**Course Leader Quiz – answer key**

**1. Alphabet soup. What do the following acronyms stand for?**

CSQR \_\_\_\_\_*Course Standards and Quality Report*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DAG \_\_\_\_\_*Development and Approval Group*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SASQC \_\_\_\_\_*School Academic Standards and Quality Committee*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Name at least one …**

a) NTU Graduate Attribute b) theme from C21U discussions

*Valuing ideas*

*See attached list Creating opportunity*

*Enriching society*

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| **3. True or false?** | T/F |
| All undergraduate courses must include a capstone project in the final year | T (Quality Handbook 11:3.9) |
| External examiners cannot have studied or worked at NTU in the last 5 years | T (Form EE1: Replacing/appointing an external examiner) |
| All course changes must be approved by a DAG | F (minor changes can be approved by a course committee) |
| There is a limit to the number of first class results that can be awarded in any summative assessment | F (QH15:7.2) |
| Formative feedback should always be provided by the tutor | F (should come from variety of sources including peer and self QH15) |

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| **4. What is being described in each case?** | |
| These set out the minimum achievement required for the satisfactory completion of the course or module. | *Learning Outcomes* |
| This document "reflects the assessment decisions that have been made by the course team in order that the principles and purposes of assessment are addressed". | *Course Assessment Strategy* |
| Its purpose is to facilitate dialogue between the Dean of a School, relevant School staff and students... about the student academic experience within the School. | *School Forum* |
| This department can help course leaders with aspects of their professional development. | *CPLD* |
| This department can support course leaders and teams with aspects of running a course and with course changes. | *CADQ* |

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| **5. Which of the following are officially part of a Course Leader's role?** | √ / X |
| Provide academic leadership for the course (course leader role descriptor) | √ |
| Perform a dance routine at course committee meetings | x |
| Monitor progression, achievement and retention across the course (CL role descriptor) | √ |
| Maintain oversight of marking matrices at each level to ensure consistency, clarity and appropriate contextualisation to task (Quality Handbook) | √ |
| Organise a minimum of two course team social events per academic year | x |
| Provide each graduating student with a personalised cupcake | x |
| Act as the Notification of Exceptional Circumstances contact (CL role descriptor) | √ |

NTU Graduate Attributes (from Strategic Plan 2010-15)

Intellectual Agility

* Extensive understanding of their chosen profession or discipline, including the associated practices, technologies, research, methodologies, values and ethics.
* Aptitude for independent, critical thought and rational inquiry, alongside the capacity for analysis and problem-solving in multiple contexts.
* An enterprising and creative mindset, able to thrive in rapidly changing work and social environments.
* Intellectual curiosity, enthusiasm for learning and an aptitude for self-directed learning.

Information, Communication and Organisational Skills

* Proficiency in finding, evaluating, analysing and applying data.
* Digital literacy and the ability to use ICT effectively.
* Effective communication skills in spoken, written and visual media.
* Good team and collaborative working skills.
* Ability to prioritise, plan and manage work and time.
* Capacity to appropriately judge self-efficacy and to give and receive feedback effectively

Global Citizenship

* International awareness and openness to the world, based on appreciation of social and cultural diversity, respect for human rights and dignity.
* Understanding and appreciation of social, economic or environmental sustainability issues.
* Leadership capacity, including a willingness to engage in constructive public discourse, and to accept social and civic responsibility.

Postgraduates will, in addition, have the following attributes:

* Capacity to contribute to knowledge construction in their chosen profession or discipline and to make advances in intellectual and creative endeavour.
* Ability to situate their work within wider theory and practice and to critically reflect on their chosen profession or discipline, including appreciation of the ethical implications of their work.
* Ability to conceptualise novel questions and solve complex problems.
* Aptitude in identifying and creating new opportunities and the capacity to lead collective endeavour.

These target attributes frame the curriculum and learning opportunities at NTU. They will be integrated into our strategies for learning and teaching development and into procedures for programme validation and quality assurance.