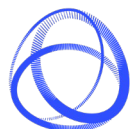


Quality Manual: Continuous Course Improvement and Monitoring

This University uses a process of continuous monitoring and improvement to monitor courses and modules to ensure they are meeting their stated learning objectives and are delivering positive student outcomes.

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1. INTRODUCTION

- 1.1. The University uses an approach of continuous course improvement and monitoring to assure itself, stakeholders, students and external bodies of the quality and value of its academic provision.
- 1.2. Continuous course improvement and monitoring enable the University to oversee whether courses and modules are meeting their stated learning objectives and delivering positive student outcomes. This facilitates the ongoing enhancement of academic provision for delivery of an excellent student experience.
- 1.3. Continuous course improvement and monitoring, including Enhanced Monitoring, operates on a two-academic-year cycle.
- 1.4. Continuous course improvement and monitoring are achieved by:
 - (i) **Student Feedback** collected via various channels across the academic year. This includes School Leadership (or nominee) attending timetabled sessions, for all students to provide feedback about their course, campus, and level of study, and to allow the School Leadership teams to bring updates directly to students, about actions taken as a result of feedback.
 - (ii) **Student Voice Fora** at course level to enable elected student course representatives to share feedback with course teams.
 - (iii) **Course Board** meetings at course level. For course teams with their Heads of Subject to monitor outcomes and student experience at course and module level and develop action plans on the CIPs to deliver improvements.
 - (iv) **Board of Studies** meetings at school level which include student representation. To monitor student outcomes, the quality of teaching and learning experience within courses and individual module provision, and to hear from Subject Heads about CIPs.
 - (v) **Course Improvement Plans (CIPs)** which facilitate smart action-planning and target setting to monitor and enhance course performance against institutional and subject level priority metrics.
 - (vi) **Module Improvement Plans (MIPs)** which facilitate target-setting and performance monitoring at a modular level, based on module evaluations and student feedback.
 - (vii) **The University's Academic Management Information (AMI) dashboard** (MS Power BI) to facilitate evidence-based analysis of course and module performance and inform action-planning.
 - (viii) **Enhanced Course Monitoring and Oversight by Education Committee** providing strategic oversight of portfolio performance through institutional-level target setting and intervention for underperforming courses.
- 1.5. The continuous course improvement process relates to all undergraduate and postgraduate courses leading to Canterbury Christ Church University credit or award. This includes all courses taught through collaborative partnership and those which form part of a Higher Apprenticeship or a Degree Apprenticeship.

2. COURSE BOARDS

- 2.1. The Course Boards are responsible for monitoring student outcomes within course and individual module provision.
- 2.2. Objectives for Course Boards include:
 - 2.2.1. Course team, with Head of Subject, to agree the key performance indicator targets and actions for the Course Improvement Plan (CIP).
 - 2.2.2. As required, to discuss Module Improvement Plans (MIPs) with Heads of Subject, to support progress monitoring, for reporting to the Board of Studies.
 - 2.2.3. Monitor course and module progress and evaluate performance within CIPs and MIPs throughout the year.
 - 2.2.4. Consider course and module performance data in relation to:
 - Student withdrawals and interruptions
 - Continuation, completion and progression rates per year group
 - Key module data, including attendance, attainment and assessment submission rates
 - NSS, PTES, and PRES results in key strategic areas, i.e. quality of teaching, assessment and feedback and academic support
 - League tables, i.e. The Guardian
 - Quantitative student feedback, e.g. module evaluations, Student Voice Fora minutes
 - External Examiner Feedback
 - 2.2.5. Discuss potential course changes to ensure they are academically appropriate and will deliver a good student learning experience.
 - 2.2.6. Review course activity for induction, transitions, and in-year academic support.

3. BOARD OF STUDIES

Purpose and objectives

- 3.1. The Board of Studies is responsible for monitoring student outcomes within course and individual module provision.
- 3.2. Objectives for the Board of Studies include:
 - 3.2.1. Review Course Improvement Plans (CIPs), specifically to:
 - Consider the approach to actions in the CIPs (and MIPs, where referred by Subject Heads) and progress made on KPI targets
 - Identify key themes across CIPs for wider School or specialist intervention
 - Take cross-School action relating to CIPs.
 - 3.2.2. Monitor and support School-wide initiatives
 - 3.2.3. Oversee student feedback by identifying key themes and trends across the school

- 3.2.4. Oversee External Examiner feedback by identifying key themes and trends across the school
- 3.2.5. Review student induction, transition and in-year academic support arrangements to ensure a school-wide approach to supporting the student academic journey.
- 3.2.6. Review and oversee student applications for ethical approval, where required for courses with research project assessments.

Oversight and Operation

- 3.3. Deputy Deans for the Schools are responsible for ensuring the Board of Studies is appropriately constituted and in operation within Schools, and at partners where applicable.
- 3.4. The University's Education and Student Success team are responsible for providing support and guidance to schools and course teams for enhancing the student learning experience which ensure positive student outcomes, in line with the University's learning and teaching strategy.
- 3.5. Within the Quality Assurance and Enhancement Team, Quality Managers for each School are responsible for providing strategic advice on quality matters and monitoring the outputs of the Board of Studies.
- 3.6. All courses must be considered by the Board of Studies, to be scheduled across the academic year according to annually published University guidance.
- 3.7. Board of Studies Chairs should be encouraged to attend other Board of Studies in order to share best practice on effective operation, and to gain insights from students on their experience of relevant shared modules.
- 3.8. Academic Link Tutors should attend the relevant Board of Studies where partner courses are being considered.
- 3.9. Courses must be monitored by the School at the Board of Studies, throughout the course improvement and monitoring cycle, to ensure the CIPs and MIPs are being used effectively to enhance course performance, particularly where key performance indicators fall below benchmark.

Agenda and Membership

- 3.10. Board of Studies meetings are informed by standard agenda and minutes templates and supported by a designated administrator from the Quality Assurance and Enhancement Team to formally record discussions and outputs. All associated actions should include realistic timeframes within which they will be completed.
- 3.11. The standard agenda may be divided into unreserved and reserved sections. It is expected that most issues pertinent to the ongoing enhancement of the course should be discussed within the unreserved agenda, with students being invited to contribute and lead on particular areas where relevant. Students are not permitted to attend the part of the meeting where reserved matters are discussed. Chairs will decide whether an item is reserved or unreserved business.

- 3.12. Board of Studies Servicing Officers should use the templates provided to capture the minutes of the meeting to enable accurate onward reporting.
- 3.13. The Board of Studies will include student representatives from the School.
- 3.14. The University's Student Union is responsible for recruiting and training Board of Studies student representatives and ensuring that they attend meetings when appointed.
- 3.15. Board of Studies membership must include:
 - Deputy Dean of School (Chair)
 - School Leadership Member appointed by Dean (Deputy Chair)
 - Course Directors
 - Heads of Subject
 - Academic Link Tutors (where relevant for collaborative provision)
 - Student Representatives from the School
 - Servicing Officer from the Quality Assurance & Enhancement Team

And, as required:

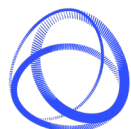
 - Members of the School Leadership Group
 - Members of key professional services teams and additional stakeholders from the University

4. COLLABORATIVE PROVISION

- 4.1. All Collaborative Partners are expected to hold course boards and complete Course Improvement Plans (CIPs) as part of the University's approach to continuous course improvement and monitoring of course performance.
- 4.2. Partners must also participate in the Board of Studies. Partners will either run their own Board of Studies at their campus or be members of the School Board of Studies as per the formal arrangements agreed with the University.
- 4.3. Academic Link Tutors should attend timetabled Student Voice Fora, Course Boards, and the Board of Studies relevant to their course.
- 4.4. Overall performance of partner courses is monitored through the Partnership Oversight Sub Committee.

5. COURSE IMPROVEMENT PLANS (CIPs)

- 5.1. The purpose of the Course Improvement Plan (CIP) is to support course teams in monitoring and improving course performance against institutional and subject-level priority metrics e.g., NSS and OfS outcomes.
- 5.2. The CIP should be used for all provision taught by the University and its collaborative partners.
- 5.3. Course teams are expected to use their CIP to record, monitor and evaluate the outcome of actions against targets. Course teams will be expected to focus action planning on meeting specific University priority targets or on achieving targets set by themselves in accordance with their subject-level benchmarks.



- 5.4. Where courses show to be performing well in the majority of the University priority areas, teams may identify their own course priorities on the CIP.
- 5.5. Links to centrally held CIPs will be circulated to Course Directors and should be updated for the first Course Boards by course teams, ahead of the first relevant Board of Study for the academic year.
- 5.6. Course teams should use the following data/resources to inform their CIP actions:
 - University data from internal reports and MS Power BI AMI dashboard.
 - Student feedback
 - Discussions and outputs from Board of Studies, Student Voice Fora, and course team meetings
 - Module Evaluation Questionnaires
 - External Examiner, PSRB and placement reports (where applicable)
 - Student Surveys e.g., NSS, PTES, PRES
 - Graduate outcomes surveys
- 5.7. Monitoring and evaluating the progress of course performance within a course team's CIP will take place primarily through a standing agenda item 'CIP Updates'. The Course Board, including the Head of Subject, should also recommend adjustments to actions where it feels insufficient performance is being delivered, or a better outcome could be achieved.
- 5.8. Course team members responsible for a particular action will be expected to provide detailed updates to the Course Board, so as to ensure a team approach to course and module improvement.
- 5.9. Where more than one course runs at a single campus, excluding Canterbury, the Campus Director (or equivalent senior staff member) should monitor CIPs for common issues across courses delivered at their campus. Where common issues are identified across CIPs, the Campus Director will develop a Campus Improvement Plan using the same CIP template, to be submitted to the appropriate governance group for approval and assurance.

6. MODULE IMPROVEMENT PLANS (MIPs)

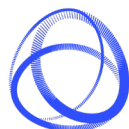
- 6.1. Module Improvement Plans (MIPs) will be completed on the same two-year cycle of monitoring and evaluation as Course Improvement Plans.
- 6.2. Each Module Lead will complete the Module Improvement Plan (MIP) based on the module data available, including Module Evaluation Questionnaires (MEQs), areas where the module results are flagged for being outside the normal range, contribution to meeting subject targets, Module External Examiner feedback and student feedback.
- 6.3. Heads of Subject will be responsible for review of MIPs in their subject area and will refer individual MIPs to the Board of Studies where there is particular need of additional support or scrutiny.
- 6.4. Heads of Subject will be responsible for ensuring MIPs are completed by course teams and approved at appropriate points in the course improvement cycle and submitted to the designated site.

7. REVIEW AND APPROVAL OF COURSE IMPROVEMENT PLANS

- 7.1. The Quality Assurance and Enhancement Team with Education Committee will establish the schedule for Schools to update, review, and approve CIPs and MIPs for each cycle.
- 7.2. The Quality Assurance and Enhancement Team will manage the central Student & Academic Services, Academic Registry SharePoint site for CIPs, MIPs, and Board of Studies papers.
- 7.3. The School Leadership Group for each school is responsible for ensuring Continuous Course Improvement activity, including CIPs are completed by course teams and approved at appropriate points in the course improvement cycle.
- 7.4. Associate Deans of Education for the Schools are responsible for ensuring that CIPs are seen by the Board of Studies where appropriate, and that the Board of Studies hears reports on CIPs and referred MIPs across subject areas from Heads of Subject.
- 7.5. The School Leadership Group for each school is responsible for ensuring CIPs under Enhanced Monitoring are ready to be seen by the Enhanced Monitoring Sub-Group at appropriate points in the monitoring cycle.

8. ENHANCED COURSE MONITORING AND OVERSIGHT BY EDUCATION COMMITTEE

- 8.1. An Enhanced Monitoring Sub-Group, reporting to Education Committee, will consider institutional data on student outcomes to establish the University's priorities and KPI targets.
- 8.2. The Enhanced Monitoring Sub-Group will oversee the continuous course improvement process, identifying courses performing below expectation for Enhanced Monitoring.
- 8.3. Partner courses identified as at risk of not achieving benchmark will be referred to POSC in the first instance. POSC will determine whether to refer the course to Education Committee, for Enhanced Monitoring by Enhanced Monitoring Sub-Group, or to approach improvement through PSGs.
- 8.4. The Enhanced Monitoring Sub-Group will approve criteria in its approach to identifying underperforming courses and appropriate areas for support.
- 8.5. Criteria for identification of underperforming courses will include consideration of performance against
 - 8.5.1. OfS thresholds for continuation, completion and progression and the benchmarks.
 - 8.5.2. Performance against the relevant national student survey.
 - 8.5.3. Access and Participation Targets
- 8.6. The Student Success Team will offer guidance to ensure the CIPs for courses under Enhanced Monitoring focus on the correct metrics with appropriate lead indicators.



- 8.7. The Enhanced Monitoring Sub-Group will monitor progress of CIPs for courses under Enhanced Monitoring across the two-year cycle.
- 8.8. Where the trajectory of a course is not considered suitable by the Enhanced Monitoring Sub-Group, the course will be required to undertake Periodic Course Review the following year.
- 8.9. A summary of Continuous Course Improvement and Enhanced Monitoring will be part of the annual report on quality submitted to the Governing Body each year. Education Committee will approve this section of the report before submission to Academic Board each year.

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