

**Student Learning & Experience Committee**

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

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**FORMS:**

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| **D1-Annex 1** | Course, Department and School 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.

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

CME culminates in an institutional event where the key areas of focus are identified through presentations and debate. The resulting institutional 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 taught awards regardless of credit sizes (university certificates, higher national, foundation degree, undergraduate, postgraduate taught and research).
2. Will be implemented at Module (via Evasys), Course, Department, School and Institutional levels 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 to 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, apprenticeship data, module evaluation data and staff feedback.
6. Informs module/course modifications, course periodic review and partnership reapproval.
7. Enables Schools 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.

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 that lead to a Teesside University named award regardless of credit size, including professional apprenticeships and courses delivered through employer, UK and international partnership arrangements.

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

Course self-evaluations and action plans will be informed by key metrics, other appropriate qualitative evidence and quantitative feedback.

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

The [Course Report](https://sqlreports.tees.ac.uk/Reports/report/Students/Enrolment%20and%20Module%20Choice/ENR0322%20CME%20Report) template will be used and key points will feed through to Department reports.

# 5. SCHOOL DEPARTMENT OVERSIGHT

The Head of Department (HoD) or equivalent will prepare an annual report that reflects on data, feedback, activities and performance over the reporting period and provides assurance that all appropriate Course Reports and have been received.

The report will identify the **key areas** of development, good practice, enhancement and the actual/anticipated impact on the student learning experience.

Where a School has a single Department structure a report will not be required.

The [Department Report](https://sqlreports.tees.ac.uk/Reports/report/Students/Enrolment%20and%20Module%20Choice/ENR0322%20CME%20Report) template will be used andkey points will feed through to 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, reflecting on performance and impact and will provide a new action plan for the year ahead.

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

# 7. PARTNERS OVERSIGHT

The University’s UK and international partners are required to complete the Partners Report that provides an overview of operations and performance during the reporting period 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 considering the strategy, management and operation of the Partner.
* Reflection on the student experience and outcomes, 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.

Reports will reflect on the previous year’s Action Plan and 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 via School reports.

# 8. SCHOOL OVERSIGHT

Schools 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 (across all delivery location and partnerships), ensuring that each course has undertaken the process.
* Reflected on the effective operation of all partnerships (employer, UK and international).
* Identified examples of effective practice and enhancement for dissemination within the School or University.
* Drawn together key themes and trends.
* Demonstrated the actual/anticipated impact of actions on the student learning experience.
* Reflected on the Postgraduate Research Degree report.
* Identified and addressed any areas for development/enhancement and provided an Action Plan that includes timescales for completion.

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

# 9. INSTITUTIONAL OVERSIGHT

The Institutional event is the principal 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 outcome of the event is an Action Plan that 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 can include 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/D1%20Table%201%20Process%20Diagram.xlsx)

# [**Table 2 – DATA RELEASE AND REPORT SUBMISSION timelines**](https://unity3.tees.ac.uk/departments/058/CME2017/SiteAssets/SitePages/Home/D1%20Table%202%20Data%20Release%20and%20Report%20Submission%20Timescales.xlsx)