

Guidance for Continuous Monitoring and Enhancement

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Glossary

AQSC	Academic Quality and Standards Committee
BoS	Board of Study
CME	Continuous Monitoring and Enhancement
DLHE	Destinations of Leavers from Higher Education
FMT	Faculty Management Team
NSS	National Student Survey
PSRB	Professional Statutory and Regulatory Bodies
PTES	Postgraduate Taught Experience Survey
QAA	Quality Assurance Agency
TEF	Teaching Excellence Framework
UKES	United Kingdom Engagement Survey

Chapter 1: Introduction

1. This document is intended to provide guidance on the operation of the Continuous Monitoring and Enhancement (CME) process.
2. CME encompasses all taught undergraduate and postgraduate taught provision delivered at Liverpool John Moores University and its Collaborative Partners.
3. It is the process for monitoring and reviewing the alignment of these programmes with UK threshold standards, and the university's own standards, as well as for regularly reviewing programmes to see how they can be developed to further enhance the student experience.
4. The process has been designed to be flexible, risk-based, and enhancement focused to facilitate reflective practice.
5. The purpose of the CME process is to maintain and enhance the quality and standards of the university's taught provision by:
 - Facilitating opportunities to ensure programme teams, School Directors, and other key stakeholders, are fully engaged in the process.
 - Facilitating opportunities for action planning to ensure that appropriate measures are taken to improve academic standards and to enhance the quality of learning opportunities for students.
 - Appropriately engaging students in the continuous monitoring and enhancement of their programmes via Boards of Study.
 - Informing internal and external reviews of the university's taught provision.
 - Assuring the university, via the Academic Quality and Standards Committee (AQSC), of the rigor and effectiveness of the mechanisms in place to monitor and enhance the quality and standards of its taught programmes.
6. Development of the university's CME process has taken account of the Quality Assurance Agency's (QAA) UK Quality Code for Higher Education and the Teaching Excellence Framework (TEF).

The Structure of CME

7. The CME process is iterative over the course of a programme's validated period of approval. Monitoring takes place at the module level, which then contributes to monitoring at the programme level and then the School level. The output of School level monitoring should inform Faculty Teaching and Learning Strategies.
8. For most programmes, the precursor to programme level CME is an evaluation of module level performance. This is the culmination of the module delivery cycle at the end of a delivery cycle¹. Programme level CME occurs following programme delivery before the agreed university deadline of 14th November 2022.
9. Where significant elements are shared between programmes, for example programmes

¹ Usually at the end of a semester.

with foundation and the corresponding standard undergraduate programme, Programme Leaders are encouraged to cluster these together and represent them within a single CME record. Larger programmes (as defined by student numbers) will not be permitted to be clustered with other programmes and must have their own record. Similarly, programmes with multiple intake dates should have separate CME records for each intake month and apprenticeship programmes cannot be clustered with non-apprenticeship programmes. In addition, Internal and Collaborative Programmes are not permitted to be clustered together, and must be addressed within separate CME records. Guidance on how to build a CME for a programme(s) can be accessed directly within [WebHub](#) (or [WebHub for Collaborative](#) programmes).

10. To assist with version control, record keeping within Schools, and compliance monitoring programme teams should avoid creating more than one CME record for a programme. CME authors (Programme Leaders) can provide members of their programme team, with editorial access to a CME record within the WebHub interface. Guidance on accessing WebHub can be found [here](#) and instructions on how to grant access to edit a CME record can also be accessed directly within WebHub.

Chapter 2: Programme Monitoring

Module Self-Evaluation

11. Module Leaders, in conjunction with module teams, will evaluate module performance after marks have been posted. This activity is the culmination point of module delivery following mark verification, the posting of marks and receipt of student feedback. To undertake this evaluation, Module Leaders will be required to complete a [Module Self-Evaluation](#), via WebHub, responding to a series of questions relating to quantitative and qualitative outcomes. The outcomes are displayed by disaggregating every programme, which utilises the module. This helps authors to identify if there are differential experiences in separate cohorts that might warrant further specific consideration. Guidance on how to complete Module Self-Evaluations can be accessed directly within [WebHub](#) (or [WebHub for Collaborative](#) programmes).
12. Module leaders must provide a response if the agreed performance thresholds have not been met for module mean marks, assessment component mean marks, and pass rates. When they have been met or exceeded, whilst commentary is not compulsory², authors are encouraged to reflect upon factors that have contributed to the identified performance thresholds being exceeded and to share this practice via the [Module Self-Evaluation](#) with the programme team.
13. In instances where performance thresholds have not been met, Module Leaders should articulate their key findings, identify any trends and detail any recommended enhancements for consideration by the Programme Leader and the programme team via the [Module Self-Evaluation](#). Enhancements might include planned actions to be undertaken by the module team or those which require further consideration by the programme team in the context of the overall programme.
14. The performance thresholds and corresponding quantitative outcomes for the module are recorded in WebHub. Module Leaders should also consider qualitative outcomes in their evaluation, for example formal and informal student and stakeholder feedback. These might also inform recommendations to address issues or to share specific good practice for adoption in other parts of the programme.
15. Module Self-Evaluations and overarching programme level data will be made available to CME authors (Programme Leaders) at the programme level via WebHub within the Programme Performance Summary Report.

Programme Performance Summary

16. The Programme Performance Summary report at programme level, will normally comprise:
 - An overview of module performance (module mean marks, assessment component mean marks, pass rates and satisfaction scores on module appraisal²) for their programme(s).
 - Retention data³.

² For Module Survey Median Scores, comments are only mandatory if results are below the threshold of 4 or if they reach the higher threshold of 5.

³ This will provide data relating to the number of students who, having started a programme, withdrew from the programme.

- Completion data⁴.
- Award data⁵ (including good degrees⁶).
- Destinations of Leavers from Higher Education (DLHE) data⁷.
- National Student Survey (NSS) data⁸.
- United Kingdom Engagement Survey (UKES) data⁹.
- Postgraduate Taught Experience Survey (PTES) data¹⁰.

17. In the 'Further Information' section, authors are invited to record reflections on the data. The space can also be used to reflect on other qualitative inputs e.g. key findings from Board of Study or External Examiner feedback.

18. A 'Validation' section enables authors to record action taken to address the recommendations from validations or reviews which were conducted in the previous academic year.

19. In addition, within the applicable sections of the Programme Performance Summary Report, the university's Collaborative Programmes will normally also be required to comment upon¹¹:

- Student feedback.
- Student complaints.

20. Programme Leaders, in conjunction with their programme team, will review the totality of this information alongside¹²:

- Recommendations made in the Module Self-Evaluations.
- Actions arising out of Boards of Study.
- The current programme Enhancement and Development Plan.
- Recommendations arising out of Periodic Programme Review/validation¹³.
- Outcomes of any Professional, Statutory and Regulatory Body (PSRB) engagement¹⁴ and review activity with stakeholders¹⁵.
- Previous performance data, at both programme and module level.
- Feedback provided by External Examiners via their annual report. Programme teams should pay particular consideration to any concerns expressed by External Examiners with regard to the academic standards of a programme.
- Actions from Board of Examiners' meetings.

21. Programme teams will then identify any themes, trends¹⁶ and priorities, agreeing actions that will contribute to the ongoing enhancement and development of the programme. These actions may include proposed amendments to programme(s) or modules, which should then be proposed via the Programme and Module Amendment process within the

⁴ This will detail numbers: completing the award; completing in time; completing with target award; discontinued and continuing.

⁵ This report will provide data relating to the attainment of students who completed the award.

⁶ First degree graduates who achieved a first or upper second-class honours degree.

⁷ DLHE data will not be available for the university's Collaborative Programmes. The survey was last delivered in 2018/19.

⁸ As applicable.

⁹ LJMU last participated in the UKES survey in 2019/20.

¹⁰ Ibid.

¹¹ Ibid.

¹² Other qualitative outcomes may also be considered where appropriate.

¹³ As applicable.

¹⁴ Ibid.

¹⁵ As applicable, including tripartite reviews for apprenticeships.

¹⁶ Including any differential experiences between cohorts on the programme, for example those entering the programme via Articulation/RP(E)L.

required university deadlines.

22. Guidance on how to complete Programme Performance Summary reports and Enhancement and Development Plans can be accessed directly within [WebHub](#) (or [WebHub for Collaborative](#) programmes).

Programme Enhancement and Development Plan

23. Following completion of the Programme Performance Summary, Programme Leaders will populate the [Enhancement and Development Plan](#), via WebHub, which will detail actions identified through the monitoring/evaluation process. Within this plan, Programme Leaders will detail:

- The identified enhancement.
- The origin or context of the action.
- The level of risk posed by the identified issue¹⁷.
- Proposed objectives that will address the action.
- Timescales and responsibilities.
- Any resource implications.
- Anticipated impact.

24. Where multiple programmes/versions of programmes are represented within a single Enhancement and Development Plan, Programme Leaders will ensure it is clear, within the Enhancement and Development Plan, to which programme/version their comments relate.

25. Once the draft Enhancement and Development Plan has been developed, Programme Leaders will confirm them with their programme teams prior to being finalised. For Collaborative Programmes, if required, partner-level approval of the Enhancement Development Plan should also be sought at this point.

26. Following the university deadline, finalised Enhancement and Development Plans will then be considered and approved at School level, via School Management Team meetings. As part of their consideration of programme Enhancement and Development Plans, School Management Teams should assess:

- If the proposed actions lead to the identified enhancement?
- Are the proposed timescales realistic and achievable?
- Do identified enhancements have scope to be shared with the wider School, Faculty and/or University?
- To what extent have enhancements identified in the previous CME cycle been implemented on time and as planned?

27. Approved programme Enhancement and Development Plans will be published on the [Programme Information Document SharePoint site](#) and shared with students at the next scheduled Board of Study (BoS). They are also retained in WebHub where they can be updated as and when required, for example when actions are completed

Maintenance of Programme Enhancement and Development Plans

28. Programme Leaders should update programme Enhancement and Development Plans on an ongoing basis so that they can be utilised as a point of reference to provide timely information on progress to achieve each identified enhancement.

¹⁷ Calculated utilising the agreed [university methodology](#).

29. Programme Enhancement and Development Plans will be utilised by programme teams, Schools and Faculties as a resource to monitor the completion of actions, acting as a record of their ongoing reflection on the quality of learning opportunities for students. As and when actions are completed they should be marked as such on the Enhancement and Development Plan.
30. Programme Enhancement and Development plans can be downloaded from WebHub displaying the full history of actions or just those that are live or completed.
31. Programme Leaders are responsible for ensuring that the latest iteration of their programme Enhancement and Development plan (inclusive of all live actions) is published on the [Programme Information Document SharePoint site](#).
32. The progress of programme Enhancement and Development Plans will be monitored through Programme Management Team meetings¹⁸. In addition, they will also be presented at each Board of Study meeting in order to ensure that students are appropriately updated on the progress of each identified enhancement.

¹⁸ Or equivalent.

Chapter 3: School Monitoring

33. Directors of School are required to monitor programme level engagement with the CME process. This is possible through receipt of programme Enhancement and Development Plans at School Management Team meetings and a report in WebHub that displays the following:
- Saved Programme Performance Summary Reports.
 - Corresponding programme Enhancement and Development Plans.
 - Programmes for which any of the above elements are missing.
34. Directors of School will be required to confirm Programme level compliance with the CME process as part of their School Monitoring Report.
35. School Monitoring Reports will provide the university with assurances that appropriate action is being taken at programme and School level to enhance the quality of the learning experience.
36. Directors of School, in conjunction with Programme Leaders, will complete a [School Monitoring Report](#), via WebHub following the university deadline for Programme level CME, 14th November 2022, and in advance of the paperwork deadline for AQSC in February 2023.
37. To inform this report Directors of School will be asked to report on risks and opportunities arising from the outputs from the programme monitoring process, the progress of the current School Enhancement and Development Plan, External Examiner reports, the outcomes of any PSRB engagement¹⁹, actions arising out of Boards of Examiners and the following management information, provided via the [School Performance Summary Report](#):
- Retention data²⁰.
 - Award data²¹ (including good degrees²²).
 - Equality and diversity data.
 - DLHE data.
 - UKES data.
 - NSS data.
 - PTES data.
 - Applications and Entry data²³.
38. In addition, Schools will be encouraged to consider previous performance data, at both School and programme level, and reflect on how this compares with current provision.
39. As part of this process, Directors of School will be asked to identify themes, trends and priorities that will contribute to the ongoing enhancement and development of provision.

¹⁹ As applicable.

²⁰ This will provide School level data relating to the number of students who, having started a programme, withdrew from their programme.

²¹ This report will provide School level data relating to the attainment of students who completed the award.

²² First degree graduates who achieved a first or upper second-class honours degree.

²³ This will detail the total number of applications received by the School for its undergraduate and postgraduate taught programmes, the average tariff points and recruitment against target information.

Reports should be concise, risk-based and focused upon continuous enhancement.

40. Directors of School will evaluate the output from programme level monitoring, drawing particularly on their management team's consideration of programme Enhancement and Development Plans for undergraduate, postgraduate taught and collaborative provision. Within this section of the School Monitoring Report, Directors of School will report on key risks identified within programme Enhancement and Development plans, as well as enhancement initiatives, which have potential for wider dissemination across the School, Faculty and/or wider university. Reports should also reflect upon the extent to which enhancement plans have been delivered on time and as planned.
41. Directors of School will then update their rolling Enhancement and Development Plan detailing how School level themes, trends and priorities identified through the CME process will be addressed. Once Enhancement and Development Plans have been updated, Directors of School will share them with Programme Leaders prior to being finalised.
42. Faculty oversight of the monitoring process is provided by Faculty Management Teams. As members of FMT, Associate Deans (Education) will be appraised of emerging themes identified through the CME process in order to link into the development of Faculty Teaching and Learning Strategies.
43. School Enhancement and Development Plans and Monitoring Reports will be considered by Faculty Management Teams for endorsement. As part of their consideration of School Enhancement and Development Plans, Faculty Management Teams should assess:
 - If the proposed actions lead to the identified enhancement?
 - Are the proposed timescales realistic and achievable?
 - Do identified enhancements have scope to be shared with the wider Faculty and/or university?
 - To what extent have enhancements identified previously been implemented on time and as planned?
44. Directors of School will update their School Enhancement and Development Plans on an ongoing basis. These plans will be utilised by Schools and Faculties as a resource to monitor the completion of actions as a record of their ongoing reflection on the quality of learning opportunities for students. As and when actions are completed, they will be marked as such on the School Enhancement and Development Plan.

Chapter 4: University Oversight

45. School Monitoring Reports and School Enhancement and Development Plans will be appended to the annual CME report received by AQSC in February 2023.
46. AQSC's consideration of the annual CME report will focus upon academic standards, the quality of teaching and learning, and key trends and priorities. Consideration of School Enhancement and Development Plans might also lead to the identification of any enhancement initiatives, which should be disseminated across the Faculty and/or wider university.

Chapter 5: Timescales

47. Module self-evaluations should be completed by Module Leaders after marks have been posted following the module delivery cycle and in sufficient time before the programme CME deadline in order to allow for the outcomes inform programme level CME.
48. Programme level CME should be completed by Programme leaders before 14th November 2022.
49. School Monitoring Reports and Enhancement and Development Plans will be considered by FMT and will subsequently proceed to AQSC in February 2023. Academic Registry will confirm the specific deadlines for submission once the 2022/23 meetings of AQSC have been scheduled.

Chapter 6: Programmes with Non-Traditional Delivery Patterns

50. Due to the alignment of the CME process to the university's assessment periods, the process is able to accommodate programmes which do not fit the standard delivery model of September starts.
51. Programmes which follow a non-traditional delivery pattern will still be required to engage with the full CME process, the timing of their engagement with the module self-evaluation process is determined by the cycle of module delivery.
52. The flexible nature of WebHub supports the engagement of programmes with non-traditional delivery patterns with the CME process. WebHub reports are dynamic in nature and can be used to capture information at crucial points during the year.
53. Each Director of School will be required to supply the Academic Quality and Standards Team Leader (Monitoring and External Regulation), within Academic Registry, with a list of which programmes, within their School, follow a non-traditional delivery pattern.
54. It is expected that Directors of School will ensure that programmes with non-traditional delivery patterns are addressed within their School Monitoring Report and Enhancement and Development Plan.