.2 Any further actions required will be discussed and agreed at these meetings.
- 5.3 Membership will be informed by the outcomes of the health checks. Where no significant concerns are identified, meetings will be attended by members of CADQ and the partner only. Where significant concerns are raised, AcaPSC may identify additional attendees including a AcaPSC representative.
- 5.4 The agenda for the annual partnership meetings will be agreed by AcaPSC based on consideration of the outcomes from annual monitoring.
- 5.5 Minutes of the partnership meetings will be shared with AcaPSC and the partner.

## 6. University consideration of annual reports

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- 6.1 The University's AcaPSC receives and considers an overview report on Enhancement Plans and Health Checks (EPHCs) compiled by CADQ. The report will set out areas for discussion with partners arising from the EPHCs and any required actions recommended by CADQ. The Committee will also receive any updates to risk assessments arising from scrutiny of the EPHCs.
- 6.2 AcaPSC will agree areas for discussion and required actions and may choose to allocate a member of the Committee to the annual partnership meeting(s). Following the meeting, AcaPSC will receive and consider the minutes of the meetings.
- 6.3 The outcomes of annual reporting may result in the University needing to take further action to address concerns about the standards and quality of its awards. This may include the need for an early Periodic Collaborative Review of the Centre and its provision.

## 7. Extraordinary annual reporting

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- 7.1 The University reserves the right to require a Centre to produce an extraordinary annual report, for example in cases where courses are in special measures.

<b>Policy owner</b>
CADQ

<b>Change history</b>			
<i>Version:</i>	<i>Approval date:</i>	<i>Implementation date:</i>	<i>Nature of significant revisions:</i>
Sept 2016	30.09.16	01.10.16	Numbering changed from VS5 to VS3
Sept 2017	12.09.17	01.10.17	Introduction of a shorter CSQR for courses in the final year of teach-out.
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
Sept 2021	07.09.21	01.10.21	Replacement of Course Standards and Quality Reports (CSQRs) with Course Enhancement Plans and Health Checks and Validated Centre Standards and Quality Reports (VCSQRs) with Partner Enhancement Plans and Health Checks. Introduction of annual partnership meetings.
Sept 2022	22.09.22	01.10.22	None
Sept 2023	14.09.23	01.10.23	None
Jan 2024	25.01.24	30.01.24	Renumbered CP7.
Sept 2024	19.09.24	01.10.24	None

<b>Equality Impact Analysis</b>		
<i>Version:</i>	<i>EIA date:</i>	<i>Completed by:</i>
Sept 2016	04.09.16	CADQ