

**Student Learning & Experience Committee**

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| **Chapter D1:**  **Continuous Monitoring and Enhancement** |

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| **Owner:** Student Learning &Academic Registry  **Version number:** **4.0**  **Effective date:** September 2023 (Academic Year 2023-24)  **Date of next review:** July 2024  *This document is part of the University Quality Framework, which governs the University’s academic provision.* |

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**FORMS:**

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| **D1-Annex 1** | Module, Course, Department, School and TU London Reports |
| **D1-Annex 2** | Quality Enhancement Visit Report - Partners |
| **D1-Annex 3** | Postgraduate Research Degree Oversight Report |
| **D1-Annex 4** | Partners Report |

**GUIDANCE:**

[CME Operational Guidance Document](https://unity3.tees.ac.uk/departments/058/CME2017/SitePages/Home.aspx) *(staff/associate account access only)*

# INTRODUCTION

Continuous Monitoring & Enhancement (CME) is the process the University applies to **assess the quality and standards, academic performance, student experience and student outcomes** through the robust evaluation of modules and courses.

The process supports course teams to maintain and enhance academic standards and the student learning experience through the consideration of the key performance data and qualitative feedback made available throughout the academic year.

Through an evidence informed iterative process, Schools and TU London identify and develop strategic improvement initiatives that are progressed through action planning and the prioritisation of resources.

CME culminates in an institutional event where the key areas of focus are identified through presentations and debate. The resulting institutional report and action plan is considered for approval by the University’s Academic Board enabling actions to be progressed and changes implemented as soon as possible.

[Table 1](#_Table_1_–) and [Table 2](#Table2) provide an overview of the CME process, along with data release and submission timescales.

# 2. principles

The Continuous Monitoring and Enhancement (CME) process:

1. Applies to all other undergraduate, undergraduate, postgraduate taught and postgraduate research provision leading to a Teesside University award regardless of credit size.
2. Will be implemented at Module (by exception), Course, Department, School/TU London and Institutional level resulting in clear and transparent action planning that will be managed and resolved at the earliest opportunity.
3. Incorporates the Student Voice (SV) as a fundamental part of the process, providing an opportunity for open dialogue between students and staff who contribute to the operation and management of courses.
4. Encompasses the views of External Examiners, Partners and Professional, Statutory and Regulatory Bodies (PSRBs).
5. Evaluates core metrics and qualitative evidence, for example, the National Student Survey (NSS), Graduate Outcomes, Office for Students B3 metrics, module evaluation data and staff feedback.
6. Informs module/course modifications, course periodic review and partnership reapproval.
7. Incorporates the consideration of professional apprenticeship provision via course level reports and through the scrutiny of School annual Self-Assessment Reports (SARs) via the annual CME event.
8. Enables Schools/TU London to maintain effective oversight of the courses that are delivered by partners.

# 3. MODULE OVERSIGHT

Module feedback from students is gathered via the EvaSys Module Evaluation System. The process enables academic teams to monitor the health of each module and provides numerous benefits, through identifying actions and guiding interventions at an early stage.

Module evaluations take place once per semester and the survey is delivered online. Student feedback is reviewed and a reflection is provided by the Module Leader to both students and the Course Leader.

Module feedback is collected from University and partner-based students.

Schools will ensure that modules that have non-standard delivery are evaluated, wherever possible.

A Module Reports[[1]](#footnote-2) will be prepared on an exception basis where Schools wish to explore the performance of an individual module in more detail. Where it is utilised, Module Leaders (or equivalent) will complete the template provided in [Module Report](https://sqlreports.tees.ac.uk/Reports/report/Students/Enrolment%20and%20Module%20Choice/ENR0322%20CME%20Report)and key points will be reported on via Course reports.

Further detail on the criteria and use of Module Reports is available within the [CME Operational Guidance document](https://liveteesac.sharepoint.com/sites/TM_AssessmentRegulationsCMEReview202122-CMPhase1Actions/Shared%20Documents/CME%20Phase%201%20Actions/Final%20Docs/The%20links%20are%20available%20to%20staff%20and%20Associate%20account%20holders%20only.).

# 4. TAUGHT COURSE oversight

Course reports are required for each taught course/group of courses, including professional apprenticeships, that lead to a Teesside University named award regardless of credit size (including other undergraduate, undergraduate and postgraduate taught awards).

The course report will be the focal point for academic teams to monitor the development and progress of the course(s).

Course reports and action plans will be informed by key metrics and appropriate qualitative evidence, which will include External Examiner reports, PSRB interactions and student feedback.

Course reports for provision delivered by a partner will be informed by Quality Enhancement Visit outcomes (see **D1 Annex 2**).

Course Leaders (or equivalent) will complete the template provided in [Course Report](https://sqlreports.tees.ac.uk/Reports/report/Students/Enrolment%20and%20Module%20Choice/ENR0322%20CME%20Report) and key points will be reported on via Department reports.

# 5. SCHOOL DEPARTMENT OVERSIGHT

The HoD or equivalent will prepare an annual report which summarises areas for development, good practice and enhancements across the department and confirm that appropriate Course Reports and have been received.

Course reports will inform the identification of key areas of development and good practice, enhancements and the impact on the student learning experience.

Where a School has a single Department structure a report will not be required. Therefore, TU London is not required to provide a report.

The template is provided in [Department Report](https://sqlreports.tees.ac.uk/Reports/report/Students/Enrolment%20and%20Module%20Choice/ENR0322%20CME%20Report) andkey points will be reported on via School reports.

# 6. POSTGRADUATE RESEARCH DEGREE OVERSIGHT

The Research & Enterprise Office has a significant role in liaising with School-based academic colleagues to respond to feedback received, ensuring that research students benefit from enhancements during their current year of study.

The Postgraduate Research Degree Report will demonstrate areas for improvement, good practice, enhancements and the actual or anticipated impact on the student learning experience through the consideration of:

* Feedback from stakeholders, including students, External Examiners and staff.
* Progress, review and completion data.
* The effectiveness of the research environment, admission and induction of students, supervisory arrangements and employability opportunities.
* Good practice and areas for development.
* Relevant themes arising from the process.

In addition, the report will reflect on the previous year’s action plan and provide a new action plan for the year ahead to progress areas for development and/or enhancement.

The Research & Enterprise Office will use the template provided, see **D1-Annex 3**, and key matters will be reported to the Institutional CME Event via School reports.

# 7. PARTNERS OVERSIGHT

The Partners Report provides a holistic overview of UK and international educational partnerships, surfacing notable areas of development, good practice and enhancements relating to the quality and standards of provision and the student learning experience via the consideration of:

* Quality and standards of HE delivery taking into account the strategy, management and operation of the Partner.
* Enhancement of the student experience, including feedback from student voice forums, and key points resulting from Quality Enhancement Visit reports.
* Feedback from stakeholders, including External Examiners, staff and PSRBs.
* An overview of portfolio development and course modification activity.

In addition, reports will reflect on the previous year’s Action Plan and will provide an up to date Action Plan to address areas for enhancement and development.

Key points from UK and International Partners Reports, see **D1-Annex 4**, will be reported to the Institutional CME Event via School reports.

# 8. SCHOOL and TU London OVERSIGHT

Schools and TU London will provide an annual report to assure the University that they have oversight of the portfolio, student learning journey, the CME process and have:

* Considered the academic quality and standards of their courses, ensuring that each course has undertaken the process.
* Reflected on the effective operation of partnerships through the analysis of annual partners reports.
* Identified examples of effective practice and enhancement for dissemination within the School/TU London or University.
* Drawn together key themes and trends.
* Demonstrated the actual/anticipated impact of actions on the student learning experience.
* Where appropriate, reflect on Partners reports and the Postgraduate Research Degree report.
* Identified and addressed any areas for development/enhancement and have provided an Action Plan that includes timescales for completion.

Schools and TU London will use the report template provided, in the [School Report](https://sqlreports.tees.ac.uk/Reports/report/Students/Enrolment%20and%20Module%20Choice/ENR0322%20CME%20Report) and key points will be reported on at the Institutional CME Event.

# 9. INSTITUTIONAL OVERSIGHT

The Institutional Report is the principle mechanism by which the University, via Academic Board:

* Assures itself that the academic standards of awards are maintained.
* Identifies opportunities for enhancement and shares good practice to positively impact on the quality of learning opportunities for students.
* Ensures that areas for development are appropriately addressed to enhance the student experience.
* Evaluates the efficiency and effectiveness of the CME process.

The report provides an overview of emerging strategic themes requiring University consideration, and includes:

* An Institutional Action Plan for the reporting period, including timescales.
* An overview of actions achieved within the previous reporting period.
* A record of the annual CME Event.

The report is considered for endorsement by the Student Learning & Experience Committee (SLEC) and presented to Academic Board for approval.

SLEC, via delegated responsibility from Academic Board, is responsible for the ongoing monitoring and completion of all identified actions, which includes a mid-point review activity.

Please refer to the following links (available to staff and Associate account holders only):

# [**Table 1 – Process** **DIAGRAM**](https://unity3.tees.ac.uk/departments/058/CME2017/SiteAssets/SitePages/Home/Table%201%20Process%20Diagram.xlsx)

# [**Table 2 – DATA RELEASE AND REPORT SUBMISSION timelines**](https://unity3.tees.ac.uk/departments/058/CME2017/SiteAssets/SitePages/Home/Table%202%20Data%20Release%20and%20Report%20Submission%20Timescales.xlsx)

1. Module reports were introduced for the 2023/24 reporting cycle. [↑](#footnote-ref-2)