Collaborative Partnerships Continuous Monitoring Guide

Contents

Collaborative Partnerships Continuous Monitoring Guide 2023/24

1. Introduction and Guide to Collaborative Partnership Continuous Monitoring

1.1 The development of the Continuous Monitoring (CM) process for London Metropolitan University's (London Met) collaborative partnership provision has taken account of the ongoing conditions of registration by the English University regulator, the Office for Students, the Teaching Excellence Framework and the Quality Assurance Agency's (QAA) Quality Code for Higher Education.

1.2 CM encompasses all approved collaborative academic provision at undergraduate and postgraduate levels with collaborative partners of London Met where the University confers an award for the collaborative partner.

1.3 The process has been designed to be flexible, risk-based, and enhancement focused to facilitate reflective practice. The purpose of the CM process is to maintain and enhance the quality and standards of the University's collaborative provision by:

- Facilitating opportunities to ensure both London Met School and the collaborative partner course teams and other key stakeholders are fully engaged in the process.

- Facilitating opportunities for scrutiny, review and action planning to ensure that appropriate measures are taken to improve academic standards and to enhance the quality of learning opportunities for students.

- Assuring the University, via the Collaborative Partnerships Committee (CPC), of the rigor and effectiveness of the mechanisms in place to monitor and enhance the quality and standards of its collaborative partnership provision.

2. The Structure of Continuous Monitoring

School Level Monitoring

2.1 There are two key aspects to Continuous Monitoring; one aspect of the process is iterative throughout the duration of a course's validated period of approval. Monitoring takes place within each Academic School with its collaborative partners and begins at the module level, which then contributes to monitoring at the course level and then the School level. School oversight of the process is provided by School level Learning, Teaching and Quality Committees which in turn report on its Collaborative Partnership provision to CPC.

2.2 Collaborative partners, working with London Met School Academic Liaison Tutors (ALT) and module leaders are required to gather student feedback at a module level through the issuance of module feedback mechanisms. For most courses, feedback from the module feedback mechanisms will be presented and discussed at Course Committee Meetings to allow students to understand how their feedback is being acted upon. The

feedback should also be shared with the ALT and London Met module leaders to feed into wider discussions on module enhancements.

2.3 For franchised provision, where the modules and / or course also runs on campus at London Met, course teams have further opportunities to engage and facilitate continuous monitoring by scrutiny of the associated External Examiner reports for collaborative partnership provision and at Subject Standards Boards where there is an opportunity to consider aggregate performance across modules and the course as a whole, compare collaborative course outcomes with the equivalent on campus courses and consider collaborative partner degree outcomes with School level summary reports provided to CPC.

Continuous Monitoring Co-ordinated by Academic Quality and Development

2.4 Academic Quality and Development (AQD) is responsible for supporting both Schools and Collaborative Partners in engaging in continuous monitoring activities. To support School activities identified above, AQD will co-ordinate themed 'touch-points' across the academic year.

2.5 The 'touch-point' themes are identified as below:

Touch-point	When	Theme	CM Meeting held
1	November	**Looking back: Student Outcomes focused**: - Overview and reflection on student data from the previous academic year for all courses to include: • Continuation rates from one level of study to the next • Student outcomes and 'good honours' • Progression of students post completion of study • Module level achievement • External Examiner reports and feedback • Retention / withdrawal rates • Student complaints • Academic misconduct • Academic appeals • Update on module / course feedback from previous academic year	December
2	February	**On course: Student Voice focused**: - Overview and reporting on student voice mechanisms for all courses for the current academic year to include:	March

		• Student Surveys • ALT student forums • Course Committee Meetings • Retention / withdrawal rates • Student complaints • Academic Misconduct • Academic appeals • Update on Semester one module feedback	
3	May	**Looking ahead: Planning and Development focused:** - Reflection on the year and opportunity to identify key developments for the year ahead to include: • Continuous Professional Development needs / plans • Target recruitment forecast • Retention / withdrawal rates • Student complaints • Academic Misconduct • Academic appeals	June

2.6 AQD will share the Continuous Monitoring template (see Appendix 1 for exemplar) with all Collaborative Partners in October each year. The template is intended to be a 'live, working document' over the course of the academic year and will be held on SharePoint with access given to nominated partner and London Met staff. AQD will send timely prompts to Collaborative Partners ahead of each 'touch-point' with a request that the template is updated and supporting documentation uploaded to SharePoint by a designated date.

2.7 AQD will co-ordinate a CM meeting with each partner and invite key London Met staff to attend; this is likely to include representatives from each relevant London Met School involved in the partnership, representatives from the Partnerships Office, AQD and Business Development.

2.8 The CM meetings will be held as indicated in the table above.

2.9 The CM meetings will consider and discuss the theme related to each 'touch-point'; identified actions will be noted. Actions will be supported and monitored by London Met Schools (usually by the School Head of Collaborative Partnerships and / or the ALT).

2.10 An update on actions will be noted in the ALT Visit reports and / or Course Committee Meeting minutes (as appropriate) and at each 'touch-point'. A report on the CM 'touch-points' and progress against actions will be scheduled at and overseen by London Met's Collaborative Partnership Committee.

Appendix 1 – Exemplar Continuous Monitoring template

Touch-point one:
Looking back: Student Outcomes focused:

Overview and reflection on student data from the previous academic year for all courses:
1. **London Met will provide a summary of the data it holds for each course approved and running in 2022/23 with the Collaborative Partner. The summary will report on:**

Student Enrolments
Student Withdrawals
Student Continuation/ Progression to next year (if applicable)
Student Achievement (1st)
Student Achievement (2:1)
Student Achievement (2:2)
Student Achievement (3rd)
Student Achievement - Pass
Student Achievement - Fail

Collaborative Partners are asked to provide commentary on where graduating students have progressed (if known); this may be further study or career progression.

It is also expected that London Met and the Collaborative Partner will provide a summary of the data for each module:

Module Code	Module Title	Credit Weighting	Overall student Pass rate in 2022/23 (%)	Overall student re-sitting the module in 2021/22 (%)	Overall student re-taking the module in 2022/23 (%)

2. **AQD will provide a summary of External Examiner reports received for 2022/23**

Schools and Collaborative Partners are asked to provide commentary on the Course / Module data:

Metric/ Area of activity	Description of Good Practice	Evidence of Good Practice	Impact of Good Practice

And

Identified issue or area for development	Action(s) to address issue during coming year and date action(s) will begin.	Success criteria (what is the desired outcome and by when will it be achieved)	Action owner	Identified resources or support required

Identified actions will be reviewed for progress at subsequent touch-points.

3. Collaborative Partners are requested to provide the following information:

Complaints in 2022/23

Number of complaint cases received
Summary of each complaint detailing whether the complaint was dealt with as an informal case or formal case
Outcome of each complaint including whether the issue was referred to London Met

Complaints received to date in 2023/24

Number of complaint cases received to date from 01 September 2023
Summary of each complaint detailing whether the complaint was dealt with as an informal case or formal case
Outcome of each complaint including whether the issue was referred to London Met

Academic Misconduct in 2022/23

Number of academic misconduct cases in 2022/23
Summary of each academic misconduct case including how it was investigated
Outcome of each academic misconduct case

Academic Misconduct cases to date in 2023/24

Number of academic misconduct cases to date from 01 September 2023
Summary of each academic misconduct case including how it was investigated
Outcome of each academic misconduct case

Appeals in 2022/23

Number of appeals cases in 2022/23
Summary of each academic appeal including the stated grounds for appeal and the appeal process
Outcome of each academic appeal case

Appeals to date in 2023/24

Number of appeals cases to date from 01 September 2023
Summary of each academic appeal including the stated grounds for appeal and the appeal process
Outcome of each academic appeal case

Touch-point two:
On course: Student Voice focused:

Overview and reporting on student voice mechanisms for all courses for the current 2023/24 academic year:

1. **Student Voice Mechanisms:**
- The Collaborative Partner is asked to provide details of any Student Surveys they run locally including a sample of the questions asked and summary of results.

- Schools / Collaborative Partner is asked to provide a summary of recent ALT student forums (noting that these may have been conducted in-person or online).

- Schools / Collaborative Partner are asked to provide a summary of recent Course Committee Meetings with actions arising.

2. **Schools and Collaborative Partners are asked to provide a review of actions identified in Touch-point one and add any new identified areas for development linked to student voice feedback:**

Identified issue or area for development	Action(s) to address issue during coming year and date action(s) will begin.	Success criteria (what is the desired outcome and by when will it be achieved)	Action owner	Identified resources or support required	Review 1

3. **Identify any new areas of good practice arising out of student voice mechanisms/feedback:**

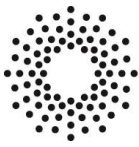| Area of activity	Description of Good Practice	Evidence of Good Practice	Impact of Good Practice

4. **Collaborative Partner is requested to provide the following information:**

Number of Student Withdrawals to date in 2023/24

Number of withdrawals
Course
Reason for withdrawal

Complaints received to date in 2023/24

Number of complaint cases received after Touch-point one period
Summary of each complaint detailing whether the complaint was dealt with as an informal case or formal case

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Outcome of each complaint including whether the issue was referred to London Met

Academic Misconduct cases to date in 2023/24

Number of academic misconduct cases after Touch-point one period
Summary of each academic misconduct case including how it was investigated
Outcome of each academic misconduct case

Appeals to date in 2023/24

Number of appeals cases received after Touch-point one period
Summary of each academic appeal including the stated grounds for appeal and the appeal process
Outcome of each academic appeal case

Touch-point three:
Looking ahead: Planning and Development focused:

1. **Schools and Collaborative Partners are asked to provide a review of actions identified in Touch-point two and add any new identified areas for development:**

Identified issue or area for development	Action(s) to address issue during coming year and date action(s) will begin.	Success criteria (what is the desired outcome and by when will it be achieved)	Action owner	Identified resources or support required	Review 2

2. **Identify any new areas of good practice arising out of the review:**

Area of activity	Description of Good Practice	Evidence of Good Practice	Impact of Good Practice

3. **Schools and Collaborative Partner to identify a Continuous Professional Development needs / staff training plan for 2024/25 and include it here.**

4. **Collaborative Partner to include details of recruitment forecast for 2024/35 for each course / cohort and include it here.**

5. **Collaborative Partner is requested to provide the following information:**

Number of Student Withdrawals to date in 2023/24

Number of withdrawals after Touch-point two period
Course
Reason for withdrawal

Complaints received to date in 2023/24

Number of complaint cases received after Touch-point two period
Summary of each complaint detailing whether the complaint was dealt with as an informal case or formal case
Outcome of each complaint including whether the issue was referred to London Met

Academic Misconduct cases to date in 2023/24

Number of academic misconduct cases after Touch-point two period
Summary of each academic misconduct case including how it was investigated
Outcome of each academic misconduct case

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Appeals to date in 2023/24

Number of appeals cases received after Touch-point two period
Summary of each academic appeal including the stated grounds for appeal and the appeal process
Outcome of each academic appeal case

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