

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 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 learning, 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. This also currently includes Combined Honours Courses, which are running out.
- 1.7 The CMP unites Courses, 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 Teaching Excellence Framework and the Office for Students (OfS) Annual Provider Review.

- 1.9 The UK Quality Code for Higher Education 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 success of students on Modules and Courses;
- Identify good and innovative practice;
- Identify opportunities for enhancement using feedback from student surveys, student contributions to Course committees;
- Ensure that where appropriate, actions addressing concerns be recorded 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 institutional significance so that appropriate action can be taken and good practice disseminated;
- Demonstrate how the institution meets TEF and Annual Provider Review requirements
- Meet the requirements of the UK Quality Code for Higher Education

3. Scope of the Review and Enhancement Process

- 3.1 Those directly responsible for the delivery and management of a Course and Modules are continually reflecting on its quality and considering ways in which improvements might be made. The CMP provides a focus for improvement at Module, Course, Department and School level, but it is also the primary way in which accountability for quality of teaching and delivering learning is demonstrated within both the School and Institution.
- 3.2 All Course teams are required to update the course Continual Monitoring Report (CMR) 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 but will also be proactive in moving their Course(s) forward and keeping them current via innovation and change in content, delivery and assessment.

- 3.3 Each Course should be reported individually. However in some circumstances (for example where Courses are closely aligned or where a Course includes a foundation year) then it may be agreed that a report can cover multiple Courses. Approval from Quality Assurance and Enhancement should be sought prior to the report being written.
- 3.4 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 of the students have been protected.
- 3.5 Department CMP meetings provide a forum for consideration of the Courses and Modules within the Department.
- 3.6 School CMP meetings provide a forum for consideration of issues for discussion raised at Department CMP meetings.
- 3.7 Staff delivering collaborative Courses are also expected to produce a Review and Enhancement end of year report (paragraphs 4.12 – 4.21).

Structure

- 3.8 Course CMP reports contribute towards the Department CMP Meeting and action plan by highlighting items to be considered at departmental level.
- 3.9 Quality Assurance and Enhancement is responsible for ensuring the CMP is followed and course reports are received in a timely manner.
- 3.10 The Department CMP Meeting will consider the following:
 - Course reports within the department;
 - Achievement data;
 - Areas of good practice;
 - Short courses and CPD;
 - Inclusivity;
 - Research activity;
 - Civic engagement;
 - Staffing and resources and
 - Items to be considered at School level.

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

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

- 3.12 The School CMP Meeting will consider the following:
- Department CMP Meeting reports and action plans;
 - 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.

- 3.13 The Head of School is responsible for signing off, monitoring and updating the action plan
- 3.14 Education and Experience Committee receives an Institutional Annual Overview Report on the robustness of CMP and also highlights issues of institutional significance arising from the process, together with proposed actions which are monitored at subsequent meetings of the Committee.

4 Process

- 4.1 Quality Assurance and Enhancement is responsible for managing the process and ensuring that every course report has been recorded as received
- 4.2 Continual Monitoring Reports for Courses and Modules delivered by distance learning (where UEL is responsible for the Course and Modules), will be incorporated into the relevant on-campus Course report.
- 4.3 Writing of a Course CMR 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 Course committee meetings and 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.

- 4.4 Report data is released throughout the year at the point the data becomes available. Guidance on extrapolation of data is provided. Each Course, Department and School team will use the data to reflect on strengths and areas for enhancement, using these to inform and measure interventions.
- 4.5 Course teams are required to take into account, and respond to, a range of evidence concerning the quality of the Courses and Modules.
- 4.6 Each Continual Monitoring Report includes a section 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.
- 4.7 Each individual Course team presents their report to each Course Committee for discussion and endorsement.
- 4.8 Course and Department Committees play a key role in monitoring CMP objectives and interventions throughout the academic year.
- 4.9 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.
- 4.10 Course, Department and School Reports should be uploaded onto Moodle and shared with students directly or through student representatives.
- 4.11 Quality Assurance and Enhancement is responsible for identifying a sample of reports to audit. The sample will be 10 or 10% of the total reports within the School, whichever is greater. The sample will incorporate (where possible) a range of L3 – L8, distance learning and on-campus courses across all Departments within a School.
- 4.12 School Learning and Teaching Quality Committees (SLTQC) will be responsible for auditing the identified selection of Course Continual Monitoring Reports. Feedback should focus on the process and recommendations for enhancement noted. Templates are provided to support the audit of reports.

Collaborative Courses

- 4.12 Collaborative Courses undertake an end of year Review and Enhancement Process.
- 4.13 Review and Enhancement Process (REP) reports for collaborative Courses will incorporate the requirements of both Course and Department reports. For the purposes of consistency for partners, a template for Collaborative REP reports is provided by Quality Assurance and Enhancement.
- 4.14 Quality Assurance and Enhancement will provide the data for respective partners after 31 October for the previous academic year.

- 4.15 The Link Tutor for each collaborative Course is required to work with the School and Partner in order to ensure the Collaborative REP report is completed. The Link Tutor is responsible for completion of section 11 of the report.
- 4.16 Completed Collaborative REP reports should be submitted by partners to the QAE 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) the deadline will risk the recruitment to the Course in the 2019/20 academic year.**
- 4.17 QAE will circulate the Collaborative REP reports to Link Tutors for the completion of section 11.
- 4.18 Upon completion of section 11 by the relevant deadline, Link Tutors should submit the completed Collaborative REP report to the QAE collaborative mailbox and the College Quality Assurance Officer, who is responsible for ensuring that the documentation is complete prior to submission to the School Learning and Teaching and Quality Committee (SLTQC) for review and approval.
- 4.19 Each member of the SLTQC will be allocated Collaborative REP reports to audit. This is to ensure that each report has been appropriately completed and areas of good practice and improvement have been identified.
- 4.20 Each School Collaborative Lead will be required to complete an Overview of Collaborative Partner REP Reports, using the information in the Audit forms as a guide. The report is intended to be a holistic overview of the Collaborative REP process within the School. The aims of the process are to:
- Identify areas of good practice across the collaborative institution;
 - Identify areas for improvement across the collaborative institution;
 - Identify themes specific to Courses being run by multiple collaborative partners.
- 4.21 Using the information provided in the Overview of Collaborative Partner REP Reports for collaborative partners, the Quality Manager (Collaborations) will create an Institutional Collaborative REP Overview Report for submission to Education and Experience Committee.

5 Overseeing the Review and Enhancement Process

- 5.1 The Education and Experience Committee is responsible for monitoring the CMP to ensure that it is robust and effective at School level and provide recommendations which will further enhance the process
- 5.2 The Institutional Quality Assurance and Enhancement 'Audit Body' co-ordinates an audit process each year. The Audit Body will allocate a 'Quality Facilitator' to each School being audited.

- 5.3 The Quality Facilitator attends the relevant School meeting that considers the individual Course reports. The Quality Facilitator will be required to confirm that the School has effectively discharged its responsibilities.
- 5.4 In the event that the Quality Facilitator is unable to confirm the effective operation of the Review and Enhancement Process, the Audit Body determines action to be taken and informs Education and Experience Committee.
- 5.5 The Audit Body submits an annual report to the Education and Experience Committee, summarising the outcomes of the audit process and making any recommendations for further action required. This report informs the Education and Experience Committee's final report on the operation of the entire Continual Monitoring Process to Academic Board.
- 5.6 All Schools will be audited on a three-year cycle. At its discretion, on the basis of the audit process, the Audit Body may audit the operation of the Continual Monitoring Process in any School in any year where significant concerns have been identified.

6 MRes

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

7 Objectives and Interventions

- 7.1 Course Continual Monitoring Reports: Actions will be generated at Department Meetings

Department Continual Monitoring Meeting Reports: Actions should be presented to School Meetings

School Continual Monitoring Meeting Reports: School Management Teams should have oversight of the School overview report and action plan.

Institutional Oversight Report: The action plan should be presented to Education and Experience Committee

- 7.2 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.

8 External Examiners

- 8.1 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 Report and action plan for information. The

report received will be appropriate to the department or awards for which the External Examiner is responsible.

Manuals, Forms and Guidance notes relevant to Part 7

- *Internal forms available through the staff intranet at:*
<https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx> Template and Guidance notes for producing Continual Monitoring reports for:
 - Course (UG and PG)
 - Professional Doctorate
- Guidance on Continual Monitoring Process performance measures
- Guidance for Data Extraction for the Continual Monitoring Process

- *Collaborative forms available through the staff intranet at:*
<https://uelac.sharepoint.com/LearningandTeaching/Pages/quality-assurance-handbook.aspx>
- Collaborative templates and guidance notes:
- Guidance on Review and Enhancement performance measures

9 Indicative timetable

UG / PG	Completion Period	Section to be completed	Data	What to include in the section
UG Only	W/B 14 th October 2019	Section 1 Ambitions for the Year	<ul style="list-style-type: none"> Enrolment First Year Recruitment 	<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	W/B 14 th October 2019	Sections 1a & 1b Ambitions for the Year	<ul style="list-style-type: none"> Completion Achievement PTES 	<ul style="list-style-type: none"> As above Outcomes for the previous year
UG & PG	W/B 13 th January 2020	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	W/B 29 th June 2020	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	W/B 20 th August 2019	Sections 4, 5 & 6	<ul style="list-style-type: none"> NSS Graduate Employability Progression Completion Achievement 	<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	W/B 20 th August 2019	Sections 4, 5 & 6	<ul style="list-style-type: none"> Graduate Employability 	<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	W/B 31 st August 2019	DEADLINE FOR SUBMISSION		All REP reports to be submitted to the QAE Mailbox: gae@uel.ac.uk