

Course Quality Enhancement and Monitoring (CQEM) – Guidance Document

(updated June 2023)

Contents

Course Quality Enhancement and Monitoring (CQEM) – Guidance Document	1
Introduction	2
Note for 2022/23 Academic Year Reporting	2
The CQEM process	2
Providing a commentary.....	3
What happens to the reports?	3
Who should be involved?	3
Student representation.....	3
Business Intelligence Portal	3
CQEM Checklist.....	4
CQEM Template: Guidance Notes	5
Section 1.....	5
Section 2: Course Action Plan	5
Section 3: Review of Course Performance Indicators	5
Course Information	7
Module information.....	8
Progression Rates (Undergraduate Only)	8
Completion Rates (Postgraduate only).....	8
Conduct and Complaints.....	8
CQEM Guidance for apprenticeship courses	10
CQEM Guidance for Apprenticeship Courses	10

Introduction

These Guidelines are aimed at those leading the CQEM process, primarily Course Directors although they will also be of value to all involved in the on-going annual review process. The first section of the guidelines provides information on the process and expectations for all those involved. The following section provides guidance on completing the CQEM Template. As well as providing pointers as to where data can be located and key questions for course teams to consider.

Note for 2022/23 Academic Year Reporting

The CQEM Dashboard on the Business Intelligence Portal has been updated so that Undergraduate and Postgraduate data is available through the same dashboard.

2022/2023 Report

The CQEM report will be produced over the summer of 2023, with the report due by 30th September 2023. The June/July meeting will provide an opportunity for course teams to reflect back on academic year 2022/23. NSS data will be released mid July 2023, the CQEM Dashboard will be updated shortly after this date. So allowing time for this to be used in compilation of the report due in September. *Please note that given the changes to the NSS question set in 2023 direct comparison of data, provided on the broad themes, with previous years will not be possible.*

Students can be asked to contribute to either the July or February meeting recognising that there may be challenges with student availability during the summer. To support this student training will be offered via Academic Development throughout the year.

There have been some minor changes to the CQEM templates, with there now being four different templates. There is a separate template for undergraduate and postgraduate courses. Apprenticeship (UG or PG) courses have an additional template, to gather information required by Ofsted, to complete in addition to the UG or PG template. Additional guidance notes are provided below for completing the Apprenticeship form. There is also a template for module clusters, such as CMI.

Links to the templates are provided through the [Office for Teaching and Learning](#) :

The CQEM process

The Course Quality Enhancement & Monitoring [CQEM] process is an essential mechanism underpinning the development of a course-focused approach for the student experience. **CQEM is an on-going process of review and development.** While there are two formal course team meetings to review course performance and action plan for further developments the review of the course and the action plan should be on the agenda for course team meetings throughout the year.

The key objectives, of the CQEM process, are to:

- Maintain academic standards against the QAA standards
- Appraise the extent of student achievement against course learning outcomes
- Review the student experience and quality of educational support to students
- Determine alignment to the [2030 Group Strategy](#) and the [Education and Student Strategy 2030](#).
- Identify good practice by course teams and highlight areas for change
- Meet Professional Statutory Regulatory Bodies (PSRB) / external requirements

Subject Health Check meetings, which are focused on subject clusters, will be held in the autumn and will complement the CQEM process. Where CQEM focuses on individual courses the Subject Health Checks focus on subject areas. Part of the process of the Subject Health Checks will be to identify Enhanced Support and Action Planning (ESAP) courses, these being courses identified as likely to benefit from University Group level scrutiny, monitoring and action planning.

Providing a commentary

The CQEM reports provide an opportunity for course teams to 'tell their story', explaining succinctly both positive trends as well as providing the background to course action plans. The reports will therefore be data-led and complemented by qualitative student feedback and course-team analysis.

The nature of the narrative will reflect the course data but also by strategic priorities from within the institution. These guidelines will be updated to reflect such priorities.

The CQEM reports should be seen as building on and linking to the CDAR process. The annual CQEM reports will inform three-year course reviews, providing a summary of issues raised and good practice. Collectively they will help convey a record of changes by the course team and its developmental intent.

What happens to the reports?

The full report and the updated action plans will be submitted to Boards of Study and then College/Entity Boards, leading to the production of School and College/Entity Quality Enhancement and Monitoring reports respectively. The College/Entity Quality Enhancement and Monitoring reports will be reported on at the University Quality of Learning and Teaching Committee (QuiLT) with updates considered through the year.

The reports and action plan are expected to remain under continual review at course team meetings and Boards of Study. These Guidance notes include links to resources, which can be used by course teams to explore their practice and understanding of issues.

Who should be involved?

The CQEM process is a key element in a course-focused approach to the student experience. It provides a forum for all those involved in the delivery of the course, and its support, to be involved and contribute. Course team members will include:

- a) Whole Teaching team
- b) Registry staff, course administration
- c) Professional service support including, library, careers, employability units, educational technologists
- d) Student representation

It is the responsibility of the Course Director to ensure all course team members are invited to the meetings.

Student representation

It is a University requirement for students to contribute to the CQEM cycle. Student representatives can be invited to attend either of the two CQEM meetings, allowing course teams to use the one that will be best for student engagement. Plus the representatives must be provided with a copy of the CQEM report so they can provide a 'Student Statement' – a requirement for section 1 in the CQEM Template.

Course Directors will seek student volunteers and training will be provided by the Academic Development Team, training is provided throughout the year.

Contact for student CQEM training - please email Jane Ojiako (ad8715@coventry.ac.uk) or acdevunit@coventry.ac.uk

Business Intelligence Portal

Data to inform course-team discussions is available from the Strategic Planning and Analytics Office Business intelligence portal (<https://insight.coventry.ac.uk/>). The CQEM dashboard (Course Performance) will be of prime interest but also available are the NSS and MEQ portals (both accessed at <https://insight.coventry.ac.uk/>). While many staff will have access to this data the Course Director has responsibility to be monitoring this data and to prepare a summary of information for discussion at meetings.

Support is available on use of the Business Intelligence Portal from the Strategic Planning and Analytics Office - <https://insight.coventry.ac.uk/>

Workshops are run through the year by the Strategic Planning and Analytics Office & Academic Development and requests for sessions can be directed to acdevunit@coventry.ac.uk

CQEM Checklist

The checklist identifies actions that will be required at specific points in the CQEM cycle. Months are indicative of when the activity will take place. Items in italics are actions for Course Directors.

September

- One of three data update points on CQEM dashboard

October

- College/Entity Quality Enhancement reports are submitted to QUILT

October/November

- Subject Health Check meetings

December/January

- Set date for January/February interim meeting and invite course team members and student representatives.
- Prepare summary based on data for circulation to course team to inform discussion at meeting

January/February

- February interim CQEM meeting held and action plan updated
- November report considered by Board of Study
- School and College/Entity Quality Enhancement reports are prepared
- Updated action plans completed by 28th February

March

- College/Entity Quality Enhancement reports are submitted to QUILT
- Actions requiring course changes confirmed - MID Upload Deadline

May

- Set date for June/July/August meeting and invite course team members and student representatives
- Prepare summary based on data for circulation to course team to inform discussion at meeting

June/July/August

- NSS results released (July)
- June/July/August main CQEM meeting held to produce full report
- Action plan items inform course changes for March MID upload

September

- Submission of the main CQEM report by the 30th September

CQEM Template: Guidance Notes

Section 1

The first section of the CQEM template includes course identification information plus evidence of feedback from external sources, these are:

- External examiner feedback: response to latest external examiner report
- Student statement: students are expected to be part of the CQEM process, they can be invited to attend either the summer or winter CQEM meetings informing the report writing or action plan updates. Students have an important voice in contributing directly to issues being raised. They are required to provide a statement that contributes their views and responds to the CQEM report. As such a draft full report needs to be shared with students to enable them to include a response. The statement should also comment on how students have been engaged in evaluation activity/course enhancement work.
- Head of School/nominee statement: completed reports should be shared with the Associate Head of School Student Experience

Section 2: Course Action Plan

The Course Action Plan section presents priorities for action for enhancement. Actions should be SMART (Specific, Measurable, Achievable, Relevant and Time-bound) with clear responsibility identified with a target date for action. The Action Plan is to be reviewed through the year. Points of review should include Boards of Study and monitoring by School and College/Entity management.

Example objective: each objective will have the following details.

Objective 1				Rationale:		
Description of tasks	Success criteria	Target date	Responsibility	Resources Required	Interim CQEM Review of Progress	

This section also provides an opportunity for course teams to identify actions for School, College/Entity or University level which are impacting on course performance.

Section 3: Review of Course Performance Indicators

Please note that for the Apprenticeship programmes there is an additional template for completion based on the Ofsted Inspection Framework. See additional information on p11 of this guide.

This section presents key statistical performance indicators and asks course teams to identify and comment on trends. The data for this section is drawn from the CQEM dashboard. At the start of this section course teams are asked to populate the table with their key performance indicator (KPI) data. The list below states where relevant data can be located for each KPI. University Thresholds, upper and lower limits, are indicated in the CQEM Dashboard. Given the changes to the NSS question set in 2023 comparison of data, provided on the broad themes, with previous years will not be possible. It will therefore be important to also use the NSS Dashboard, which provides data on specific question responses to inform interpretation.

The 12 risks identified as part of the Equality of Opportunity Risk Register (OERR) provides useful prompts that can inform your course team discussion and interpretation of the data, especially in relation to academic support and progression. These can be viewed at [Indications of Risk](#).

:

- Teaching and learning – this is the ‘teaching on my course’ score from NSS (undergraduate) or PTES (postgraduate)
 - CQEM Dashboard > CQEM Overview tab > Course View

- Assessment and feedback – this is the ‘assessment and feedback’ score from NSS (undergraduate) or PTES (postgraduate)
 - Undergraduate – CQEM Dashboard > CQEM Overview tab > Course View or from the NSS Dashboard
 - Postgraduate – CQEM Dashboard > CQEM Overview tab > Course View
- NSS Academic Support - this is the ‘academic support’ score from NSS (undergraduate) this category is not used in PTES
 - CQEM Dashboard > CQEM Overview tab > Course View
- PTES Dissertation
 - CQEM Dashboard > CQEM Overview tab > Course View
- Entry standards
 - For UG courses the entry standards are located CQEM Dashboard > CQEM Overview tab > Course View
 - It is important this data is analysed by demographic category, this is located CQEM Dashboard > CQEM Performance tab
 -
 - For PG courses Entry Standards is located in the CQEM Dashboard > CQEM Performance tab (from Coventry University only) entering with a 2:1 or 1st
 - It is important this data is analysed by demographic category, this is located CQEM Dashboard > CQEM Performance tab
- Completion rate
 - For both UG and PG courses the overall figure is provided in the CQEM Dashboard > CQEM Overview tab > Course View.
 - It is important this data is analysed by demographic category, this is located CQEM Dashboard > CQEM Performance tab
- Good honours - for UG course this KPI is the percentage of students achieving 1st or 2:1, for PG students it is percentage achieving Distinction or Merit
 - For both UG and PG courses Good Honours data can be located in CQEM Dashboard > CQEM Overview tab > Course View
 - It is important this data is analysed by demographic category, this is located CQEM Dashboard > CQEM Performance tab
- Pass Rate –Pass Rate (Overall) for both UG and PG courses Good Honours data can be located in CQEM Dashboard > CQEM Overview tab > Course View
 - It is important this data is analysed by demographic category, this is located CQEM Dashboard > CQEM Performance tab

Course teams are then asked to comment on this course level data. This is followed by three further sections, first a commentary on module performance at each level, second a commentary on progression and attainment and finally reporting on conduct and complaints.

The table below provides some guidance notes on these four sub-sections.

Course Information

The CQEM template requires course teams to:

Comment on the data trends (against previous years) and identify areas for action to include in the course action plan:

- *PTES Overall Satisfaction*
- *NSS/PTES Teaching and Learning*
- *NSS/PTES Assessment and Feedback*
- *NSS Academic Support*
- *Entry tariff*
- *Completion Rate*
- *Good Honours outcomes (UG - Proportion of students achieving a 1st /2:1; PG – Distinction or Merit)*
- *Graduate prospects – positive destinations*

Guidance notes

How to locate most of this data on the CQEM Dashboard is outlined above. The Positive Destinations data, which is available from in the CQEM Dashboard > CQEM Overview tab > Course View > select the Progression and Outcome from the Theme drop down list, is updated later than other data for the cohort as the source is the Longitudinal Educational Outcomes (LEO) data which collected after students have left the University; available from the 'teaching and learning' tab.

To help with analysis of this data, for UG courses, the NSS Dashboard will provide additional detail. This will include data for specific questions from the NSS, rather than the category groupings used in the CQEM Dashboard and also access to Qualitative comments. Both of these will help with interpretation of the KPIs on which courses are being asked to comment.

Module information

The CQEM template requires course teams to:

Provide a screenshot of the module performance for each level from the CQEM dashboard. Then to provide a commentary.

Module Performance Commentary

List any modules that stand out (positively or negatively) in their performance and student satisfaction compared with the majority of other modules that make up the course?

- *Which modules are missing Module Questionnaire data?*
- *Which modules require a specific action plan to improve performance?*
- *What has been learnt from the MEQ results?*

In response to student or staff feedback include any required revisions to course assessment schedule or module design in the action plan.

Guidance notes

Views of module performance by level is accessed under the 'CQEM Module' tab. Select the chosen level from the 'Course Stage' drop down option.

To take screen shot from the CQEM Dashboard use the 'Download' or 'Report Builder' options. This allows you to capture a selection of screen grabs which can then be downloaded together to help generate a report.

The MEQ Dashboard provides data on responses to each question on the MEQ and so an additional level of detail which can help inform the course discussion. It is also possible to take screen shots from the MEQ Dashboard and using the Report Builder screen shots from the different dashboards can be combined into one presentation.

Progression Rates (Undergraduate Only)

At the start of this section course teams are required to populate table with Expected and Actual data on Progression rates for each level of the programme and identify any differences by demographic groups. Based on this data course teams are required to provide a commentary, linked to the action plan, where actual levels are below target.

Guidance notes

Data for this section is available from the CQEM Performance tab; this shows Progression Rate Stage 1, Progression Rate Stage 2 and Completion Rate. The breakdown across the different demographic groups can be viewed using the 'Performance Split' drop down menu.

Target levels can be identified can be identified by hovering over data sets on the CQEM Dashboard which will open a floating window with further details including explanations of target levels.

Completion Rates (Postgraduate only)

Courses are required to populate table with Completion Rates for the programme and identify any differences by demographic groups. Based on this data course teams are required to provide a commentary, linked to the action plan, where actual levels are below target.

Guidance notes

Data for this section is available from the CQEM Performance tab. The breakdown across the different demographic groups can be viewed using the 'Performance Split' drop down menu.

Conduct and Complaints

This section requires numbers for conduct and complaints and a commentary on the data. Data on the number of Plagiarism cases and numbers of Complaints can be located under the CQEM Overview [Course View] and selecting Assessment from the Theme drop down menu.

Course Level Assessment Guidance

Bunching of assessments can be a potential source of anxiety for students. By ensuring that end of semester assessments are scheduled across weeks 11-13 allows students to focus on each assessment across a course. It is expected this will also help ensure that the demand for deferrals can be reduced.

Use this table to show in which week all summative assessment points are due for the course at each level. Where assessments are due in the same week, please indicate which days the assessments are due, to show scheduling within that week. The Course Level assessment schedules should be clearly made available to students in the Aula course community.

Course Level Assessment Plan (sample table – full table provided in CQEM template)

Course title:	Course Code:
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Cohort:

Level 4 (1st Year) Semester 1 – September 2022													
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13
Week beginning:	15/09												
4001ABC								CW1: Presentation			CW2 (Mon)		CW2 (Thurs)
4002ABC												Portfolio	
4003ABC							CW1						CW2 (Mon)
A123ABC											Presentation (Weds)		

CQEM Guidance for Apprenticeship Courses

The CQEM should be completed for each course by the Course Director/Leader.

The criteria in the CQEM is taken from the Ofsted Education Inspection Framework ([here](#))

There are 4 key judgment areas to evaluate: Quality of Education, Behaviours and Attitudes, Personal Development, and Leadership and Management.

The tables below outline prompts to aid in completing the CQEM document in relation to these 4 key judgement areas.

Those prompts that are in green text are a minimum requirement that must be in place and as such should be evaluated in your CQEM. Those in Blue text are examples of outstanding practice which is something over and above the minimum requirement and has a significant impact on student experience and/or outcomes.

The prompts below also list some questions to provoke ideas about appropriate evidence that can be used in the evidence column to show impact and effectiveness. You should consider (where available) using data to justify claims as well as the scope of the impact i.e., is it 'All', 'Most', 'Some' or 'Few' apprentices that are impacted?

1. Quality of Education

Quality of Education considers the curriculum and the decisions made about its content and sequencing so apprentices can fulfil their aspirations. It also considers the way tutors and assessors teach and assess so that apprentices build their knowledge and apply that knowledge as skills and the outcomes apprentices achieve as a result of the education they have received.

There are 7 requirements to consider:

1. Collaboration with employers to produce a challenging training programme for apprentices that also meets employer needs.
2. Use of initial assessment (IA) to recognise prior learning and experience and thus inform the individual training programme of apprentices.
3. Planning and sequencing the curriculum so that both on and off-the-job training are coherently integrated.
4. Communication of up-to-date vocational and technical subject knowledge that reflects expected industry practice and meets employers' needs.
5. Use contextualised assessment that supports and embeds learning and informs future learning and development.
6. Ensuring that apprentices make swift progress in developing their KSBs in line with their potential, are prepared for EPA, and achieve positive outcomes.
7. Supporting apprentices to succeed.

Exemplar Content

How does your course...	Prompts/excellence described...	What evidence is there of impact and effectiveness...
Collaborate with employers to produce a challenging training programme for apprentices that also meets employer needs	<ul style="list-style-type: none">● Stakeholder involvement shaped the course design. For example....● Employer Needs Analysis informs the training Programme for individual apprentices. For Example...	<ul style="list-style-type: none">● To what extent is the course shaped by stakeholder input?● To what extent do employers and apprentices feel the training programme really does prepare apprentices to thrive in their job roles and the workplace?

	<ul style="list-style-type: none"> Apprentices have the opportunity to develop Knowledge, Skills and Behaviours (KSBs) specific to the company's methods of practice, resources and equipment, and expectations of the job role. For Example... Milestones and progress reviews are well planned so that stakeholders can review and monitor progress together and effectively shape future learning needs and goals. 	<ul style="list-style-type: none"> What % of apprentices get progress reviews in a timely way. What % of reviews had 100% relevant stakeholder attendance? How effective are progress reviews in clarifying what apprentices must do to improve?
<p>Use initial assessment (IA) to recognise prior learning and experience and thus inform the individual training programme of apprentices</p>	<ul style="list-style-type: none"> Initial assessment (IA) is timely and covers all the KSBS. IA also covers Maths and English skills and any other core skills requirements. IA impacts the individual training programme by making training priorities for development clear. For example... IA is validated by stakeholders. IA is updated and informed as more information in the first semester validates the apprentices' prior skill levels and experience. IA appraises if the current job role affords the correct opportunities to develop the KSBs. 	<ul style="list-style-type: none"> The % of IA completed prior to the course start? To what extent is IA comprehensive for all apprentices? how well does it cover wider skills over and above KSBS? To what extent do the IA results prioritise the Training Programme? What proportion of 'line managers' engage with IA to feedback and validate? To what extent is IA an ongoing activity? What % of apprentices are in roles that afford them the chance to develop KSBs without alternative scenarios being created?
<p>Plan and sequence the curriculum so that both on and off-the-job training are coherently integrated</p>	<ul style="list-style-type: none"> It is clear how both the on and off-the-job training contributes to the development of KSBs because.... There is a clear outline of stakeholder roles and responsibilities in developing and affirming competence in the KSBs. Integration between the on and off the training is such that apprentices get the opportunity to put theory into practice in the job role in a timely and beneficial way. For example... The sequencing of KSB development is such that key foundation knowledge and skills are developed first, which are then built in a logical sequence to greater complexity and difficulty. For Example... 	<ul style="list-style-type: none"> To what extent does the structure of the training programme consider the timing and sequence of on and off-the-job learning so the theory is put into practice in a meaningful way? To what extent is it clear to all parties what the employer's roles and responsibilities are in facilitating the on-the-job training? To what extent do apprentices see the relevance of the theory they are learning to the workplace and their job role? To what extent do apprentices feel that they learn new skills and behaviours with confidence, fluency, and progressive complexity?
<p>Communicate up-to-date vocational and technical subject knowledge that reflects expected industry</p>	<ul style="list-style-type: none"> Staff have teaching expertise and industry experience where required and reasonable; staff receive effective CPD where required to support any gaps. For example... 	<ul style="list-style-type: none"> % of tutors with industry experience, % with teacher training, or adhering to professional body requirements etc...?

<p>practice and meets employers' needs</p>	<ul style="list-style-type: none"> • Apprentices are assigned an effective mentor or equivalent in the workplace that facilitates on-the-job training and development • External Industry experts as guest speakers/lecturers etc. For example... • Employer expertise contributes to the training and development of apprentices. 	<ul style="list-style-type: none"> • To what extent do apprentices receive effective mentoring? How do you know? • What is the volume of guest speakers and to what extent does this contribute to apprentices learning and development?
<p>Use contextualised assessment that supports and embeds learning and informs future learning and development.</p>	<ul style="list-style-type: none"> • Assessment results lead to an impact on future teaching, learning, and training. For example... • Assessment embeds knowledge and skills into the long-term memory of the apprentice so they can apply skills fluently. For example... • Assessment is contextualised to the employer context so that apprentices can apply their knowledge and skills to real work-related projects and scenarios. For Example... • Apprentice gets timely feedback and feedforward (covering both the on and off the job activities) that promotes further development and improvement. Such as... 	<ul style="list-style-type: none"> • The extent to which assessment results informs future teaching, learning, and training? • The extent to which apprentices can consistently apply their skills with fluency and confidence. How do you know? • How well does assessment fit the workplace? • Quality of feedback on both on and off-the-job elements. Evidence of impact on future work and assessments?
<p>Ensure that apprentices make swift progress in developing their KSBs in line with their potential, are prepared for EPA and achieve positive outcomes</p>	<ul style="list-style-type: none"> • IA is reviewed and updated once a year to act as a progress measure vs. baseline • There is a clear overview of apprentices' overall progress in both on and off-the-job and not just academic content • Regular monitoring and intervention results in the timely removal of barriers to development, further stretch and challenge, and intervenes swiftly where apprentices fall behind. For example... • Risk register is in operation that focuses attention and support on apprentices with key risk indicators • EPA preparation activities are embedded in the curriculum such as... • The vast majority of Apprentices succeed in a timely way (i.e. don't go past their planned end date) • Apprentices improve in confidence, workplace impact, get promoted or go onto higher-level education and training. 	<ul style="list-style-type: none"> • What is the average progress made by all apprentices each year against baseline assessment? • To what extent is there a clear picture of the apprentices' overall progress with their KSB development that is informed by both the workplace and academic provider? • What % of apprentices are currently on track, behind, and exceeding target? • The extent to which actions taken have resulted in numbers at risk increasing, staying the same, or decreasing? • To what extent does the curriculum prepare apprentices for the EPA activities to be performed upon completion? • What is the Retention, achievement, pass, and timely achievement rate? (Or what are the predicted rates?) How do these compare across diversity and LLDL categories? • What % of apprentices move onto their desired destination?

Support apprentices to succeed	<ul style="list-style-type: none"> • The curriculum affords opportunities for all apprentices to further develop their Maths and English skills by... • Apprentices with learning needs or disabilities or health problems (LLDL) get the support they need to ensure they succeed. For example... • Apprentices get the support they need from welfare when they need it. For example... • Apprentices access wider academic support services (Academic, success coaches, etc.) such as.... 	<ul style="list-style-type: none"> • The extent to which Maths and English support is identified early and support put into place? • The extent to which the curriculum (via embedded activities) further supports the development of apprentices' Maths and English skills? • (see above- outcomes across diversity groups and LLDL) • How effective is the identification, signposting, and uptake of wider support services?
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2. Behaviours and Attitudes

'Behaviours and attitudes' is about how well course delivery teams create a safe, disciplined, and positive environment and the impact this has on the behaviour and attitudes of apprentices.

There are 3 requirements to consider:

1. Ensure maximum attendance, punctuality and engagement (APE) so that apprentices make swift progress.
2. Promote and foster effective learning behaviours and professional attitudes that contribute to apprentices thriving and achieve success.
3. Create an environment where apprentices feel safe and know who to contact if they don't.

Exemplar Content

How does your course...	Prompts/excellence described	What evidence is there of effectiveness...
Ensure maximum attendance, punctuality and engagement (APE) so that apprentices make swift progress	<ul style="list-style-type: none"> • Expectations are set in codes of conduct and the induction so that APE levels must be high. • Apprentices have access to missed learning resources and are expected to catch up. • Where APE falls short of expectation for apprentices, measures are taken to ensure they can catch up, for example... • Progress reviews examine APE with all stakeholders. • Employers are swiftly informed if apprentices don't have a legitimate reason to be off. 	<ul style="list-style-type: none"> • What is APE % for the course? • To what extent can apprentices articulate the importance of APE for their success and professional development? • To what extent do APE % improve after intervention? • To what extent is APE addressed in progress reviews and target setting? • To what extent to apprentices' access catch up materials if they missed timetabled events?
Promote and foster effective learning behaviours and professional attitudes that contribute to apprentices thriving and achieving success.	<ul style="list-style-type: none"> • Tutors set expectations at the beginning of the course by... • Tutors maintain high expectations throughout delivery and apply appropriate policies and sanctions when necessary. For example.... • The curriculum gives opportunities for apprentices to 	<ul style="list-style-type: none"> • To what extent are apprentices motivated to learn and succeed? How do you know? • To what extent do apprentices have the skills to be independent learners, influencers, critical thinkers and problem solvers. • To what extent can apprentices articulate expected professional

	<p>explore, debate and discuss their companies' professional behaviours in relation to peers.</p> <ul style="list-style-type: none"> • Apprentices explore tools and strategies for effective learning in a HE environment and get extra academic support when required for example... • Apprentices are taught how to stay motivated and manage their priorities and workload so that their motivation to succeed remains high. For example... 	<p>behaviours and their importance, and model them in the workplace</p> <ul style="list-style-type: none"> • To what extent do the results of surveys and fora indicate that apprentices are developing behaviours and attitudes. • To what extent do apprentices take control of their own training by proactively creating learning opportunities in the workplace to practice their skills as well as setting personal targets and writing action plans? • To what extent does stakeholder feedback from progress reviews indicates that apprentices develop the appropriate professional behaviours and attitudes.
<p>Create an environment where apprentices feel safe and know who to contact if they don't.</p>	<ul style="list-style-type: none"> • Apprentices feel safe because staff and apprentices do not accept bullying, harassment or discrimination, or peer-on-peer abuse – online or offline. For example.... • Appropriate contacts and support for apprentices are clearly signposted and regularly reinforced at induction and throughout the course. • Staff deal with any issues quickly, consistently, and effectively by following appropriate policy and process. For example... • Measures have been taken to ensure apprentices feel safe in the workplace such as.... • Apprentices undergo appropriate H&S inductions where required. 	<ul style="list-style-type: none"> • What % feel safe as indicated in the apprenticeship survey? • To what extent do you ensure the safety of apprentices on campus and in the workplace? • To what extent do you ensure staff can confidently promote and maintain an environment where apprentices feel safe and know who to contact if they don't?

3. Personal Development

Personal Development is about how well the course provides knowledge and skills that go beyond the purely academic, technical, or vocational, and the quality of the way in which it does this.

There are 2 requirements to consider:

1. Prepare apprentices for future success in education, employment or training Promote and foster effective learning behaviours and professional attitudes that contribute to apprentices thriving and success.
2. prepare apprentices for life in modern Britain by:
 - a. Teaching them how to protect themselves from radicalisation and extremist views and develop their understanding of fundamental British values.
 - b. Helping to equip them to be responsible, respectful, active citizens who contribute positively to society.
 - c. Developing their understanding and appreciation of diversity and promoting respect for the different protected characteristics.

Exemplar Content

How does your course...	Prompts/excellence described	What evidence is there of effectiveness...
Prepare apprentices for future success in education, employment or training	<ul style="list-style-type: none"> Progression routes are clearly mapped out for apprentices. For example, Apprentices understand what options are available to them now and in the future and they know how to get the support they need to achieve them. Apprentices participate in a range of career preparation activities and events such as.... Every apprentice has a careers development portfolio that appraises apprentices' skills set, outlines career goals and aspirations, signpost support and resources, logs CPD and an action plan. 	<ul style="list-style-type: none"> The extent to which the curriculum prepares apprentices to achieve their immediate and long-term career goals and professional development? The extent to which apprentices can articulate their career goals and an appropriate road map to achieve them? c for arranged careers events/activities?
prepare apprentices for life in modern Britain by:		
Teaching them how to protect themselves from radicalisation and extremist views and develop their understanding of fundamental British values	<ul style="list-style-type: none"> Induction outlines the importance of British values by.... Curriculum embeds meaningful and contextualised (to workplace and locality) learning about British values, radicalisation and extremist views such as... Apprentices know how to report concerns about extremism and radicalisation because... Apprentices reflect in their portfolio of evidence or progress reviews on British values and Prevent. Apprentices do an assignment that critically evaluates British Values in the workplace. For example... 	<ul style="list-style-type: none"> Engagement % with BV materials in induction? The extent to which apprentices understand the importance of British values to their own lives and working context? The amount of Coverage in Modules and how this done? To what extent are employers aware of and support British values and prevent?
Helping to equip them to be responsible, respectful, active citizens who contribute positively to society	<ul style="list-style-type: none"> Apprentices get the chance to develop the graduate attributes by.... Apprentices contribute to community facing projects such as... which gives them the opportunity to develop.... 	<ul style="list-style-type: none"> The extent to which apprentices can articulate and/or show the importance and relevance of the graduate attributes? Amount of embedded content in the curriculum? Attendance and engagement data with activities and resources?
Developing their understanding and appreciation of diversity and promoting respect for the different protected characteristics	<ul style="list-style-type: none"> The curriculum embeds EDI in a meaningful and contextualised (to workplace and locality) way. For example... Induction and code of conduct set clear guidelines and expectations. 	<ul style="list-style-type: none"> The amount of coverage in the curriculum? The extent to which apprentices can articulate and/or show the importance of EDI to their own lives and working context?

	<ul style="list-style-type: none"> • Tutors complete Core Essentials training. • Tutors reinforce and maintain inclusion and the promotion of protected characteristics. • Apprentices explore in a project their own companies EDI policies, comparing them with peers. 	<ul style="list-style-type: none"> • The extent to which apprentices, respect diversity and see it as a positive aspect of the learning community? • The extent to which Apprentices develop their understanding of EDI over time so that it becomes deeper and more sophisticated?
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4. Leadership and Management

Leadership and Management considers how course Directors/Leaders ensure that the education and training delivered has a positive impact on all apprentices.

There are 4 requirements to consider:

1. Extensive and ongoing engagement with employers and stakeholders.
2. Continuing professional development for tutors and trainers that has an impact on student experience.
3. Ensure principles and requirements of the apprenticeship are met.
4. Maintaining a strong culture of safeguarding that has effective arrangements in place to always act in the best interest of apprentices to protect them from risks of harm and to secure the help they need.

Exemplar Content

How do you ensure there is:	Prompts	What evidence is there of effectiveness...
Extensive and ongoing engagement with employers and stakeholders	<ul style="list-style-type: none"> • Employer are kept informed regularly about the course and developments by... • Employer inductions ensure... • There is on-going support and development for employers to better support the apprentice such as... • A comprehensive Mentor support and development programme that... • Managing frequent changes in line-managers by....to ensure that..... • Employers are afforded the know-how to ensure they can be effective stakeholders, so the apprentice experience is excellent, by... 	<ul style="list-style-type: none"> • Employers rate experience highly. • Volume of Employer Engagement activities and uptake? • The extent to which employers understand the training programme and academic requirements? • The extent to which Stakeholder and apprentice feedback on employer engagement and experience is positive?
Continuing professional development for tutors and trainers that has an impact on student experience	<ul style="list-style-type: none"> • Staff undergo regular CPD (industry specific, and TLA) that is relevant to the apprenticeship delivery model and planned curriculum intent and ultimately results in better apprentice experience. 	<ul style="list-style-type: none"> • Volume and uptake of CPD? • Examples of impact on apprentice experience?
Ensure principles and requirements of the apprenticeship are met	<ul style="list-style-type: none"> • Actual Off The Job Training (OTJT) hours are tracked and monitored so that all apprentices meet the planned OTJT hours. • Employers are made aware when apprentices aren't receiving their OTJT entitlement. This is escalated by... 	<ul style="list-style-type: none"> • The % of apprentices with OTJT hours completed against planned expectation? • The % of timely progress reviews. • Date EPAO was confirmed in relation to the start date.

	<ul style="list-style-type: none"> • Progress reviews happen at least 4 times a year with all stakeholders present. If they get postponed, they are quickly rescheduled so apprentices' development isn't hindered. • EPAO is identified early within the programme so support resources can enhance the course. • Breaks in Learning (BiL) are managed well by.....so that apprentices are reintegrated back into learning in a way that doesn't hinder progress. • Apprentices are selected and supported well by.....to reduce the risk of unnecessary withdrawals? • Apprentices are selected and supported well by.....so as to reduce the risk of untimely achievements? 	<ul style="list-style-type: none"> • % Apprentices on a Break in Learning (BiL) currently lasting longer than 12 months? • Number of withdrawals and trend analysis of reasons/causes? • Number of apprentices past their planned end date? • Timely achievement rates?
<p>Maintain a strong culture of safeguarding that has effective arrangements in place to always act in the best interest of apprentices to protect them from risks of harm and to secure the help they need.</p>	<ul style="list-style-type: none"> • All staff receive the necessary safeguarding and prevent training and regular 3-yearly updates. • Students undergo safeguarding induction that ensures.... • Students are taught how to stay safe online by... • Employers receive the safeguarding information guide. • Leaders and managers monitor safeguarding effectiveness by... • Leaders and managers deal quickly with safeguarding incidents by... 	<ul style="list-style-type: none"> • % of staff up to date with training? • The extent to which apprentices engage with induction materials? • The extent to which apprentices can articulate what to do to raise a concern or seek help if they need it? • The extent to which safeguarding concerns are dealt with effectively and in a timely way; lessons learned contribute to improved effectiveness over time? • The extent to which leaders and managers continually promote the importance of safeguarding through action?

Areas for improvement

Identify all the areas for improvement in the final column of the CQEM table. If any of the minimum threshold criteria highlighted above in green are not met, then they must be included as areas for improvement.

Write course level actions in the CQEM action plan that address the areas for improvement.