

**Continuous Monitoring Process - Collaborative Provision**

# 1. Introduction

* 1. 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.
	2. 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.
	3. 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.
	4. 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. The process outlined in this document only applies to collaborative provision in 2020/21.
	5. The Continuous Monitoring process at London Met supports the effective implementation of the Continuous Monitoring policy across all taught provision, including collaborative provision. It is designed to deliver enhancements at a variety of levels: module, course, subject, partnership, School and Institution.
	6. The Continuous Monitoring process will enable timely reflection on, and response to, a variety of qualitative and quantitative data, including the following:
* *Student feedback*: Module and Course Surveys, Course Committees, NSS feedback (for UK Collaborative partners that teach courses that are two years or longer), and student representatives;
* *Summative performance data*; module completion rate, pass rate, average mark and grade distribution; course progression and achievement rates,
* *External examiner feedback*: informal discussions, feedback to SSBs, annual report,
* *Employer feedback (where appropriate).*

It will also enable identification of the impact that different interventions have had.

**2. Timelines**

2.1 The dates of Continuous Monitoring deadlines will be published by AQD in the Annual Quality Cycle, prior to the end of the previous academic year. Indicative checkpoints are as detailed below:

Action: Module monitoring – Module section of the Course and Module Action Plan document to be completed.
Responsibility: Module Leaders
Completion deadline/checkpoint: 16th November 2020

Action: Course monitoring – Course section of the Course and Module Action Plan to be completed and submitted to AQD.
Responsibility: Course Leader and the appointed London Met Academic Liaison Tutor
Completion deadline/checkpoint: 16th November 2020

Action: School Performance Enhancement Meetings (Collaborative provision only)
Responsibility: Head of School or appointed nominee e.g. Head of Student Experience and Outcomes with the support of AQD
Completion deadline/checkpoint: 30th November - 14th December 2020

Action: School Continuous Monitoring Statement to be written (Collaborative Provision) To be received at SLTQC and University LTQC.
Responsibility: Head of School or appointed nominee e.g. Head of Student Experience and Outcomes
Completion deadline/checkpoint: 28th January 2021

Action: Institutional Continuous Monitoring Report (Collaborative Provision)
Responsibility: Quality Manager (Partnerships)
Completion deadline/checkpoint: 26th February 2021

**3. Module Monitoring**

3.1 Module oversight is the responsibility of the Module Leader who should maintain the module section of the Course and Module Action Plan (AQDC035) as a live account of enhancement actions taken. In doing so the Module Leader should record the evidence and reflection that has resulted in the action, and detail responsibility for the action – this may be the Module Leader themselves or may be delegated or escalated.

3.2 Evidence to be considered within the Course and Module Action Plan (AQDC035) will include module level assessment data, module surveys, external examiner comments made at the Subject Standards Board (SSB) and in the annual report, and all forms of student feedback.

3.3 Modules taught at Collaborative Academic Partner institutions should be reviewed by the Module Leader at the partner institution in the same way as those run on-campus. The London Met Academic Liaison Tutor (ALT) must work with the partner to support this activity.

3.4 The Course and Module Action Plan (AQDC035) should be updated in a timely fashion to include a considered response to new items of evidence, thus enabling actions to be instigated and completed as soon as possible. AQD will remind Module Leaders of the Course and Module Action Plan (AQDC035) requirements in accordance with the Continuous Monitoring schedule (reflecting the availability of new evidence) and require that the Course and Module Action Plan (AQDC035) is updated as necessary.

3.5 The Course and Module Action Plan (AQDC035) should be shared with the Course Leader for approval and sent via the Course Leader to AQD. The Course and Module Action Plan (AQDC035) must be available for consideration at the PEM meeting.

3.4 Where a module modification is identified as the appropriate action in response to some data, the Module Leader should follow the module modification process detailed in [Chapter 7 of the Quality Manual.](https://www.londonmet.ac.uk/about/academic-quality-and-development/quality-manual/course-modifications/)

**4. Course Monitoring**

4.1 Course oversight is the responsibility of the Course Leader who should maintain and assume ownership of the Course and Module Action Plan (AQDC035) as a live account of enhancement actions taken. In doing so, the Course Leader should record the evidence and reflection that has resulted in the action and detail responsibility for the action – this may be the Course Leader themselves or may be delegated or escalated.

4.2 Evidence to be considered will include previous course and module action plans, course level data, course surveys, course committee minutes, external examiner comments, PSRB reports (where appropriate), Periodic Review reports (where appropriate) and all forms of student feedback.

4.3 The Course and Module Action Plan (AQDC035) should be updated in a timely fashion to include a considered response to new items of evidence, thus enabling actions to be instigated and completed as soon as possible. AQD will remind Course Leaders of the Course and Module Action Plan (AQDC035) requirements in accordance with the Continuous Monitoring Schedule (reflecting the availability of new evidence), and require that Course and Module Action Plan (AQDC035) is updated as necessary.

4.4 The Course and Module Action Plan (AQDC035) should be shared with the appointed Academic Liaison Tutor for feedback and prior to submission to AQD. The Course and Module Action Plan (AQDC035) must be available for consideration at the PEM meeting.

4.5 Where course modification is identified as the appropriate action, the Course Leader should follow the module modification process detailed in [Chapter 7 of the Quality Manual.](https://www.londonmet.ac.uk/about/academic-quality-and-development/quality-manual/course-modifications/)

4.6 The Course and Module Action Plan (AQDC035) will be received at each Course Committee meeting and the meeting minutes should note how actions are being addressed and updates should also be recorded on the action plan document.

**5. Partnership Monitoring**

5.1 Performance Enhancement Monitoring Meeting

5.1.1. The University is responsible for organising and chairing the Performance Enhancement Meetings for all Collaborative Academic Partnerships. Performance Enhancement Meetings (PEMs) will be convened by AQD between November - December 2020 to consider the overall module and course health and performance in the previous academic year. The Course and Module Action Plan (AQDC035) will be put forward by AQD for consideration at the PEMs.

5.1.2. 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.

5.1.3. The PEM membership and Terms of Reference is as follows:

5.1.3.1. The PEMs, as the primary face-to-face meeting of the year concerning performance enhancement, is formally minuted and actions recorded. The PEM and the equivalent Subject Standard Board SSB normally share a common membership and Chair. PEMs are scheduled by AQD. The PEM Chair should agree the agenda with the PEM officer (usually a member of staff from the School Office) prior to the meeting. The functions of PEM are:

5.1.3.1.1. to provide Schools and Collaborative partners with the opportunity to assess the academic health of modules and courses, monitor performance of students and identify ways of enhancing the course or module(s);

5.1.3.1.2. to review module and course performance, particularly in respect of modules and courses that do not meet institutionally agreed benchmarks;

5.1.3.1.3. to receive and consider any course or module modification paperwork and make recommendations to the Collaborative Academic Partner and the School Learning Teaching and Quality Committee;

5.1.3.1.4. to oversee the arrangements for the review of the Collaborative Academic Partner and associated courses (if the review is to take place in 2020/21);

5.1.3.1.5. to oversee the arrangements for the accreditation and validation of new courses that will be delivered by the Collaborative Academic Partner;

5.1.3.1.6. to receive institutional approval/ review and course validation/ review outcome summary reports and monitor against any recommended actions from the panel;

5.1.3.1.7. to maintain an overview of the arrangements for external examining and for the subject standard boards/ assessment boards;

5.1.3.1.8. to receive and consider a summary of student experience in 2019/20 and the Collaborative Academic Partner’s student engagement and feedback strategy for 2020/21;

5.1.3.1.9. to oversee the arrangements and responses for QAA audits, the Office for Students and professional body accreditations as they involve the Collaborative Partner (if applicable);

5.1.3.1.10. to promote mutual staff development and academic quality enhancement;

5.1.3.1.11. to consider annually the Academic Regulations to ensure a close fit with the operation of the University’s academic initiatives and course provision;

5.1.3.1.12. any other business that relates to the student experience on validated or franchised courses delivered by the Collaborative Academic Partner.

5.1.4. As a result of convergence with Annual Quality Monitoring Group Meetings (AQMG), the PEM meeting will consider the following documentation and identify actions:

1. Course and module action plan;
2. Course committee minutes 2019/20 and 2020/21;
3. Performance Enhancement Meeting (PEMs) and Subject Standard Board Meeting (SSBs) minutes 2019/20;
4. External Examiner Reports 2019/20;
5. Professional statutory regulatory body review outcomes and progress against action plan (if applicable);
6. Outcome Summary Reports for any institutional and periodic course reviews and course validations that have taken place in 2019/20 including progress made in response to recommendations (if applicable);
7. Student survey results from all surveys completed throughout the academic year and other forms of student feedback in 2019/20.

5.1.5. The PEM will consist of the following members:

1. Chair: Head of School or appointed nominee e.g. Head of Student Experience
2. Vice-chair: Chair of Subject Standard Board or a nominee appointed by the Head of School e.g. Head of Student Experience
3. External Examiner: subject standard board external examiners (Attendance not obligatory – obligatory attendance required at SSB)
4. AQD Representative - Head of Academic Quality Assurance or Quality Manager (Partnerships)
5. Officer (from the School Office)
6. Academic Liaison Tutor(s)
7. Collaborative Partner’sManagement staff
8. Collaborative Partner’sCourse Leader(s)
9. Collaborative Partner’sModule Leader(s)

5.2. School Continuous Monitoring Statement (Collaborative Provision)

5.2.1. After the Performance Enhancement Monitoring meetings are concluded and minutes are completed and received by all attendees, the Head of School or an appointed nominee will complete a [School Continuous Monitoring Statement (Collaborative Provision) - (AQDC026).](https://www.londonmet.ac.uk/about/academic-quality-and-development/quality-manual/continuous-monitoring/) Academic Liaison Tutors can also support with the completion of the document.

5.2.2. The School Continuous Monitoring Statement (Collaborative Provision) will consider the operation of the partnership itself throughout the reporting period. The statement will be a short summary evaluation of the health of the provision, identifying the impact of initiatives, issues and key actions arising and good practice highlighted. The statement should also articulate the progress that is being made against key metrics.

5.2.3. The School Continuous Monitoring Statement (Collaborative Provision) will be received for consideration at the School Learning and Teaching Quality Committee (SLTQC) and reported at the Collaborative Taught Provision Sub-Committee (CTPSC) and the University Learning and Teaching Quality Committee.

5.2.4. When provision with a Collaborative Academic Partner is in the ‘teach-out’ phase, a Performance Enhancement Monitoring meeting is still expected to take place. However in exceptional circumstances, a revised Continuous Monitoring arrangement may be applied. This will be agreed between AQD, the School and the Collaborative Academic Partner and ensure that the university fulfils its obligations for quality assurance of the provision.

**6. Institutional Oversight**

6.1 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 institutional-wide issues arising from Continuous Monitoring.