Guidance for Continuous Monitoring and Enhancement

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Contents

Glossary

AQSC	Academic Quality and Standards Committee
BoS	Board of Study
CME	Continuous Monitoring and Enhancement
FMT	Faculty Management Team
NSS	National Student Survey
OfS	Office for Students
PSRB	Professional Statutory and Regulatory Bodies
PTES	Postgraduate Taught Experience Survey
QAA	Quality Assurance Agency
SIS	Student Information System
TEF	Teaching Excellence Framework

Chapter 1: Introduction

1. This document is intended to provide guidance on the operation of the Continuous Monitoring and Enhancement (CME) process.

2. CME encompasses all taught undergraduate and postgraduate taught provision delivered at Liverpool John Moores University and its collaborative partners.

3. It is the process for monitoring and reviewing the alignment of these programmes with UK threshold standards, and the university's own standards, as well as for regularly reviewing programmes to see how they can be developed to further enhance the student/apprentice experience.

4. The process has been designed to be flexible, risk-based, and enhancement focused to facilitate reflective practice.

5. The purpose of the CME process is to maintain and enhance the quality and standards of the university's taught provision by:

    -   Facilitating opportunities to ensure programme teams, School Directors, and other key stakeholders, are fully engaged in the process.

    -   Facilitating opportunities for action planning to ensure that appropriate measures are taken to enhance the quality of students'/apprentices' learning opportunities and outcomes.

    -   Appropriately engaging students/apprentices in the continuous monitoring and enhancement of their programmes via Boards of Study.

    -   Informing internal and external reviews of the university's taught provision.

    -   Assuring the university, via the Academic Quality and Standards Committee (AQSC), of the rigor and effectiveness of the mechanisms in place to monitor and enhance the quality and standards of its taught programmes.

6. Development of the university's CME process has taken account of the Office for Students' (OfS) student outcome and experience indicators, the Quality Assurance Agency's (QAA) UK Quality Code for Higher Education and the Teaching Excellence Framework (TEF).

The Structure of CME

7. The CME process is iterative over the course of a programme's validated period of approval. Monitoring takes place at the module level, which then contributes to monitoring at the programme level and then the School level. The output of School level monitoring should inform Faculty Teaching and Learning Strategies.

8. For most programmes, the precursor to programme level CME is an evaluation of module level performance. This is the culmination of the module delivery cycle at the end of an academic cycle[1]. Programme level CME occurs synchronously alongside programme delivery. It is expected that programme teams will engage with the process before the agreed census point of 13th November 2023.

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[1] Following mark verification, usually at the end of a semester.

9. Programme CME structures are developed centrally and are assigned to the relevant Programme Leaders, using Student Information System (SIS) records, once they have recruited students. Where significant elements are shared between programmes, for example programmes with foundation and the corresponding standard undergraduate programmes, these are clustered together and represented within a single CME group. Larger programmes are not clustered with other programmes. Programmes with multiple intake dates are usually clustered under a single CME group. Apprenticeship programmes are never clustered with non-apprenticeship programmes and internal and collaborative provision programmes are always grouped separately.

10. CME authors (Programme Leaders) can provide members of their programme team and managers, with editorial access to a CME record within the WebHub interface. Guidance on accessing WebHub can be found here and instructions on how to grant access to edit a CME record can also be accessed directly within WebHub.

Chapter 2: Module Level CME

11. Module Leaders, in conjunction with module teams, will evaluate module performance after marks have been posted. This activity marks the culmination of module delivery following mark verification, the posting of marks and receipt of student/apprentice feedback. To undertake this evaluation, Module Leaders will be required to reflect on module delivery via the Module Self- Evaluation, area in WebHub.. Disaggregated outcomes are displayed for every programme which utilises the module. This helps authors to identify if there are differential experiences in separate cohorts that might warrant further specific consideration. Guidance on how to complete Module Self-Evaluations can be accessed directly within WebHub.

12. Module Leaders are expected to reflect holistically and completion of the Module Self-Evaluation should be considered mandatory. If the agreed university performance thresholds have not been met for module mean marks, assessment component mean marks, pass rates and Module Survey outcomes (internal programmes only), this is highlighted to the Module Leader. However, Module Evaluation does not operate on a deficit model for exception reporting. When thresholds have been met or exceeded, authors are also encouraged to reflect upon factors that have contributed to the identified performance thresholds being exceeded and to share this practice via the Module Self-Evaluation with the programme team.

13. Module Leaders should articulate their key findings, identify any trends and record any planned actions in the module level Action Plan. The person identified as responsible for the action will receive an automatic email notification.

14. The performance thresholds and corresponding quantitative outcomes for the module are recorded in WebHub. Module Leaders should also consider qualitative outcomes in their evaluation, for example formal and informal student/apprentice and stakeholder feedback. These might also inform recommendations to address issues or to share specific good practice for adoption in other parts of the programme. Actions may include proposed amendments to modules, which should then be proposed via the Programme and Module Amendment process within the required university deadlines.

15. Module Self-Evaluations (including any actions) and overarching programme level data will be made available to Programme CME authors (Programme Leaders) via WebHub within the Programme Reflection & Action Plan.

Chapter 3: Programme Level CME

16. The CME Programme Reflection & Action Plan, will normally comprise:

   - Access to the corresponding External Examiner reports[2]
   - An overview of module performance (number of attempts and number of valid Extenuating Circumstances claims, module mean marks and standard deviation, assessment component mean marks, pass rates, satisfaction scores on module appraisal, competence thresholds met[3]) and longitudinal outcomes for their programme(s).
   - Recruitment data[4]
   - Continuation data[5].Foundation and Level 4 to 5 Progression[6]
   - Completion on time data[7].
   - Attainment[8] (including good degrees[9]).
   - Progression of Graduates data[10].
   - National Student Survey (NSS) data[11].
   - Postgraduate Taught Experience Survey (PTES) data[12].

17. In the 'Programme Reflection' section, authors are invited to record reflections on the information provided. The space can also be used to reflect on any other qualitative assets that are relevant to the ongoing evaluation of the programme e.g. key findings from Boards of Study or progress in implementing strategic university priorities e.g. decolonising the curriculum.

18. An 'Action taken following Validation/Review' section enables authors to record action taken to address the recommendations from validations or reviews, which were conducted in the previous academic year. It also acts as an aide-memoir, identifying both the validation/review outcomes and the next review date for the programme(s).

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[2] Programme teams should pay particular consideration to any concerns expressed by External Examiners with regard to the academic standards of a programme.

[3] If applicable.

[4] Percentage against target and split by programme and student/apprentice demographics.

[5] This will provide data relating to the number of students/apprentices who, having started a programme, are continuing to study within the OfS defined timeframe. Outcomes are flagged against Subject Benchmarks and OfS Baselines and are split by programme and student/apprentice demographics.

[6] If applicable, for undergraduate programmes only.

[7] This will detail the number of full time students/apprentices: completing the award; completing in time; and completing with target award.

[8] This report will provide data relating to the attainment of students/apprentices who completed the award. Undergraduate outcomes are flagged against Subject Benchmarks and are split by programme and student/apprentice demographics.

[9] First degree graduates who achieved a first or upper second-class honours degree.

[10] The data captures Positive Outcomes as defined by OfS i.e., the proportion of graduates who are in professional employment or any type of further study, or retired, travelling or caring for someone 15 months after completing their course. Outcomes are flagged against Subject Benchmarks and are split by student/apprentice demographics. Data will not be available for the university's collaborative programmes.

[11] As applicable. Outcomes are flagged against Subject Benchmarks.

[12] As applicable. Outcomes are flagged against agreed university benchmarks.

19. In addition, within the applicable sections of the Programme Reflection, the university's collaborative programmes will normally also be required to comment upon:

- Student/apprentice feedback.
- Student/apprentice complaints.

20. The reflection should identify any themes, trends [13] and priorities. This facilitates the identification of actions which will contribute to the ongoing enhancement and development of the programme.

21. Guidance on how to complete Reflection and Action Plan can be accessed directly within WebHub.

Action Planning

22. Action Plans are an important means of collating, recording, sharing and disseminating programme enhancement activity, no matter how big or small the actions are. They also support accountability within programme teams themselves and visibility for stakeholders e.g., students/apprentices, managers and university professional services. Action Plans will include:

- The proposed action.
- The person responsible[14].
- The target completion date
- Confirmation if any required resources have been requested.
- Space to record interim updates and, when the action is complete, an assessment of its impact.

23. Where multiple programmes/versions of programmes are represented within a single CME group, the software allows Programme Leaders to identify which programme/version(s) the action relates to.

24. Once the CME has been finalised for the academic year in question Programme Leaders will submit them for approval to the Director of School using the checkbox in the Sign-Off section. For collaborative provision programmes, if required by a partner's local operating procedures, partner-level approval of the CME should be sought first.

25. Directors will receive completed CMEs in real time. They should be shared with School Management Team (SMT) meetings but they may receive executive approval between meetings. As part of their consideration of programme CMEs, SMTs should assess:

- Has the programme monitoring been completed effectively.
- If all of the proposed actions lead to the intended enhancements
- Are the proposed timescales realistic and achievable.
- Do any of the identified enhancements have scope to be shared with the wider School, Faculty and/or university.
- To what extent have the enhancements, identified in the previous cycles, been implemented on time and as planned.

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[13] Including any differential experiences between cohorts on the programme, for example those entering the programme via Articulation/RP(E)L.
[14] The identified person will receive an email notification to advise them of the action.

26. Approved programme Action Plans should be published on the [Programme Information Document SharePoint site](#) and shared with students/apprentices at the next scheduled Board of Study. They are also retained in WebHub where they should be updated, for example when actions are completed.

Maintenance of Action Plans

27. Module and Programme Leaders should update module and programme Action Plans on an ongoing basis so that they can be utilised as a transparent point of reference to provide timely information on progress.

28. Action Plans will be utilised by programme teams, Schools and Faculties and professional service teams as a resource to monitor the completion of actions, acting as a record of their ongoing reflection on the quality of learning opportunities for students/apprentices. As and when actions are completed, they should be marked as such on the Action Plan and an evaluation of its impact should be captured in the relevant field.

29. Action Plans can be downloaded from WebHub displaying the full history of actions or just those that are live or completed.

Chapter 4: School Monitoring

30. Directors of School are required to monitor programme level engagement with the CME process. This is possible through receipt of completed programme CMEs and reports in WebHub

31. Directors of School will be required to confirm programme level compliance with the CME process as part of their School Monitoring Report.

32. School Monitoring Reports will provide the university with assurances that appropriate action is being taken at programme and School level to enhance the quality of the learning experience.

33. Directors of School, in conjunction with Programme Leaders, will complete a School Monitoring Report, via WebHub following the annual census point for Programme level CME, 13th November 2023, and before the end of February 2024.

34. Within the report, Directors of School are expected to evaluate risks and opportunities arising from the outputs of the programme CME process, the progress of the current School Action Plan, External Examiner reports, the outcomes of any PSRB engagement[15], actions arising out of Boards of Examiners and to synthase this together with their analysis of the management information presented within the School Monitoring Report.

35. As part of this process, Directors of School will be expected to identify themes, trends and priorities that will contribute to the ongoing enhancement and development of provision. Reports should be holistic but concise and focused upon continuous enhancement.

36. Directors of School will evaluate the output from programme level monitoring, drawing particularly on their management team's consideration of programme Action Plans for undergraduate, postgraduate taught and collaborative provision. Within this section of the School Monitoring Report, Directors of School will report on key risks identified as well as enhancement initiatives, which have potential for wider dissemination across the School, Faculty and/or wider university. Reports should also reflect upon the extent to which enhancement plans have been delivered on time and as planned.

37. Directors of School will then update the School Action Plan detailing how School level themes, trends and priorities identified through the CME process will be addressed. Once the School Action Plan has been updated, Directors of School will share it with Programme Leaders prior to it being finalised.

38. Faculty oversight of the monitoring process is provided by Faculty Management Teams (FMT). As members of FMT, Associate Deans (Education) will be appraised of emerging themes identified through the CME process in order to link into the development of Faculty Teaching and Learning Strategies.

39. School Action Plans and Monitoring Reports will be considered by FMTs for endorsement. As part of their consideration of School Level CMEs, FMTs should assess:

   - If all of the proposed actions lead to the intended enhancements.
   - Are the proposed timescales realistic and achievable.

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[15] As applicable.

- Do any of the identified enhancements have scope to be shared with the wider Faculty and/or university.
- To what extent have the enhancements identified previously been implemented on time and as planned.

40. Directors of School will update their Action Plans on an ongoing basis. These plans will be utilised by Schools and Faculties as a resource to monitor their ongoing reflection on the quality of learning opportunities for students/apprentices. As and when actions are completed, they will be marked as such on the School Action Plan and an evaluation of their impact should be captured in the relevant field.

Chapter 5: University Oversight

41. School Action Plans will be appended to the annual CME report received by AQSC in April 2024.

42. AQSC's consideration of the annual CME report will focus upon academic standards, the quality of teaching and learning, and key trends and priorities. Consideration of School Action Plans might also lead to the identification of broader enhancement initiatives, which should be disseminated across the Faculty and/or wider university.

Chapter 6: Timescales

43. Module self-evaluations should be completed by Module Leaders after marks have been posted following the module delivery cycle and in sufficient time before the next academic cycle starts.

44. Programme level CME should be completed on an ongoing basis as new qualitative and quantitative information presents itself. A university census point has been set i.e. 13th November 2023. By which time it is expected that Directors should be in receipt of CMEs for all standard calendar programmes.

45. School level CMEs will be considered by FMT and will subsequently be submitted to Academic Registry by the end of February 2024. Following this they will proceed to AQSC in April 2024 as part of the Annual CME report.

Chapter 7: Programmes with Non-Traditional Delivery Patterns

46. Due to the alignment of the CME process to the university's assessment periods, the process is able to accommodate programmes which do not fit the standard delivery model of September starts.

47. Programmes which follow a non-traditional delivery pattern will still be required to engage with the full CME process, the timing of their engagement with the module self- evaluation process is determined by the cycle of module delivery.

48. The flexible nature of WebHub supports the engagement of programmes with non-traditional delivery patterns within the CME process. WebHub reports are dynamic in nature and can be used to capture information at crucial points during the year.

49. It is expected that Directors of School will ensure that programmes with non-traditional delivery patterns are addressed within their School Level CME.