

# Continuous Monitoring Policy - Collaborative Provision

1. **Internal and External Reference Points**

1.1 The London Met policy and process for Continuous Monitoring of taught course provision have been developed in consultation with the QAA Quality Code published in March 2018, and the QAA Advice and Guidance on Monitoring and Evaluation published in November 2018. Course Teams should consult and consider both internal (Academic Regulations, General Student Regulations) and external reference points.

1.2 In November 2019 London Met launched its new [University Strategy](https://www.londonmet.ac.uk/media/london-metropolitan-university/london-met-documents/professional-service-departments/marketing-admissions-and-uk-recruitment/brand-and-web/Strategy-2019-20-to-2024-25-for-London-Metropolitan-University.pdf) which reaffirms the University’s position and commitment to social justice and social mobility. London Met is an institution with a deep social purpose and is proud of the diversity of the student body and of the positive contribution made to London and globally through our collaborative academic partners.

1.3 Inspired by the success of the Inclusive Curriculum Framework, the [Education for Social Justice Framework (ESJF)](https://staff.londonmet.ac.uk/academics-and-teaching/teaching-and-research-support/education-for-social-justice-framework/) was launched in July 2020. The ESJF is a values - led framework, drawing on best practice in the sector and combining principles of inclusive pedagogy. It is in part a response to the challenge to eliminate the University’s awarding gaps, however the overriding motivation to introduce the framework is to ensure our curricula and practice align with principles of equity, with who our students are and the challenges facing our local and global communities. The ESJF is the means through which we will deliver our strategy through the curriculum.

1.4 Collaborative Partners will go through a period of consultation on the ESJ Framework in the academic year 2020/21 with the intention of embedding the framework and implementing all associated processes from the academic year 2021/22.

1.5 Collaborative provision will undergo continuous monitoring and evaluation in the academic year 2020/21 however the process and documentation required has been revised compared to previous academic years. This policy will only apply to collaborative provision in the academic year 2020/21.

**2. Continuous Monitoring**

2.1 London Met requires that all its taught provision, including that delivered at Collaborative Academic Partners, is subject to regular and thorough monitoring and review to ensure a continued high-quality student experience, the maintenance and development of academic standards and that students are supported to achieve positive student outcomes.

2.2 Continuous Monitoring is a vital component within quality assurance and enhancement. Full and timely engagement with the process is crucial to reflect on performance at all levels and to drive improvements and further enhancement for future years. It should provide colleagues with time to reflect and analyse, and ultimately all staff and students benefit from its outcomes.

2.3 Continuous Monitoring procedures are implemented at module and course levels and performance is assessed in relation to agreed Key Performance Indicators (KPIs). Schools will monitor the courses delivered by their Collaborative Academic Partners, and a review of this will feed into School reporting. AQD will support colleagues in the Schools and at Collaborative partner institutions to deliver all their required Continuous Monitoring outputs according to the agreed processes.

2.4 Continuous Monitoring will be informed by timely consideration of qualitative and quantitative evidence that will support both the development and completion of focused module and course-specific actions, through identification of themes, issues or good practice. It will enable the identification of initiatives that have a positive impact on student outcomes and the student experience.

2.5 Continuous Monitoring will feed into the effective periodic review of courses delivered by collaborative partners and awarded by the University. It will also enable London Met staff to develop an understanding of the institutional outcomes data considered in external exercises such as the Teaching Excellence and Student Outcomes Framework (TEF).

2.6 When provision with a Collaborative Academic Partner is in the ‘teach-out’ phase, revised Continuous Monitoring arrangements may be applied. These will be agreed between AQD, the School and the partner and ensure that the university fulfils its obligations for quality assurance of the provision.

2.7 To support engagement with the Continuous Monitoring process, colleagues in all Schools and Collaborative Partner institutions should receive training on how to access and use the data provided in Business Objects reports and they should ensure this data informs all aspects of the Continuous Monitoring process.

2.8 Students studying at Collaborative Partner institutions will be informed of the outputs of Continuous Monitoring via relevant committees.

**3. Levels of Reporting**

Module oversight

3.1 Monitoring of module performance will be recorded on an ongoing basis on the Course and Module Action Plan. Actions will be detailed in response to module level data and other feedback and taken forward to conclusion at the earliest opportunity. The Course and Module Action Plan will be a ‘live’ document, and colleagues are expected to engage with action plans throughout the academic year, completing, updating and refreshing the content as the academic year progresses. This allows a fuller picture to emerge and means Continuous Monitoring can be completed in a timely fashion by the final deadline in November.

Course oversight

3.2 Monitoring of course performance will be recorded on an ongoing basis on the Course and Module Action Plan. Actions will be agreed in response to module and course level data and other feedback and taken forward to conclusion at the earliest opportunity.

Partnership / School oversight

3.3 In the academic year 2020/21, an annual Performance Enhancement Meeting will take place at School level for each partner. Course and Module Action Plans and supporting documentation will be received in advance of the Performance Enhancement Meeting.

3.4 The Annual Quality Monitoring Group (AQMG) meetings will no longer be held separately for each collaborative partner. For the academic year 2020/21, the scope of the AQMG and the agenda will converge with the Performance Enhancement Monitoring meetings that will take place at School level with each collaborative partner. AQD will support these meetings by contributing to the documentation that will be received, attending and contributing to the discussion and supporting follow up actions. An amendment to the Terms of Reference and membership list for the PEM meeting will be made available to all colleagues.

3.5. After the Performance Enhancement Monitoring meetings are concluded, the Head of School or an appointed nominee will complete a School Continuous Monitoring Statement (Collaborative Provision) (SCMS). The SCMS will be received for consideration at the School Learning and Teaching Quality Committee (SLTQC) and reported at the Collaborative Taught Provision Sub-Committee and the University Learning and Teaching Quality Committee.

Institutional oversight

3.6 In addition to the School Continuous Monitoring Statements being received at the University Learning and Teaching Quality Committee, AQD will produce an annual report for the LTQ Committee on key themes, good practice and issues arising from Continuous Monitoring.

**4. Timelines**

All Continuous Monitoring timelines will be published in the Annual Quality Cycle, prior to the end of the previous academic year. It is crucial that deadlines for completion of each section of the Continuous Monitoring process are adhered to.