Course Quality Enhancement and Monitoring (CQEM) – Guidance Document

(updated May 2025)

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Introduction

These Guidelines are aimed at those leading the CQEM process, primarily Course Directors although they will also be of value to all involved in the on-going annual review process. The first section of the guidelines provides information on the process and expectations for all those involved. The following section provides guidance on completing the CQEM Template, including providing pointers as to where data can be located and key questions for course teams to consider.

Students can be asked to contribute to either the July or February meeting recognising that there may be challenges with student availability during the summer. To support this student training will be offered via Academic Development throughout the year.

There have been some minor changes to the CQEM templates, with there now being four different templates. There is a separate template for undergraduate and postgraduate courses. Apprenticeship (UG or PG) courses have separate templates, to gather information required by Ofsted. Additional guidance notes are provided by Better Futures for completing the Apprenticeship forms – Apprenticeship CQEM Guidance. There is also a template for module clusters.

Links to the undergraduate, postgraduate and module cluster templates are provided through the Office for Teaching and Learning Staff Portal page.

The Apprenticeship templates are available from the Better Futures On-Programme Support page.

2024/2025 Report

The CQEM report will be produced over the summer of 2025, with the report due by 30th September 2025. The June/July meeting will provide an opportunity for course teams to reflect on academic year 2024/25. NSS data will be released mid-July 2025, the CQEM Dashboard will be updated shortly after this date, allowing time for this to be used in compilation of the report due in September. For undergraduate data, which draws on NSS results, please note that since 2023 there is no longer a NSS overall satisfaction score, this has been replaced with an 'overall positivity' score which is generated by the University

For Apprenticeship templates, these should be returned for initial review by the apprenticeship cluster lead team by 1st September 2025 – to be filed here **Apprenticeship Academic Cluster Leads | Apprenticeship CQEM 2324 cycle | Microsoft Teams**

The CQEM process

The Course Quality Enhancement & Monitoring [CQEM] process is an essential mechanism underpinning the development of a course-focused approach for the student experience. It is underpinned by principles from the QAA Quality Code, notably:

- Principle 1 - Taking a strategic approach to managing quality and standards
- Principle 2 - Engaging students as partners
- Principle 4 - Using data to inform and evaluate quality
- Principle 5 - Monitoring, evaluating and enhancing provision
- Principle 7 - Designing, developing, approving and modifying programmes

CQEM is an on-going process of review and development. While there are two formal reporting points in the academic year, which requite course team meetings to review course performance and action plan for further developments, the review of the course and the action plan should be on the agenda for course team meetings throughout the year.

The key objectives, of the CQEM process, are to:

- Maintain academic standards against the QAA standards
- Appraise the extent of student achievement against course learning outcomes
- Review the student experience and quality of educational support to students
- Determine alignment to the 2030 Group Strategy and the Education and Student Strategy 2030.
- Identify good practice by course teams and highlight areas for change
- Meet Professional Statutory Regulatory Bodies (PSRB) / external requirements

- Subject Health Check (SHC) meetings, which are focused on subject clusters, will be held normally held annually and will now serve as the primary forum for discussing course-level performance before College/Entity Board submission. The SHC Action Log will track progress throughout the year. Where CQEM focuses on individual courses the Subject Health Checks focus on subject areas. Part of the process of the Subject Health Checks will be to identify Enhanced Support and Action Planning (ESAP) courses, these being courses identified as likely to benefit from University Group level scrutiny, monitoring and action planning.

Providing a commentary

The CQEM reports provide an opportunity for course teams to 'tell their story', explaining succinctly both positive trends as well as providing the background to course action plans. The reports will therefore be data-led and complemented by qualitative student feedback and course-team analysis.

The nature of the narrative will reflect the course data but also by strategic priorities from within the institution. These guidelines will be updated to reflect such priorities.

The CQEM reports should be seen as building on and linking to the CDAR process. The annual CQEM reports will inform three-year course reviews, providing a summary of issues raised and good practice. Collectively they will help convey a record of changes by the course team and its developmental intent.

What happens to the reports?

The full report and the updated action plans will be collated at the Subject level by the Curriculum Lead and submitted to a Subject Health Check (SHC) Panel for discussion. The SHC Panel will report directly to the College/Entity Board, which will monitor progress through an Action Log. The College/Entity Quality Enhancement and Monitoring reports will be reported on at the University Quality of Learning and Teaching Committee (QuiLT) with updates considered through the year.

The reports and action plan are expected to remain under continual review by Curriculum Leads and course teams. Progress will be monitored through the SHC Action Log, which will be reviewed by the College/Entity Board at each meeting.

These Guidance notes include links to resources, which can be used by course teams to explore their practice and understanding of issues.

Who should be involved?

The CQEM process is a key element in a course-focused approach to the student experience. It provides a forum for all those involved in the delivery of the course, and its support, to be involved and contribute. Course team members will include:

a) Whole Teaching team

b) Registry staff, course administration

c) Professional service support including, library, careers, employability units, educational technologists, Student Success Coaches

d) Student representation

It is the responsibility of the Course Director to ensure all course team members are invited to the meetings. Curriculum Leads will be responsible for collating CQEM reports at the Subject level and monitoring progress against the action plan through the SHC Action Log.

Student representation

It is a University requirement for students to contribute to the CQEM cycle. Student representatives can be invited to attend either of the two CQEM meetings, allowing course teams to use the one that will be best for student engagement. Plus the representatives must be provided with a copy of the CQEM report so they can provide a 'Student Statement' – a requirement for section 1 in the CQEM Template. Additionally, Student Voice feedback will be formally reported at College/Entity Board meetings, and Student Voice Working Groups will be established at the College level to address immediate feedback.

Course Directors will seek student volunteers and training will be provided by the Academic Development Team, training is provided throughout the year.

Contact for student CQEM training - please email Jane Ojiako (ad8715@coventry.ac.uk) or AEPD@coventry.ac.uk

Business Intelligence Portal

Data to inform course-team discussions is available from the Strategic Planning and Insights Office Business intelligence portal (https://insight.coventry.ac.uk/). The CQEM dashboard (Course Performance) will be of prime interest but also available are the NSS and MEQ portals (both accessed at https://insight.coventry.ac.uk/). While many staff will have access to this data the Course Director has responsibility to be monitoring this data and to prepare a summary of information for discussion at meetings.

Support is available on use of the Business Intelligence Portal from the Strategic Planning and Insights Office - https://insight.coventry.ac.uk/

Workshops are run through the year by the Strategic Planning and Insights Office & Academic Development and requests for sessions can be directed to AEPD@coventry.ac.uk

CQEM Checklist

The checklist identifies actions that will be required at specific points in the CQEM cycle. Months are indicative of when the activity will take place. Items in italics are actions for Course Directors.

September

- Submission of the main CQEM report by the 30th September. The report will be reviewed at the Subject Health Check (SHC) Panel, and an Action Log will be created for monitoring by the College/Entity Board throughout the year.
- One of three data update points on CQEM dashboard

October

- Reports collated by subject cluster for Subject Health Check meetings.
- Reports considered by College/Entity Board

October/November

- Subject Health Check meetings

December/January

- Set date for January/February interim meeting and invite course team members and student representatives.
- Prepare summary based on data for circulation to course team to inform discussion at meeting

January/February

- February interim CQEM meeting held and action plan updated
- November report considered by College/Entity board
- Updated action plans completed by 28th February

March

- Reports considered by College/Entity Board
- Actions requiring course changes confirmed - MID Upload Deadline

May

- Set date for June/July/August meeting and invite course team members and student representatives
- Prepare summary based on data for circulation to course team to inform discussion at meeting

June/July/August

- NSS results released (July)
- June/July/August main CQEM meeting held to produce full report

CQEM Template: Guidance Notes

Section 1

The first section of the CQEM template includes course identification information plus evidence of feedback from external sources, these are:

- External examiner feedback: response to latest external examiner report. External Examiner (EE) reports will be managed centrally by AQuA, and updates on EE feedback will be provided to College/Entity Boards through the Board of Examiners (BoE).
- Student statement: students are expected to be part of the CQEM process, they can be invited to attend either the summer or winter CQEM meetings informing the report writing or action plan updates. Students have an important voice in contributing directly to issues being raised. They are required to provide a statement that contributes their views and responds to the CQEM report and action plan. As such a draft full report needs to be shared with students to enable them to include a response. The statement should also comment on how students have been engaged in evaluation activity/course enhancement work.
- Head of School/nominee statement: completed reports should be shared with the Associate Head of School Student Experience

Section 2: Course Action Plan

The Course Action Plan section presents priorities for action for enhancement. Actions should be SMART (Specific, Measurable, Achievable, Relevant and Time-bound) with clear responsibility identified with a target date for action. The Action Plan will be monitored throughout the year by Curriculum Leads and updated via the Subject Health Check Action Log which will be reviewed through the College/Entity Board.

Example objective: each objective will have the following details.

Objective 1			Rationale:		
Description of tasks	Success criteria	Target date	Responsibility	Resources Required	Interim CQEM Review of Progress

This section also provides an opportunity for course teams to identify actions for School, College/Entity or University level which are impacting on course performance.

Section 3: Review of Course Performance Indicators

This section presents key statistical performance indicators and asks course teams to identify and comment on trends. The data for this section is drawn from the CQEM dashboard plus NSS and MEQ Dashboards which can provide additional information to assist with interpretation of the data.

At the start of this section course teams are asked to populate the table with their key performance indicator (KPI) data. The list below states where relevant data can be located for each KPI. University Thresholds, upper and lower limits, are indicated in the CQEM Dashboard. Given the changes to the NSS question set in 2023 comparison of data, provided on the broad themes, with previous years will not be possible. It will therefore be important to also use the NSS Dashboard, which provides data on specific question responses to inform interpretation.

The 12 risks identified as part of the Equality of Opportunity Risk Register (OERR) provides useful prompts that can inform your course team discussion and interpretation of the data, especially in relation to academic support and progression. These can be viewed at Indications of Risk.

Data for UG and PG courses are both available in the CQEM Dashboard, when accessing there is a tab to toggle between UG or PG data.

- Teaching and learning – this is the 'teaching on my course' score from NSS (undergraduate) or PTES (postgraduate)
    - CQEM Dashboard > CQEM Overview tab > Course View
- Assessment and feedback – this is the 'assessment and feedback' score from NSS (undergraduate) or PTES (postgraduate)
    - Undergraduate – CQEM Dashboard > CQEM Overview tab > Course View or from the NSS Dashboard
    - Postgraduate – CQEM Dashboard > CQEM Overview tab > Course View
- NSS Academic Support - this is the 'academic support' score from NSS (undergraduate) this category is not used in PTES
    - CQEM Dashboard > CQEM Overview tab > Course View
- PTES Dissertation
    - CQEM Dashboard > CQEM Overview tab > Course View
- Entry standards
    - For UG courses the entry standards are located CQEM Dashboard > CQEM Overview tab > Course View
        - It is important this data is analysed by demographic category, this is located CQEM Dashboard > CQEM Performance tab
        -
    - For PG courses Entry Standards is located in the CQEM Dashboard > CQEM Performance tab (from Coventry University only) entering with a 2:1 or 1st
        - It is important this data is analysed by demographic category, this is located CQEM Dashboard > CQEM Performance tab
- Completion rate
    - For both UG and PG courses the overall figure is provided in the CQEM Dashboard > CQEM Overview tab > Course View.
        - It is important this data is analysed by demographic category, this is located CQEM Dashboard > CQEM Performance tab
- Good honours - for UG course this KPI is the percentage of students achieving 1st or 2:1, for PG students it is percentage achieving Distinction or Merit
    - For both UG and PG courses Good Honours data can be located in CQEM Dashboard > CQEM Overview tab > Course View
        - It is important this data is analysed by demographic category, this is located CQEM Dashboard > CQEM Performance tab
- Pass Rate –Pass Rate (Overall) for both UG and PG courses Good Honours data can be located in CQEM Dashboard > CQEM Overview tab > Course View
    - It is important this data is analysed by demographic category, this is located CQEM Dashboard > CQEM Performance tab

Course teams are then asked to comment on this course level data. This is followed by three further sections, first a commentary on module performance at each level, second a commentary on progression and attainment and finally reporting on conduct and complaints.

The table below provides some guidance notes on these four sub-sections, including notes as to where making use of the NSS and MEQ Dashboards will help provide additional information.

Course Information

The CQEM template requires course teams to:
Comment on the data trends (against previous years) and identify areas for action to include in the course action plan:

- *PTES Overall Satisfaction*
- *NSS/PTES Teaching and Learning*
- *NSS/PTES Assessment and Feedback*
- *NSS Academic Support*
- *Entry tariff*
- *Completion Rate*
- *Good Honours outcomes (UG - Proportion of students achieving a 1st /2:1; PG – Distinction or Merit)*
- *Graduate prospects – positive destinations*

Guidance notes
How to locate most of this data on the CQEM Dashboard is outlined above. The Positive Destinations data, which is available from in the CQEM Dashboard > CQEM Overview tab > Course View > select the Progression and Outcome from the Theme drop down list, is updated later than other data for the cohort as the source is the Longitudinal Educational Outcomes (LEO) data which collected after students have left the University; available from the 'teaching and learning' tab.

To help with analysis of this data, for UG courses, the NSS Dashboard will provide additional detail. This will include data for specific questions from the NSS, rather than the category groupings used in the CQEM Dashboard and also access to Qualitative comments. Both of these will help with interpretation of the KPIs on which courses are being asked to comment.

Module information

The CQEM template requires course teams to:
Provide a screenshot of the module performance for each level from the CQEM dashboard. Then to provide a commentary.

Module Performance Commentary

List any modules that stand out (positively or negatively) in their performance and student satisfaction compared with the majority of other modules that make up the course?

- *Which modules are missing Module Questionnaire data?*
- *Which modules require a specific action plan to improve performance?*
- *What has been learnt from the MEQ results?*

In response to student or staff feedback include any required revisions to course assessment schedule or module design in the action plan.

Guidance notes

Views of module performance by level is accessed under the 'CQEM Module' tab. Select the chosen level from the 'Course Stage' drop down option.
To take screen shot from the CQEM Dashboard use the 'Download' or 'Report Builder' options. This allows you to capture a selection of screen grabs which can then be downloaded together to help generate a report.

The MEQ Dashboard provides data on responses to each question on the MEQ and so an additional level of detail which can help inform the course discussion. It is also possible to take screen shots from the MEQ Dashboard and using the Report Builder screen shots from the different dashboards can be combined into one presentation.

Progression Rates (Undergraduate Only)

At the start of this section course teams are required to populate table with Expected and Actual data on Progression rates for each level of the programme and identify any differences by demographic groups. Based on this data course teams are required to provide a commentary, linked to the action plan, where actual levels are below target.

Guidance notes

Data for this section is available from the CQEM Performance tab; this shows Progression Rate Stage 1, Progression Rate Stage 2 and Completion Rate. The breakdown across the different demographic groups can be viewed using the 'Performance Split' drop down menu.

Target levels can be identified can be identified by hovering over data sets on the CQEM Dashboard which will open a floating window with further details including explanations of target levels.

Completion Rates (Postgraduate only)

Courses are required to populate table with Completion Rates for the programme and identify any differences by demographic groups. Based on this data course teams are required to provide a commentary, linked to the action plan, where actual levels are below target.

Guidance notes

Data for this section is available from the CQEM Performance tab. The breakdown across the different demographic groups can be viewed using the 'Performance Split' drop down menu.

Conduct and Complaints

This section requires numbers for conduct and complaints and a commentary on the data. Data on the number of Plagiarism cases and numbers of Complaints can be located under the CQEM Overview [Course View] and selecting Assessment from the Theme drop down menu. Operational matters, such as conduct and complaints, is managed by College/Entity/School leadership and are no longer part of the formal academic governance structure.

Course Level Assessment Guidance

Bunching of assessments can be a potential source of anxiety for students. By ensuring that end of semester assessments are scheduled across weeks 11-13 allows students to focus on each assessment across a course. It is expected this will also help ensure that the demand for deferrals can be reduced.

Use this table to show in which week all summative assessment points are due for the course at each level. Where assessments are due in the same week, please indicate which days the assessments are due, to show scheduling within that week. The Course Level assessment schedules should be clearly made available to students in the Aula course community.

Course Level Assessment Plan (sample table – full table provided in CQEM template)

Course title:	**Course Code:**

Cohort:

Level 4 (1st Year) Semester 1 – September 2022													
WEEKS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Week beginning:	**15/09**												
4001ABC								**CW1: Present-ation**			**CW2 (Mon)**		**CW2 (Thurs)**
4002ABC												**Portfolio**	
4003ABC							**CW1**						**CW2 (Mon)**
A123ABC											**Present-ation (Weds)**		

CQEM Guidance for Apprenticeship Courses

Apprenticeship (UG or PG) courses have separate templates, to gather information required by Ofsted. Additional guidance notes are provided by Better Futures for completing the Apprenticeship forms – Apprenticeship CQEM Guidance.

The Apprenticeship templates are available from the Better Futures On-Programme Support page.

For Apprenticeship templates, these should be returned for initial review by the apprenticeship cluster lead team by 1st September.