

Continuous Monitoring Policy

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.

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. Continuous Monitoring procedures are implemented at module, course, cluster, partner, school and institutional levels, and performance is assessed in relation to agreed Key Performance Indicators (KPIs). AQD will support colleagues in the Schools to deliver all their required Continuous Monitoring outputs according to the agreed processes.
- 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 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 at cluster, partner, school and institutional level. It will enable the identification of initiatives that have a positive impact on student outcomes and the student experience.
- 2.4 Schools will monitor the courses delivered by their Collaborative Academic Partners, and a review of this will feed into School and University level reporting.
- 2.5 Continuous Monitoring will feed into the effective Periodic Review of London Met courses. 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 Colleagues in all Schools should receive training on how to access and use the data provided in Business Objects reports, to support their engagement with the

Continuous Monitoring process, and ensure this data feeds into and informs all aspects of the Continuous Monitoring process.

- 2.7 Students will be informed of the outputs of Continuous Monitoring via relevant committees and course pages on the VLE.

3. Levels of reporting

Module oversight

- 3.1 Monitoring of module performance will be recorded on an ongoing basis on the 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 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.
- 3.2 The annual Performance Enhancement Meeting (PEM) may require a Module Enhancement Plan (MEP) to be produced where performance on the module has fallen below any institutionally agreed benchmarks.

Course oversight

- 3.3 Monitoring of course performance will be through the Performance Enhancement Meetings. Actions will be agreed in response to module and course level data and other feedback and taken forward to conclusion at the earliest opportunity. Where course performance has fallen below the benchmark, a Course Enhancement Plan (CEP) will need to be completed.

Cluster oversight

- 3.4 Cluster level review will be undertaken for reporting at cluster level. The Clusters will reflect reporting units for external monitoring exercises, such as the Teaching Excellence and Student Outcomes Framework (TEF). A Cluster Annual Narrative report (CAN) will be produced considering the relevant Module and Course Action Plans, course level data, performance against three years of relevant metrics, and minutes of the relevant Performance Enhancement Meeting (PEM).

Partnership / School oversight

- 3.5 In addition to module action plans produced by the partner institution, the School will complete a School Continuous Monitoring Statement (Collaborative Provision) (SCMS). This should be completed by the Head of School or nominee.
- 3.6 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.

- 3.7 Each School will also produce an annual summary overview report of all in-house Continuous Monitoring outputs for consideration at a meeting of the LTQ Committee that is focused on Continuous Monitoring.

Institutional oversight

- 3.8 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.