

# Quality Manual: Course Monitoring and Continuous Improvement

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 monitoring and improvement to assure itself, stakeholders, students and external bodies of the quality and value of its academic provision.
- 1.2. Continuous monitoring enables the University to monitor whether courses and modules are meeting their stated learning objectives and delivering positive student outcomes. It is an important tool in facilitating the ongoing enhancement of academic provision for delivery of an excellent student experience.
- 1.3. Continuous monitoring and improvement are achieved by:
  - (i) **Course Board** meetings at course level to monitor the outcomes and student experience at course and module level and develop the action plans to deliver improvements.
  - (ii) **Board of Studies** meetings at school level which monitor the student outcomes and the quality of teaching and learning experience within courses and individual module provision.
  - (iii) **Course Performance Plans (CPP)** which facilitate smart action-planning and target setting to monitor and enhance course performance against institutional and subject level priority metrics.
  - (iv) **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.
  - (v) **Enhanced Course Monitoring and Oversight by Education Committee** providing strategic oversight of portfolio performance through institutional-level target setting and intervention for underperforming courses.
- 1.4. The continuous monitoring process relates to all undergraduate and postgraduate courses leading to a Canterbury Christ Church University credit or award. This includes all courses taught through collaborative partnership and those which form part of a Higher or Degree Apprenticeship.

## 2. COURSE BOARDS

### Purpose and objectives

- 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. Agree the KPI targets and actions for the Course Performance Plan
  - 2.2.2. Monitor course progress and evaluate performance within CPPs throughout the year.
  - 2.2.3. Consider course and module performance data in relation to:
    - Withdrawals and interruptions



- Continuation, completion and progression rates per year group
- Key module data, including attendance, attainment and assessment submission rates
- NSS 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 Forum (formerly SSLM) minutes.

2.2.4. Consider course change proposals to ensure they are academically appropriate and will deliver a good student learning experience

2.2.5. Review course activity for induction, transitions, and in-year academic support.

### **3. BOARD OF STUDIES**

#### **Purpose and objectives**

- 3.1. Board of Studies are responsible for monitoring student outcomes within course and individual module provision.
- 3.2. Objectives for Board of Studies include:
- 3.2.1. Review Course Performance Plans (CPPs), specifically to
- consider the approach to actions in the CPPs and the module reviews and progress made;
  - identify key themes across CPPs for wider School or specialist intervention;
  - take cross-School action relating to CPPs.
- 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. Review student induction, transition and in-year academic support arrangements to ensure a school-wide approach to supporting the student academic journey.

#### **Oversight and Operation**

- 3.3. Associate Deans of Education for the Schools are responsible for ensuring appropriately constituted Board of Studies are in operation within schools and at partners.
- 3.4. The University's 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. Quality Managers for each of the schools (Quality Assurance and Enhancement, QAE Curriculum & Standards Team) are responsible for providing strategic advice on quality matters and monitoring the outputs of Board of Studies.
- 3.6. All courses must be considered by Boards of Study, to be scheduled across the academic year according to annually published University guidance.

- 3.7. Chairs should be encouraged to attend other Boards of Study in order to share best practice on effective operation, as well as gain insights from students on their experience of relevant shared modules.
- 3.8. Academic Link Tutors should attend the relevant Boards of Study where the partner courses are being considered.
- 3.9. All school and partner Course Boards and Course Performance Plans must be monitored by the school throughout the academic year to ensure they are being used effectively to enhance course performance, particularly where University KPI's are not being met.

### **Agenda and Membership**

- 3.10. Boards of Study meetings are informed by standard agenda and minutes templates and supported by a designated administrator from Quality Assurance and Enhancement (QAE 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. Boards of Study servicing officers should use the templates provided to capture the minutes of the meeting to enable accurate onward reporting.
- 3.13. Boards of Study membership must include:
  - Deputy Dean of School (Chair)
  - School Executive Member appointed by Dean (Deputy Chair)
  - Course Directors
  - Head of Subject
  - Academic Link Tutors (where relevant)
  - Student Representatives
  - Servicing Officer from the Quality Assurance & Enhancement Team
  - And, as required:
    - Members of the School Executive Group
    - Members of key professional services
- 3.14. Additional stakeholders from the University may also be invited to attend, as appropriate.

### **Student Representatives**

- 3.15. All Boards of Study will include student representatives from the school.
- 3.16. The University's Student Union is responsible for recruiting and training Board of Studies student representatives and ensuring that they attend meetings when appointed.

## 4. BOARD OF STUDIES WITH COLLABORATIVE PROVISION

- 4.1. All partners are expected to hold course boards and manage their own Course Performance Plan (CPP) as part of the University's approach to continuous monitoring and improvement of course performance. They must also participate in Boards of Study. Partners will either run their own Board of Study at their campus or be members of the School's Board of Studies as per the formal arrangements agreed with the University.
- 4.2. Overall performance of partner courses is monitored through the Partnership Oversight Sub Committee.

## 5. THE COURSE PERFORMANCE PLAN (CPP)

### **Purpose and Operation**

- 5.1. The purpose of Course Performance Plan (CPP) 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 Course Performance Plan should be used for all provision taught by the University and its collaborative partners.
- 5.3. Course teams are expected to use their CPP to record, monitor and evaluate the outcome of actions against KPI 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.
- 5.5. Course Performance Plan templates will be circulated to Course Directors and should be updated at the 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 CPP actions:
  - University data from internal reports and MS Power BI AMI dashboard.
  - Discussions and outputs from Board of Studies, Student Voice Fora, and course team meetings
  - Module evaluations
  - External Examiner, PSRB and placement reports (where applicable)
  - Student Surveys e.g., UKES or PTES
  - Graduate outcomes surveys
- 5.7. Monitoring and evaluating the progress of course performance within a course team's CPP will take place primarily through a standing agenda item 'CPP updates' and the CPPs RAG-rated system. The Course Board 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 Board, so as to ensure a team approach to course and module improvement.

## 6. COURSE PERFORMANCE PLANS WITH COLLABORATIVE PARTNERS

6.1. See: <https://cccu.canterbury.ac.uk/quality-and-standards/Course-Monitoring-and-Continuous-Improvement.aspx>

## 7. ENHANCED COURSE MONITORING AND OVERSIGHT BY THE EDUCATION COMMITTEE

7.1. The Education Committee will consider institutional data on student outcomes to establish the University's priorities and KPI targets for the forthcoming year ahead as well as the courses that are underperforming.

7.2. The Education Committee will oversee the continuous course improvement process and the enhanced monitoring of courses that are significantly performing below expectation

### Criteria for Identifying Underperforming Courses

7.3. The Education Committee will approve criteria in its approach to identifying underperforming courses and appropriate areas for support.

7.4. This will include consideration of performance against

7.4.1. OfS thresholds for continuation, completion and progression and the benchmarks.

7.4.2. Performance against the relevant national student survey.

7.4.3. Access and Participation Targets

### Reviewing Course Performing Plans

7.5. The Quality Assurance and Enhancement Team will establish the schedule by when schools are expected to submit approved course performance plans to the University. They will also manage the central QAE SharePoint site for CPP updates.

7.6. The School Executive Group for each school is responsible for approving CPPs for submission to the University at the end of the academic year, and to Education Committee for Enhanced Monitoring during the academic year. Associate Deans of Education for the schools are responsible for ensuring that course performance plans are submitted by the deadlines.

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