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Collaborative Partner Continuous Monitoring and Enhancement Training

Working together

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About this session

This 45 minute interactive session will explore the Continuous Monitoring and Enhancement (CME) process for all LJMU taught programmes, including those delivered by partners.

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Agenda

- Ensure that all collaborative partners understand the nature and process of conducting module and programme continuous monitoring and enhancement for their taught LJMU programmes.
- Key aspects we'll discuss during today's session:
  - An exploration of Continuous Monitoring and Enhancement
  - Module level Continuous Monitoring and Enhancement
  - Programme level Continuous Monitoring and Enhancement
  - Where to get help in completing Continuous Monitoring and Enhancement

What is Continuous Monitoring and Enhancement?

Continuous Monitoring and Enhancement

A process of regularly reviewing programmes

How can the student experience be enhanced?

A flexible, risk-based process designed to encourage reflective practice

Purpose of Continuous Monitoring and Enhancement

- Encourages programme teams and key stakeholders to engage in **reflective practice**
- Ensures measures are taken to **improve the student experience**, **learning opportunities** and **outcomes**
- Encourages **students to engage** in continuous monitoring and enhancement in Boards of Study
- Informs internal and external **review**
- Provides a **rigorous and effective mechanism** to monitor and enhance the quality of programmes

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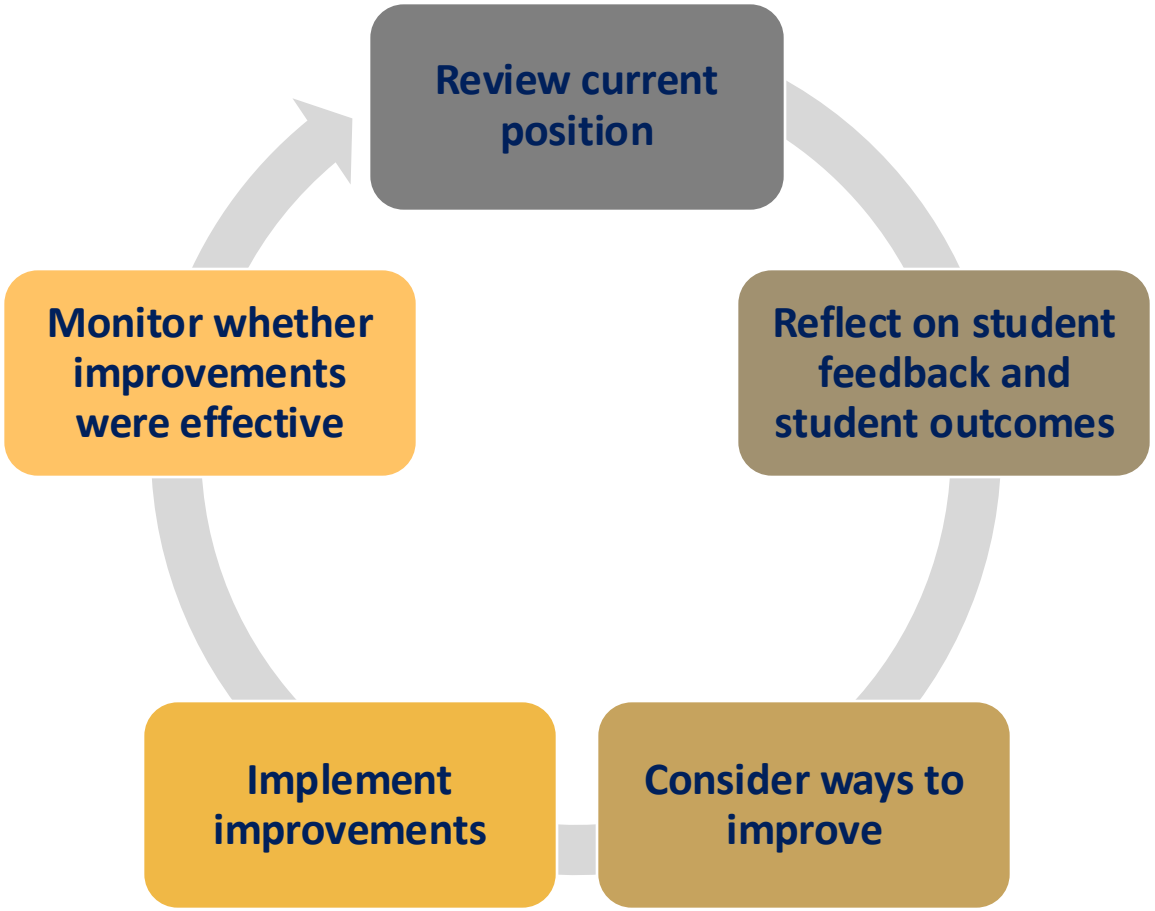
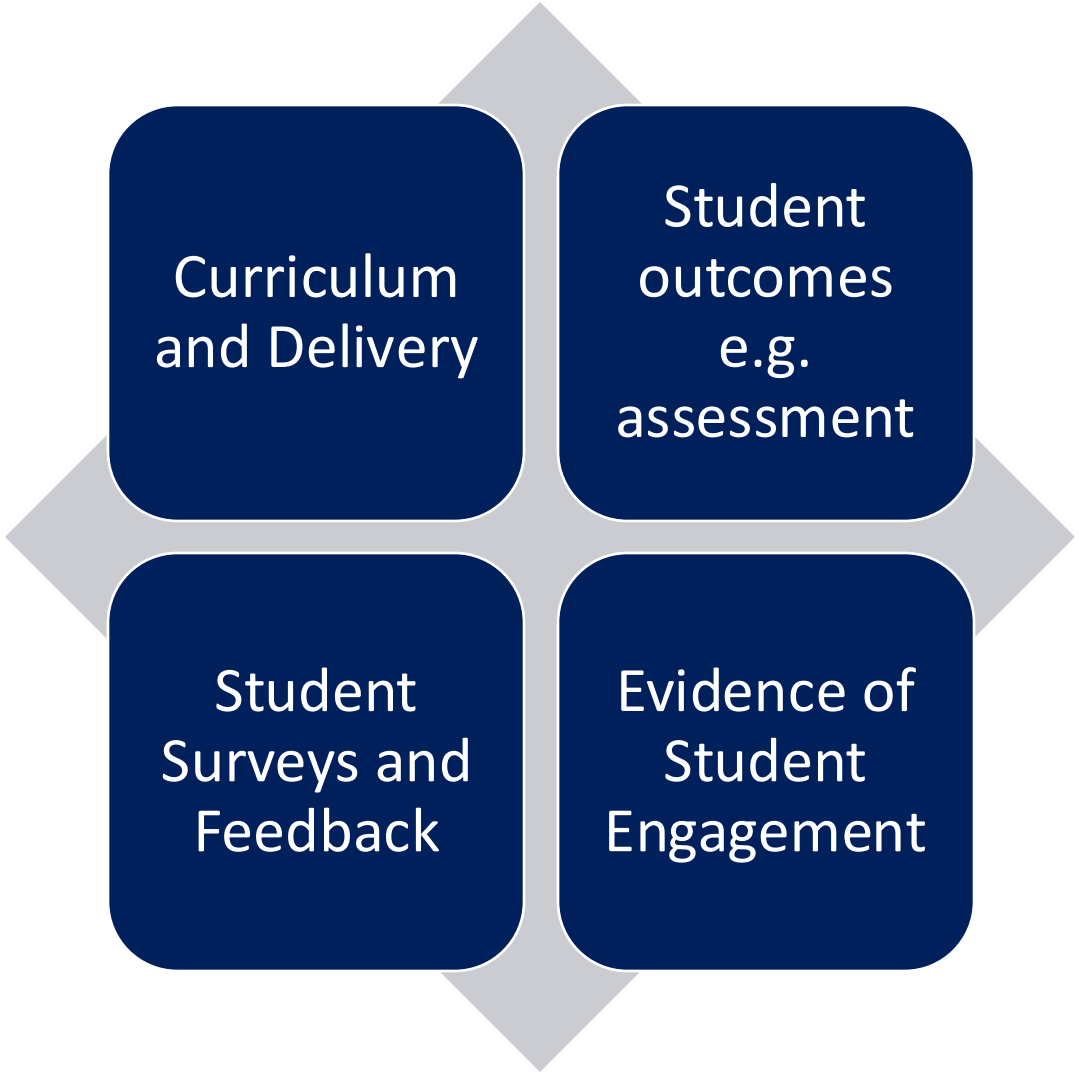
Continuous Monitoring and Enhancement



Key evidence and data inputs into CME



Continuous Monitoring and Enhancement for Modules

Module-Level CME

WHO?

Module leader
+
Module teams

WHAT?

Reflect on module delivery and student outcomes

WHEN?

Continuous use with completion after module marks have been posted

Module CME - What is needed?

Inputs	Narrative of key findings	Outputs
Student outcomes: Marks for assessment components Mean marks Pass rates Module feedback/survey outcomes Module team reflections Attendance/engagement	Any patterns or trends Reflection on meeting or exceeding thresholds Reflection on thresholds not met Review of qualitative inputs	Discussion with module team on proposed improvements Proposed action plan

Module CME – an example

Attendance on the module was less than satisfactory. Weekly attendance at the lecture ranged from 74% to 46% with a mean attendance of 58% of the cohort. Weekly attendance at the seminar ranged from 82% to 41% with a mean attendance of 66% of the cohort.

There is quite a lot of variation in the mean mark across the degree programmes. This varies from year to year but typically Business with Digital Marketing students perform less well and Business with Finance students perform better than others. This pattern is not the case in this academic year. Foundation students performed as well as direct entrants on the degree programme with the exception of Foundation Business with International Business Management students achieving the lowest mean mark. See comments in the action plan below.

The results of the module evaluation survey are quite pleasing. Students responded well and favourably across all aspects. Two elements have been added to the action plan to improve the clarity of questions in the assessments and to make more visible the contributions of women and economists from more diverse backgrounds.

64% of students achieved a 2:1 or above mark for this module. This is high but there is a good spread of marks as indicated by the standard deviation. So, it makes clear that the majority of students have worked hard and made use of the materials provided to prepare for the assessments.

Continuous Monitoring and Enhancement for Programmes

Programme-Level CME

WHO?

Programme leader + Programme team

WHAT?

Reflect on programme delivery and student outcomes

WHEN?

Continuous use
Completion by mid-November in the following academic year

Programme CME - What is needed?

Inputs	Narrative of key findings	Outputs
External Examiner Reports Overview of module performance Recruitment data Continuation data Completion on time Attainment Student Feedback Programme team input Attendance/engagement	Any patterns or trends Reflection on overall performance Reflection on meeting or exceeding thresholds Reflection on thresholds not met Review of qualitative inputs Consideration of gaps/differences	Discussion with programme team on agreed priorities Agreed action plan Evaluation of impact of previous actions

Help!

- Remember there are hyperlinks to access ‘how to’ guidance documents within the Webhub CME area.
- Do please contact LJMU link tutors if you need help completing CME and to discuss actions.
- Also, if your programme is a franchise of an LJMU internal programme, the LJMU Programme Leader can also be a good contact.
- Feel free to contact me too

Thank you for your engagement in today's sessions

Any final questions?