**Collaborative Validated Partner Educational Monitoring and Enhancement Report 2023/24**

**Reporting period: Sept 2022 – Aug 2023 academic year**

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| **Name of Partner Institution:** |  | |
| **Name of Middlesex University Link Tutor(s):** |  | |
| **Name of External Examiner(s):** |  | |
| **Validated Programme(s) reported on:** | |  |
| **Programme(s)** | **Addresses of site(s) of programme delivery** | |
|  |  | |
| **Date of submission to AQS:** |  | |

**Fully Completed reports (with University Link Tutor comments) and any appendices should be sent electronically to:**

**Academic Quality Service (**[**AQSPartners@mdx.ac.uk**](mailto:AQSPartners@mdx.ac.uk)**) by 13 October 2023**

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| 1. **Interactions with accrediting, professional or statutory bodies**   All institutions must report on engagement with accrediting, professional or statutory/regulatory bodies. This includes action taken, and/or preparation that is in hand, or any other interactions with accrediting, professional or statutory/regulatory bodies in the previous or upcoming year.   * For institutions registered with OfS, please provide an updated registration status including any additional requirements, for example enhanced monitoring. * Please provide information on the most recent Ofsted review, or upcoming review, if applicable to your institution. * Institutions that are recognised by other accrediting bodies (perhaps overseas) or have programmes with professional or statutory/regulatory bodies please report on any recent interactions with such bodies. * Please also provide updates on any plans for future registration, accreditation or recognition. * For overseas partners, where applicable, please comment on any activity and developments, regarding your Ministries of Education | | | | | | | | | | | |
| *Comments:* | | | | | | | | | | | |
| 1. **Staffing Changes** | | | | | | | | | | | |
| **Please detail any teaching staff changes:** | | | *Comments:* | | | | | | | | |
| **Have new staff’s CV details been sent to your ULT for review?** | | | YES /NO / Not Applicable  *(if NO please ensure that you send any new staffing details and CVs to your University Link Tutor with this EMER as they will confirm this in section 7)* | | | | | | | | |
| 1. **Complaints, Appeals and Academic Misconduct Academic Year 2022-23**   Please confirm whether you dealt and processed any student complaints or academic appeal cases during 2022/23: | | | | | | | | | | | |
| Yes / No (Delete as appropriate) | | | | | | | | | | | |
| Complaints and Appeals processes should be aligned with the Office of the Independent Adjudicator’s (OIAs) ‘Good practice framework for handling complaints and academic appeals. Please refer to the OIA guidance at the link below for further clarification as to what constitutes formal and informal processes for handling student complaints.  Collaborative Partners are required to provide numbers of all student complaints/appeals. A complaint/appeal can only be referred to Middlesex University once the internal processes have been exhausted.   * Cases dealt locally through informal measures (early resolution) do not need to be included below * Include cases below that have formally processed through the internal complaints/appeals procedures: 1. Number of **alleged cases** that have been formally processed (not upheld)   2. Number of **upheld cases** that have been formally processed  3. Number of cases that were then **referred upwards to the Middlesex University** level complaints procedures.  <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/handling-complaints-and-academic-appeals/> | | | | | | | | | | | |
|  | Academic /Grade Appeals | Academic status | | Service Issues | Disciplinary Matters – Non-Academic | Academic Misconduct | Equality law and Human Rights | Financial | Welfare and Accommodation | Other | **Total number of cases** |
| **1: Alleged Cases** | | | | | | | | | | | |
| FHEQ Level 3/4 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 5 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 6 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 7 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 8 |  |  | |  |  |  |  |  |  |  |  |
| **2: Upheld Cases** | | | | | | | | | | | |
| FHEQ Level 3/4 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 5 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 6 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 7 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 8 |  |  | |  |  |  |  |  |  |  |  |
| **3: Cases referred to Middlesex University** | | | | | | | | | | | |
| FHEQ Level 3/4 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 5 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 6 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 7 |  |  | |  |  |  |  |  |  |  |  |
| FHEQ Level 8 |  |  | |  |  |  |  |  |  |  |  |
| **Reflections on complaints and academic appeals:**  Please reflect and evaluate how you have dealt with appeals, complaints, and disciplinary matters, including plagiarism, and cases dealt with through informal means or mediation. This should consider whether any particular group of students (such as those with disabilities) are making a disproportionately high number of complaints or appeals. | | | | | | | | | | | |
| *Comments:* | | | | | | | | | | | |
| 1. **Reflections, Data and Analysis**  * Data is requested below at the programme level to aid analysis and monitoring of programme performance. * Under each section below insert the necessary data as indicated in the tables below - edit tables as needed and you can provide your own format of data/tables if available. * The data requested follows the UK [Office for Students (OfS) Guidance on constructing student outcome and experience indicators](https://www.officeforstudents.org.uk/media/6fec91a8-2826-4b15-9447-7e3de2dd7526/description-of-student-outcome-and-experience-measures.pdf). Data definitions are included below. * Please include the data from previous four years as trend data * Reflecting on the data you provide, provide a summary of your analysis, and identify highlights, trends, developments, themes and issues arising from the evidence in the comment boxes below * Consider the data alongside your internal performance indicators * Please note any issues that arise from multi-site operation and how these are being addressed * Key actions identified should be included in the action tables in **section 5**   **Please ensure that any student data/information is anonymised.**  Note that data included below will be used with internal partner reporting mechanisms. | | | | | | | | | | | |
| **A. Student Recruitment and Cohort Profiles – undergraduate and postgraduate:** | | | | | | | | | | | |
| * Academic year is year of enrolment  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Student Targets | **Target numbers** | | | | **Enrolled** | | | | | **2019-20** | **2020-21** | **2021-22** | **2022-23** | **2019-20** | **2020-21** | **2021-22** | **2022-23** | | Qualification name |  |  |  |  |  |  |  |  | | Qualification name |  |  |  |  |  |  |  |  | | | | | | | | | | | | |
| Target numbers are initially scoped at the last validation/review event. If there are noticeable discrepancies between these projected targets and the current targets and the enrolments, this should be discussed in commentary below.  When reflecting below on recruitment also consider the entry cohort characteristics such as their qualifications upon entry to the programme, disability, ethnicity, gender and age. Note any significant differences/ trends and the implications this might has for the learning, teaching and assessment activity.  *Comments:* | | | | | | | | | | | |
| **B. Student Continuation – Undergraduate only:** | | | | | | | | | | | |
| **Continuation:** Continuation outcomes are measured by identifying a cohort of entrants to higher education qualifications at the provider and following them through the early stages of their course to  track how many continue in active study, or qualify, in subsequent years. The continuation measure **tracks students from the date they enter a higher education provider to their activity to date (of report submission).**  **In the table below, add for each year of entry, the percentage of total combined students across all Middlesex validated programmes who have re-enrolled from the previous year for both 1) Level 4 to Level 5 and 2) Foundation year to Level 4 as applicable.**   * Academic year is year of enrolment  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **UG Continuation** | **Total students (all UG programmes)** | | | | | **2019-20** | **2020-21** | **2021-22** | **2022-23** | | **% who have re-enrolled the following year** |  |  |  |  | | **% did not re-enrol the following year** |  |  |  |  | | | | | | | | | | | | |
| Data above should be aggregated for all students however you are expected to investigate and highlight any poor performing programmes in relation to continuation rates ensuring that actions are added below (section 5) as necessary.    Consider your continuation data, any trends, poor continuation, significant withdrawal, and transfer or failure rates and whether there are any continuation issues associated with the enrolment profiles of students (e.g. ethnicity, age, qualification on entry to the programme).  *Comments:* | | | | | | | | | | | |
| **C. Student Completion/Awards – undergraduate and postgraduate:** | | | | | | | | | | | |
| **Co****mpletion:** Completion outcomes are measured by identifying a cohort of entrants to higher education qualifications at the provider and following them through subsequent years of their course to track how many are still in active study, or have qualified, to date.  To be counted as completing, **a student must either have qualified, or be recorded as still actively studying on a higher education qualification**, at the same provider.  In the table below, add for each cohort, the percentage of students who have already qualified at any level of higher education study, or are still studying for a higher education qualification with you**.** Academic year is year of enrolment.   * **% Qualified or still studying:** students who have completed, or are still actively studying at the institution.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **% NOT Qualified or NOT still studying:** Students who have withdrawn from the programme with any kind of temporary interruption (who are planning to re-join later), who have dropped out, who were unable to progress to final award. **Completion** | **Total students (all programmes)** | | | | | **2019-20** | **2020-21** | **2021-22** | **2022-23** | | **% Qualified or still studying** |  |  |  |  | | **% NOT Qualified or not still studying** |  |  |  |  |   **Awards:** In the tables below add the percentage of students who graduated with each category of award, for each graduating cohort.   * Academic year is year of Graduation  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Undergraduate Awards** | Qualification name | | | | | **2019-20** | **2020-21** | **2021-22** | **2022-23** | | **% Firsts** |  |  |  |  | | **% Upper Second** |  |  |  |  | | **% Lower Second** |  |  |  |  | | **% Thirds** |  |  |  |  | | **% Exit Qualification – Dip (FHEQ Level 5)** |  |  |  |  | | **% Exit Qualification – Cert (FHEQ Level 4)** |  |  |  |  | | **% No classification** |  |  |  |  | | **% Classification TBC** |  |  |  |  | | **Total number of Passes** |  |  |  |  | | **Total number of Deferred** |  |  |  |  | | **Total number of Fails** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Postgraduate Awards** | Qualification name | | | | | **2019-20** | **2020-21** | **2021-22** | **2022-23** | | **% Distinction** |  |  |  |  | | **% Merit** |  |  |  |  | | **% Pass** |  |  |  |  | | **% Exit Qualification PG Dip** |  |  |  |  | | **% Exit Qualification PG Cert** |  |  |  |  | | **% No classification** |  |  |  |  | | **% Classification TBC** |  |  |  |  | | **Total number of Passes** |  |  |  |  | | **Total number of Deferred** |  |  |  |  | | **Total number of Fails** |  |  |  |  | | | | | | | | | | | | |
| Consider your completion/awards data and associated trends with previous years. Along with this data consider and comment on attainment gaps associated with cohort profiles of students (e.g. ethnicity, age, qualification on entry to the programme, reported disabilities etc) and any actions that can improve data results.  *Comments:* | | | | | | | | | | | |
| **D. Student Progression**   * Graduate Destination Survey Positive Outcomes * Employability * Placements | | | | | | | | | | | |
| **Progression:** The OfS measures describe the proportion of qualifiers from higher education qualifications who have been included on the Graduate Outcomes target list, responded to the survey, and reported that they have progressed to professional or managerial employment, further study, or other positive outcomes, **15 months after gaining their qualification.**  The progression measures count as positive outcomes those students who report in their response to the Graduate Outcomes survey, 15 months after gaining their qualification:   1. Managerial or professional employment (defined as employment in an occupation which falls within major groups 1 to 3 of the Office for National Statistics (ONS) Standard Occupational Classification 2020). 2. Further study at any level of study 3. Travelling, caring for someone else or retirement   The [OfS descriptions of student outcome and experience measures (2023)](https://www.officeforstudents.org.uk/media/6fec91a8-2826-4b15-9447-7e3de2dd7526/description-of-student-outcome-and-experience-measures.pdf) describe the student outcomes that count positively towards progression measures, including the activities reported by students and the Standard Occupational Classification (SOC) 2020 groupings of occupations that are counted as managerial, or professional, employment.  Partners who run their own graduate employability surveys should look to ensure they collect data aligned with the OfS data definitions as much as possible.  In the table below, add for each graduating cohort, the percentage of students under each category as applicable   * Academic year is the graduating cohort * The 2020/21 graduating year will have results in May 2023  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | The 2021/22 graduating year will have results in May 2024**Student Progression Survey** | Qualification name | | | Qualification name | | | | **2019-20** | **2020-21** | **2021-22** | **2019-20** | **2020-21** | **2021-22** | | Cohort number surveyed |  |  |  |  |  |  | | No. of responses |  |  |  |  |  |  | | **Of those who responded:** | | | | | | | | **Positive Outcomes** | | | | | | | | % In paid work for an employer |  |  |  |  |  |  | | % Self-employment/ freelancing |  |  |  |  |  |  | | % Running own business |  |  |  |  |  |  | | % Developing a creative, artistic or professional portfolio |  |  |  |  |  |  | | % Voluntary/unpaid work for an employer |  |  |  |  |  |  | | % Engaged in a course of study, training or research |  |  |  |  |  |  | | % Taking time out to travel (not short-term holidays) |  |  |  |  |  |  | | % Caring for someone (unpaid) |  |  |  |  |  |  | | % Retired |  |  |  |  |  |  | | **Not a positive outcome:** (unless reported this activity in combination with another one that does count as positive) | | | | | | | | % Unemployed and looking for work |  |  |  |  |  |  | | % Doing something else |  |  |  |  |  |  | | | | | | | | | | | | |
| *Comments:* | | | | | | | | | | | |
| **E. Programme operation and delivery**  Consider   * Learning, teaching and assessment methods * New developments for curriculum or pedagogy * Learning resources – physical and virtual * Student support mechanisms | | | | | | | | | | | |
| *Comments:* | | | | | | | | | | | |
| **F. Feedback from External Examiner activity and reports** | | | | | | | | | | | |
| *Comments:* | | | | | | | | | | | |
| **G. Student feedback**   * Consider any student surveys ran (such as NSS, Postgraduate Surveys, programme surveys, module surveys) * Consider feedback from student Programme Voice Groups * Consider informal feedback | | | | | | | | | | | |
| **Add Student survey data as applicable including NSS, PTES and other surveys as necessary**  Please report on questions/areas such as:   * Teaching Quality (NSS Q’s 1-4) * Academic Support (NSS Q’s 12-14) * Organisation and management (NSS Q’s 15-17) * Learning Community and Student Voice (NSS Q’s 21-26) | | | | | | | | | | | |
| *Comments:* | | | | | | | | | | | |

1. **Action tables:**

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| --- | --- | --- | --- | --- |
| **Action update from previous EMER:** | | | | |
| **Identified Action – refer to section in EMER above** | **Action plan to be followed (bulleted list if appropriate)** | **Measurable Outcome in terms of evidence and data** | **Person responsible**  **and date for completion** | **Progress to completion**  ***\*Carry unclosed actions into new action plan*** |
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| **Identified New Actions 2023-24 from Reflections, Data and Analysis:** | | | | |
| **Identified Action – refer to section in EMER above** | **Action plan to be followed (bulleted list if appropriate)** | **Measurable Outcome in terms of evidence and data** | **Person responsible**  **and date for completion** | **Progress to completion** |
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| 1. **Statement of Compliance** | | |
| **Section A: Confirmation (must be completed prior to submission)**  **I confirm** that the Educational Monitoring and Enhancement process has been comprehensively and satisfactorily carried out, that Middlesex University programmes have been taught, managed and operated in accordance with the procedures agreed at institutional approval and programme validation, and that our institution is compliant with the requirements of Middlesex University as set out in Learning and Quality Enhancement Handbook (LQEH), the Academic Regulations and The Partnership Agreement including all relevant Memorandums of Cooperation.  **I understand** that failure to inform Middlesex University of any significant changes or to comply with the above, may result in Middlesex University suspending student registrations or withdrawing from the partnership.  **Signed:** | | |
| **Name/ Signature:** |  | |
| **Position:** |  | |
|  | | |
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| **Section B: EMER Approval (must be completed prior to submission)**  This completed EMER and associated actions should be agreed with all relevant parties at the partner institution. Approval of the EMER should be through the partner’s Academic Board, or equivalent senior level committee / process, **which has oversight and responsibility for academic activity** (strategy and planning of the academic portfolio, learning and teaching, assuring standards and quality).  Please confirm the internal approval of the EMER by completing the date of the appropriate meeting where the EMER has, or will be, considered below. | | |
| **Date of approval through Academic Board, or equivalent senior level committee / process:** | | DD/MM/YYYY |
| **EMER to be sent electronically to the University Link Tutor for completion of section 7 below before submitting to AQS**  **We would be very grateful if you could take a few minutes to complete the short feedback survey at the link below, giving us feedback on any aspect of the process.**  [Collaborative Partner EMER feedback survey 2023-24](https://forms.office.com/e/BZ34jDEY2H) | | |
| 1. **University Link Tutor feedback** | | |
| **See section 2 above - the** **university link tutor is required to review any CVs for new members of teaching staff to confirm they demonstrate the partners continuing ability to deliver the programme(s). If there are any difficulties with this please discuss with Academic Partnerships team and/or your Faculty Deputy dean or other nominated persons.**  **Please follow up with your partner if they have indicated there has been staffing changes but you have not received details.**  **ULT confirmation of staffing:**   * Please indicate if you have reviewed and/or discussed staffing changes with the partner * Please note if any recommendations as to training needs or development have been identified | | |
| *Comments:* | | |
| **ULT feedback comments:**   * Note how the action plan compares with previous years’ and if there are recurring issues * Consider whether the data included in section 4 suggests areas for concern/ to be discussed with the partner – are any issues addressed in the actions? * Note whether student feedback / external examiners reports, and the partners’ responses, raise any areas of concern. Consider whether any changes have been made as a result of student feedback. * Consider the numbers of complaints/appeals reported in section 3 and whether the university can provide any support in these areas. * Note any issues identified that need to be addressed or taken forward within the University. * Consider the effectiveness of your working relationship between the Partner and the university. | | |
| *Comments:* | | |