

Part 7

Continual Monitoring Process

1 Introduction

- 1.1 The University of East London (UEL) is committed to the continuous enhancement of the quality of its courses and educational and pastoral experience provided for all students.
- 1.2 Annual Monitoring forms part of the process by which courses, departments and schools are monitored and reviewed thereby ensuring that quality and standards are being met. It also supports the enhancement of the student experience and learning opportunities.
- 1.3 The Annual Monitoring process may be used to satisfy professional, statutory or regulatory body (PSRB) review requirements. Where modifications to standard forms, processes, or timelines are required, these should be discussed and agreed with QAE. Where the PSRB has their own standard monitoring forms, QAE will assess whether these meet UEL requirements and may require additional information to be completed by course teams over and above the PSRB requirements.
- 1.4 Annual Monitoring forms an integral element of the evidence base for periodic Academic Review that all courses are required to undergo at least once within a six-year cycle.
- 1.5 At UEL the process by which annual monitoring takes place is through the Continual Monitoring Process (CMP).
- 1.6 The CMP encompasses all undergraduate (including foundation year, short courses and shared Modules), Postgraduate Taught, and the taught provision of Postgraduate Research courses, such as Research Masters (MRes) and Professional Doctorate courses across all modes of delivery.
- 1.7 The CMP unites, Departments, Schools and Professional Services in driving forward the continuous enhancement of the quality of courses and student experience.
- 1.8 The process supports the university to meet the expectations of the Teaching Excellence Framework (TEF) and the QAA Quality Code.
- 1.9 The QAA UK Quality Code for Higher Education, Advice and Guidance for Monitoring and Evaluation sets out the expectation for course monitoring and review, which higher education providers are required to meet:

“Monitoring and evaluation of higher education is an essential process within providers, forming a fundamental part of the academic cycle. It can, and should, look at all aspects of the higher education experience. All higher education providers are involved in course monitoring and review processes as these enable providers to consider how learning opportunities for students may be improved.”

2 Aims of the Continual Monitoring Process

2.1 The aims of the Continual Monitoring Process are to:

- Provide a focus for quality enhancement at course, Department and School level, and promote ownership of quality assurance and enhancement processes by those responsible for delivery;
- Reflect upon and analyse provision and educational experience of students within courses, Departments and Schools;
- Evaluate the success of students on modules and courses;
- Identify good and innovative practice;
- Identify opportunities for enhancement using feedback from student surveys and student contributions to Course Committees;
- Ensure that where appropriate, actions addressing concerns are recorded and monitored in an action plan or as objectives;
- Utilise data and appropriate evidence to demonstrate that the course/ Department/School continues to meet the needs of students and employers;
- Provide assurance in terms of the maintenance of academic standards of courses and modules and ensure that their delivery continues to be consistent with published aims and objectives;
- Identify any issues of Departmental, School and institutional significance so that appropriate action can be taken and good practice disseminated;
- Support UEL in preparation for the TEF and subject level TEF
- Meet the requirements of the UK Quality Code for Higher Education
- Meet the requirements of the Education Inspection Framework (EIF) where applicable.

3. Scope of the Continual Monitoring Process

- 3.1 All course teams are required to update the course Continual Monitoring Process (CMP) report and objectives throughout the academic year. In drawing up the report and objectives, course teams will consider a range of evidence about the quality of their provision and should also be pro-active in updating their course via innovations and changes in content, delivery and assessment.
- 3.2 Each course should be reported individually. However, in some circumstances (for example, where a course includes a foundation year or there is also a distance learning version of an on-campus course) then it may be agreed that

a report can cover multiple courses. Approval from Quality Assurance and Enhancement should be sought prior to a report covering multiple courses being written.

- 3.3 Where a course is closing or has been closed during the academic year under review then commentary should be included to demonstrate how the academic interests and experience of the students have been protected during the teach-out period.
- 3.4 Department CMP meetings provide a forum for consideration of the courses and modules within the Department.
- 3.5 School CMP meetings provide a forum for consideration of issues for discussion raised at Department CMP meetings.
- 3.6 Staff delivering collaborative courses are also expected to produce a Collaborative Annual Monitoring end of year report (see section 10)
- 3.7 Staff delivering apprenticeship courses are expected to produce a CMP report that meets the reporting requirements of the institutional Self-Assessment Report for apprenticeship provision, which feeds into the associated Quality Improvement Plan for apprenticeship provision.

4 Structure

- 4.1 Course CMP reports contribute towards the Department CMP Meeting and action plan by highlighting items to be considered at departmental level.
- 4.2 Quality Assurance and Enhancement is responsible for ensuring the CMP is followed and course reports are received in a timely manner.
- 4.3 School Directors for Education and Experience are responsible for supporting engagement and completion of the reports.
- 4.4 The Department CMP Meeting will consider the following:
 - Course reports within the department (including items to be considered at Department level);
 - Strategic areas of importance;
 - Performance data;
 - External Examiner feedback;
 - Areas of good practice;
 - Short courses and CPD;
 - Staffing and resources;
 - Items to be considered at School level.

A report and action plan will be developed following the meeting.

- 4.5 The Head of Department is responsible for monitoring and updating the action plan.

- 4.6 The Head of Department is responsible for ensuring the dissemination of both Department and School action plan updates to all Course Leaders
- 4.7 The School CMP Meeting will consider the following:
- Department CMP Meeting reports and action plans Including items to be considered at School level);
 - collaborative provision;
 - overview of student feedback;
 - overview of external examiner feedback and
 - civic engagement and issues to be included in the School strategic plan.

A report and action plan will be developed following the meeting.

- 4.8 The Head of School is responsible for signing off, monitoring and updating the action plan.
- 4.9 The Head of School is responsible for ensuring the dissemination of School action plan updates to all Department Heads.
- 4.10 Education and Experience Committee receives an Institutional Annual Overview Report on the robustness of CMP which also highlights issues of institutional significance arising from the process, together with proposed actions which are monitored at subsequent meetings of the Committee.
- 4.11 CMP reports for apprenticeship courses also feed into the institutional Self-Assessment Report for apprenticeship provision.

5 Process

- 5.1 Quality Assurance and Enhancement is responsible for managing the process and ensuring that every course report has been recorded as received.
- 5.2 Course teams are required to take into account, and respond to, a range of evidence concerning the quality of the courses and modules throughout the year. Writing a course CMP report commences in October at the beginning of the academic year and takes place in four stages throughout the year.
- Stage 1 – Ambitions for the Year; which establish goals for both the course team and students and allows new course representatives to understand the direction of the ongoing development of the course. This should be presented at the first Course Committee of the year.
 - Stage 2 – Mid-Year Checkpoint; which reflects on progress of the ambitions of the year, and the outcomes of the Course Committee meeting. References may be made to mid-year data, such as, RAG data and mid-Module evaluation questionnaires.
 - Stage 3 – End of Year Checkpoint; which is the main point of reflection for the course team, following completion of teaching and assessment. At this point all Course Committee meetings and module/course evaluation questionnaires can also be considered.

- Stage 4 – Outcomes and External Measures; which includes data analysis on internal and external reference points and key performance indicators. This is also the opportunity to record items for consideration at Department level and good practice/good news.

Interventions can be recorded throughout the year as they arise.

- 5.3 Report data is released throughout the year at the point the data becomes available. Guidance on extrapolation of data is provided by IT and QAE. Each course, Department and School team should use the data to reflect on strengths and areas for enhancement, using these to inform and measure interventions.
- 5.4 Each CMP report includes a section for actions and detailing what progress has been achieved in relation to the previous year's interventions. This section is designed to be completed throughout the year with both long and short deadlines.
- 5.5 Each individual course team presents their report to each Course Committee for discussion and endorsement.
- 5.6 Course, Department and School Committees play a key role in monitoring CMP objectives and interventions throughout the academic year.
- 5.7 Course Leaders are advised to review the Course Specification at the same time as writing the CMP report. This ensures that changes proposed in the CMP report are actioned and that the Course Specification remains up to date.
- 5.8 Schools are encouraged to upload CMP reports onto Moodle and share them with students directly or through student representatives.
- 5.9 Course representatives should be given the option of contributing to the process through the course committee.

6 Overseeing the Continual Monitoring Process

- 6.1 The Education and Experience Committee is responsible for monitoring the CMP to ensure that it is robust and effective at School level.
- 6.2 School Directors of Education and Experience oversee the school approach to completion and storage of CMP reports and feed back to QAE with recommendations to improve the process.
- 6.3 The Head of QAE reports to the Education and Experience Committee via the CMP overview report.

7 MRes

- 7.1 The Course Leader will prepare a CMP report in respect of the MRes Course and all associated research Modules.

8 Monitoring Objectives and Interventions

- 8.1 Course Continual Monitoring Reports: course teams provide updates to the course committee.
- 8.2 School and Departmental Continual Monitoring Meeting Reports: School Management Teams have oversight of the School and Department overview reports and action plans.
- 8.3 Institutional Oversight Report: Education and Experience Committee have oversight institutional overview report and action plan.
- 8.4 All reports and action plans (course, Department and School) should be reviewed by the respective owner on a regular basis to ensure that actions are considered and completed.

9 External Examiners

- 9.1 Although External Examiners are not directly involved in the Continual Monitoring Process, it is good practice to provide them with a copy of the appropriate Continual Monitoring Process report and action plan for information. The report received will be appropriate to the department or awards for which the External Examiner is responsible.

10 Collaborative Courses

- 10.1 Collaborative courses undertake an end of year Collaborative Annual Monitoring Process (CAM).
- 10.2 For the purposes of consistency for partners, a template for CAM reports is provided by Quality Assurance and Enhancement. Quality Assurance and Enhancement will also provide the data for the previous academic year for respective partners after 31 October.
- 10.3 The link tutor for each collaborative course can provide support to the respective course teams at the partner institution to ensure the CAM report is completed by the deadline.
- 10.4 Completed CAM reports should be submitted by partners to the Quality Assurance and Enhancement collaborative mailbox by the November deadline which will be communicated in July of each year. **Failure by partners to submit a satisfactory report (complete with all relevant appendices) by the deadline will risk the recruitment to the course the following academic year.**
- 10.5 Upon receipt of the completed CAM reports from the partner institution, Quality Assurance and Enhancement will circulate each CAM report to the respective

link tutor. The link tutor is responsible for the completion of section 11 and returning the fully completed CAM report to the Quality Assurance and Enhancement collaborative mailbox.

- 10.6 Upon receipt of the fully completed CAM report, including the completed section 11, the College Quality Officer, responsible for linking with the respective School, will ensure that the completed CAM report is received and noted at the School Quality Committee.
- 10.7 The College Quality Officer will allocate a sample of the completed CAM reports to a member of the School Quality Committee for auditing. The allocation of audit samples is likely to be conducted on risk-based approach with the intention to ensure that reports have been appropriately completed and areas of good practice and enhancement have been identified.
- 10.8 The Quality Manager (Collaborations) will create an Institutional CAM Overview Report for submission to Education and Experience Committee in March.

Manuals, Forms and Guidance notes relevant to Part 7

<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx>

- Template and Guidance notes for producing Continual Monitoring reports for:
 - Course (UG and PG)
 - Apprenticeship
 - Professional Doctorate
- Guidance on Continual Monitoring Process performance measures
- Guidance for Data Extraction for the Continual Monitoring Process
- CMP Student Submission Form
- Collaborative templates and guidance notes:
 - Guidance on Collaborative Review and Enhancement performance measures

10 Continual Monitoring Process Indicative Timetable

UG / PG	Completion Period	Section to be completed	Data	What to include in the section
UG Only	November 2021	Section 1 Ambitions for the Year	<ul style="list-style-type: none"> Enrolment First Year Recruitment Graduate Outcomes 	<ul style="list-style-type: none"> Sets the scene for the course team and the students Helps new course representatives understand the position in the ongoing development of the course Provides a reference point for developments in the academic year To be discussed at the Course Committee meeting in November
PG Only	November 2021	Sections 1a & 1b Ambitions for the Year	<ul style="list-style-type: none"> Completion Achievement Attainment Gap Graduate Outcomes 	<ul style="list-style-type: none"> As above Outcomes for the previous year
UG & PG	January 2022	Section 2 Mid-Year Checkpoint	<ul style="list-style-type: none"> MEQ 	<ul style="list-style-type: none"> Reflects on the current position of the course in relation to the initial ambitions Using the outcomes of the Course Committee, any RAG data and the Mid-Module MEQ as reference points To be reviewed at the Course Committee meeting in February/March
UG & PG	June 2022	Section 3 End of Delivery Checkpoint	<ul style="list-style-type: none"> MEQ 	<ul style="list-style-type: none"> Main point of reflection for the course team, after teaching and assessment are completed A focus on teaching, assessment and the learning environment and things that might be changed in time for the next delivery Reflects on student feedback from Course Committee and Course Evaluation Questionnaires NSS Outcomes
UG Only	August 2022	Sections 4, 5	<ul style="list-style-type: none"> NSS Progression Completion Achievement Attainment Gap 	<ul style="list-style-type: none"> Data analysis based on internal and external reference points and key performance indicators A place to record items that need to be considered at Department level A place to record good news and good practice items that should be shared
PG Only	August 2022	Sections 4, 5	<ul style="list-style-type: none"> PTES 	<ul style="list-style-type: none"> Data analysis of external measures A place to record items that need to be considered at Department level A place to record good news and good practice items that should be shared
UG & PG	August 2022	Section 6	<ul style="list-style-type: none"> Interventions 	<ul style="list-style-type: none"> A place to record activities and interventions aligned with TEF metrics for the following academic year
UG & PG	August 2022	SUBMISSION		All CMP reports to be saved in the School storage area.