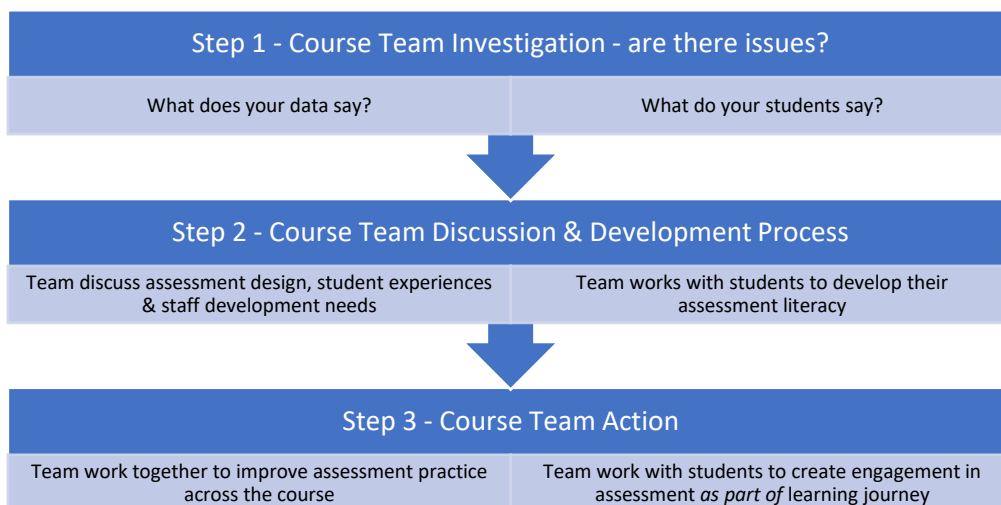


'Pass First Time, On Time'

Course Team Intervention Flow Chart



Step 1 - Course Team Investigation process

1. Engage with the Business Intelligence data (CQEM dashboard) here: <https://insight.coventry.ac.uk>
2. Identify *specific* modules where 'Pass First Time' is lower than 90% and discuss with module leaders and include HPLs
3. Look for patterns on the marked work: is there a specific 'stumbling point' which most students failed on? If so, students need more support to overcome this
4. Look at the Assignment Brief: is it clear? Do students know what's expected of them and how they will be marked? *How do you know?* Test it by asking others to evaluate it, including students
5. Collate student responses (forums, focus groups, qualitative MEQ data) to inform your findings

Step 2 - Course Team Discussion & Development Process

1. Course team discuss level of consistencies across all modules on the course and identify modules where action is needed to resolve issues
2. Course team discuss assessment design in modules which have lower Pass First Time metrics (see Resource Pack for more support with this)
3. Course team bring in support services (AcDev, C2025) to help develop assessment literacy for staff
4. Course team create timetabled spaces to work with students to enhance their assessment literacy (assessment as *part of learning*, not as an end point)

Step 3 - Course Team Action

1. Course team work regularly with students to embed good practice and literacy with assessment (see Resource Pack for pointers you can use as part of induction)
2. Course team create/revisit their Course Assessment Strategy to ensure fairness, clarity and consistency across all module assessments
3. Course team create on-going evaluation measures to test efficacy of their development action (see [Important Points](#) below to aid team discussion & development)

Important Points to discuss within your team:

1. Are your module assessments matched to FHEQ levels 4,5,6 & 7? How do you evidence this?

- Check the QAA guidance for FHEQ levels [here](#)
- Check your assessment strategy in your Course Specifications (Part B), [here](#)

2. Are your module assessments clear to students and aligned to learning outcomes? How do you evidence this?

- Check your Course-based learning outcomes (Part A), [here](#)
- Check your module learning outcomes on Quali, [here](#)
- Check with your students that they understand what learning outcomes are and how they align to their assignments
- If you're due for periodic review, refresh your knowledge about learning outcomes [here](#)
- If you need to make changes, discuss these with your Associate Head for QA/SE and they will be able to guide you through timings and processes

3. Are you using inclusive assessment design? How do you evidence this?

- Explore this resource from the Academic Development website [here](#)
- Engage with inclusivity guidance from the Curriculum 2025 team [here](#)

4. Are your assessments (and teaching content) accessible? Do they reflect the myriad backgrounds of our students when they join us in terms of prior learning experiences, disabilities (some of these will be 'hidden') and cultural aspects? Consider the following:

- Guidelines from The Office of Teaching and Learning are [here](#)
- Guidelines from the CUG Teaching Knowledge Base is [here](#)
- Creating a 'sense of belonging' for our global students. Guidance [here](#)
- De-colonising your curriculum. Guidance from the C2025 team is [here](#)
- Mental health and wellbeing guidance from the C2025 team is [here](#)

Further Support:

Academic Development [website](#)

Academic Professional Development courses can be booked [here](#).

Curriculum 2025 [guidance](#)

Office of Teaching and Learning [guidance](#)