Module Cluster Quality Enhancement and Monitoring (MCQEM) – Guidance Document

Introduction

These Guidelines are aimed at those leading the annual review process for module clusters. They are therefore based on the CQEM cycle. 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 MCQEM Template. As well as providing pointers as to where data can be located and key questions for course teams to consider it also provides links to useful tools that can be used **throughout the year** for teams to explore their practice and understanding of key issues.

Note for 2020/21 Academic Year

The Quality in Learning and Teaching Committee, at its meeting on 24th June 2020, approved some changes to the CQEM cycle from the Academic Year 2020/2021.

The CQEM process itself is not changed, however the timing of the CQEM reporting cycle will be changing with the main meeting to take place at the end of the academic year for most courses. The main report will be produced following the release of the NSS results in July/August. This change will allow for the NSS results to be taken into consideration each year and for any immediate actions to be implemented for the new cohort.

To support this transition, and to ensure we have the opportunity to fully review course performance in 2019/2020, the following interim measures are planned for this year only.

i. Course Directors are required to complete their review of the 2019/2020 academic year using the CQEM dashboard in October/November 2020. The deadline for completion of the CQEM report and action plan is 30th November 2020.

ii. The interim review meeting should be held in January/early February of 2021 with a deadline of the 28th February 2021 for submission.

iii. Board of Examiners meetings will be scheduled to take place in October, February and June of each year offering an opportunity for discussion at the meetings with External Examiners to inform the content of the CQEM reports.

iv. Student training will be offered via Academic Development throughout the year.

The main review of course performance in the 2020/2021 academic year, and from there onward will take place in July/August with a deadline for submission of the main report set as 30th September each year.

Students will be asked to contribute to either the July or February meeting recognising that there may be challenges with student availability during the summer.

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. **CQEM is an on-going process of review and development.** While there are two formal 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 Educational Strategy and Corporate Strategy 2015-2021
- Identify good practice by course teams and highlight areas for change
- Meet Professional Statutory Regulatory Bodies (PSRB) / external requirements

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A new Red, Amber, Green rating will be introduced for all courses across the Group for 2020/21 which will inform any additional support and review activity that courses will be required to undertake.

Using data provided via a new Education Dashboard, all courses will now be rated as Red, Amber or Green based on performance in the previous year. This data will be made available to the Office for Teaching and Learning and the Group Quality Unit in September and all course directors will be informed by the 30th September which category their course falls into.

- Green-rated courses will simply be required to complete the annual CQEM report and action plan.
- Amber-rated courses will require a completed CQEM report and a detailed action and improvement plan to be presented to Faculty Board for approval.
- Red-rated courses will be required to complete the CQEM report and will be referred to Project Intrepid to undertake a detailed review of the course which will include the implementation of the course development action plan. Initially the Faculty Leadership Team will consider a response to the rating which may include:
    a) A development and action plan through the CQEM process
    b) An early periodic review
    c) Discontinuation of a course if it is considered not to be viable following discussion at the Market Information and Portfolio Planning meeting.

This approach will ensure that immediate support can be made available to those courses which require it with any positive actions reflected in the current cohort.

A list of Red rated courses will be tabled at the November Boards of Study alongside any actions required by the Faculty Leadership Team.

Please note: Three Yearly reviews will only be required for those courses which have been rated as Amber or Green for three years in a row.

Figure 1 provides an overview of the CQEM process and the key stages in the annual cycle.

Key points to note within the annual cycle for 2020/21:

- October/November meeting to generate the full CQEM report (template available from https://share.coventry.ac.uk/staff/ps/OTL/Pages/CQEM.aspx). This Guidance document supports completion of the full template.
- January/February 2021 meeting is focused on updating the Action Plan in the CQEM report.
- Student engagement is an expectation in the CQEM process, students can now be invited to whichever meeting will get best engagement (see guidance notes below)

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CQEM and RAG Rating

July/August
NSS results released
Main course review Meeting
OUTPUT: CQEM report and Action Plan

September
OTL and GQU use new dashboard to RAG-rate all courses. Course Directors notified of RAG Rating for the course via FLT.

March
Any module/course changes actioned in time for MID Upload and AaRC approval deadline

September
Notification of RAG RATING: Action Plan Reviewed.

RED RAG-Rating
FLT recommend to Project Intrepid whether
• Rescue/Development plan required
• Course requires early periodic Review and major re-write
• Course to be discontinued

External examiner
Reports and Board of Examiners meetings Outcomes may inform CQEM action plans

February
AMBER RAG-Rating
Updated report and action plan submitted to Board of Study
Updated Action Plan and progress noted by Faculty Board

February
GREEN RAG-Rated
Updated report and action plan submitted to Board of Study

October
GREEN RAG-Rating
CQEM report and action plan submitted to Board of Study

October
AMBER RAG-Rating
CQEM report and action plan submitted to Board of Study
Action Plan Approved by Faculty Board

January/February
Interim Course Review Meeting
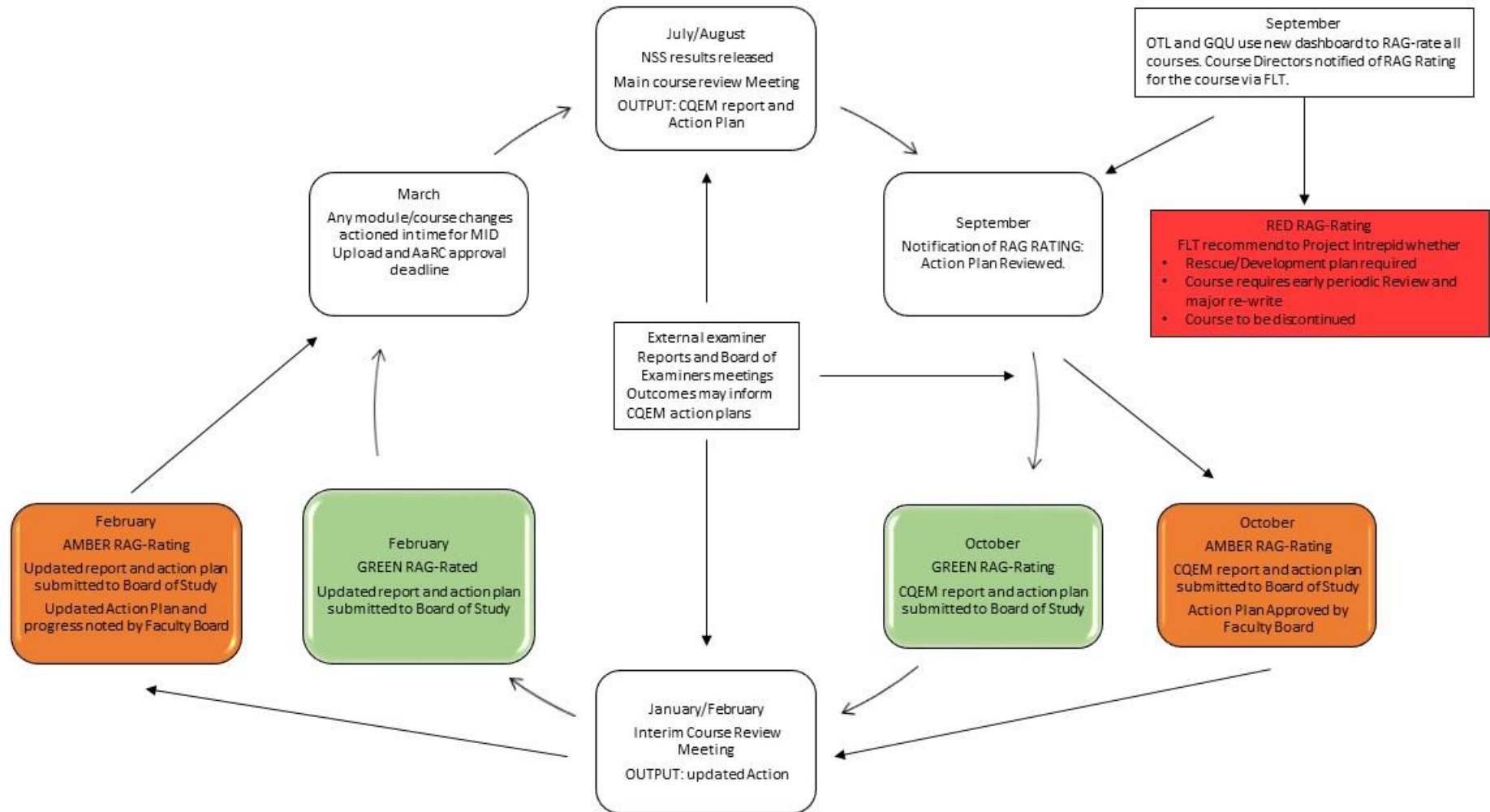OUTPUT: updated Action

Figure 1: CQEM Annual cycle (source Group Quality Unit -
https://share.coventry.ac.uk/staff/ps/Registry/qeu/Pages/Process%20Course%20Quality%20Enhancement%20and%20Monitoring.aspx)

Providing a commentary

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

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

What happens to the reports?

The full report and the updated action plans will be submitted to Boards of Study. The reports and action plan are expected to remain under continual review at cluster team meetings and Boards of Study. These Guidance notes include links to resources, which can be used by 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 modules, and their support, to be involved and contribute. Team members will include:

a) Whole Teaching team

b) Registry staff, course administration

c) Professional service support including, library, careers, employability units

d) Student representation

It is the responsibility of the Cluster Lead to ensure all team members are invited to the meetings.

Student representation
It is a University requirement for students to contribute to the CQEM cycle. In a change for 2020/21 student representatives can be invited to attend either of the two CQEM meetings, allowing teams to use the one that will be best for student engagement. Plus the representatives must be provided with a copy of the MCQEM report so they can provide a 'Student Statement' – a requirement for section 1 in the CQEM Template.

Course Directors will seek student volunteers and training will be provided by the Academic Development Team, training will be provided throughout the year. Ideally four students per course.

Further information - https://spark.adobe.com/page/WPoZ0/

Contact for student CQEM training - please email acdevunit@coventry.ac.uk

Business Intelligence Portal
Data to inform course-team discussions is available from the Strategic Planning and Analytics Office Business intelligence portal (https://insight.coventry.ac.uk/). The MEQ and CQEM dashboards will be of prime interest. While many staff will have access to this data the Cluster Lead 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 Analytics Office - https://insight.coventry.ac.uk/

Workshops are run through the year by the Strategic Planning and Analytics Office & Academic Development and requests for sessions can be directed to acdevunit@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
- One of three data update points on CQEM dashboard
- RAG rating of all courses completed by OTL and GQU

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- All Course directors notified of RAG rating for their course via ADQ.

October/November [for 2020/2021 only]
- October/November meeting held to produce full report
- Action plan items inform course changes for March MID upload

December/January
- Set date for 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
- Faculty Quality Enhancement reports are submitted to QUILT

February
- February interim CQEM meeting held and action plan updated
- November report considered by Board of Study
- School and Faculty Quality Enhancement reports are prepared

March
- Faculty Quality Enhancement reports are submitted to QUILT
- Actions requiring course changes confirmed - MID Upload Deadline

May
- Set date for 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

July/August
- NSS results released
- July/August main CQEM meeting held to produce full report
- Action plan items inform course changes for March MID upload

September
- Submission of the main CQEM report by the 31st September 2021

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MCQEM Template: Guidance Notes

Section 1

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

- External examiner feedback: response to latest external examiner report
- Student statement: students are expected to be part of the MCQEM meeting in January and so able to contribute directly to issues being raised. They are required to provide a statement that contributes their views and responds to the MCQEM report. 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.
    - See https://spark.adobe.com/page/WPoZ0/

Section 2: Module Cluster Action Plan

The 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 Pan is to be reviewed through the year. Points of review should be Boards of Study.

Example objective: each objective will have the following details.

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

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

Section 3: Review of Module Performance Indicators

This section presents key statistical performance indicators and asks teams to identify and comment on trends. The data for this section is drawn from the MEQ and CQEM dashboard. At the start of this section 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:

- Module Satisfaction – indicator obtained from MEQ or CQEM dashboard
    - Target for undergraduate and postgraduate – 90%
- Passes at first attempt – available from the modules section of the CQEM dashboard
    - Target
        - Undergraduate level 1 = 80%
        - Undergraduate level 2 = 85%
        - Undergraduate level 3 = 90%
        - Postgraduate = 90%
- Average module mark
- This section can also be used to provide an overview of the impact of the cluster of modules with respect to their intended focus (i.e. employability). Qualitative feedback could also be used to highlight good practice for example.

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Module Evaluation Questionnaire data

The MCQEM template requires course teams to:

Provide a screenshot of the aggregate results on module performance for the module cluster, available from the MEQ dashboard. Then to provide a commentary.

To generate the aggregate results chart: Select the 'MEQ by module' tab > highlight all modules (using control key > Aggregate results chart will update automatically as modules are selected

See example screen shot below:
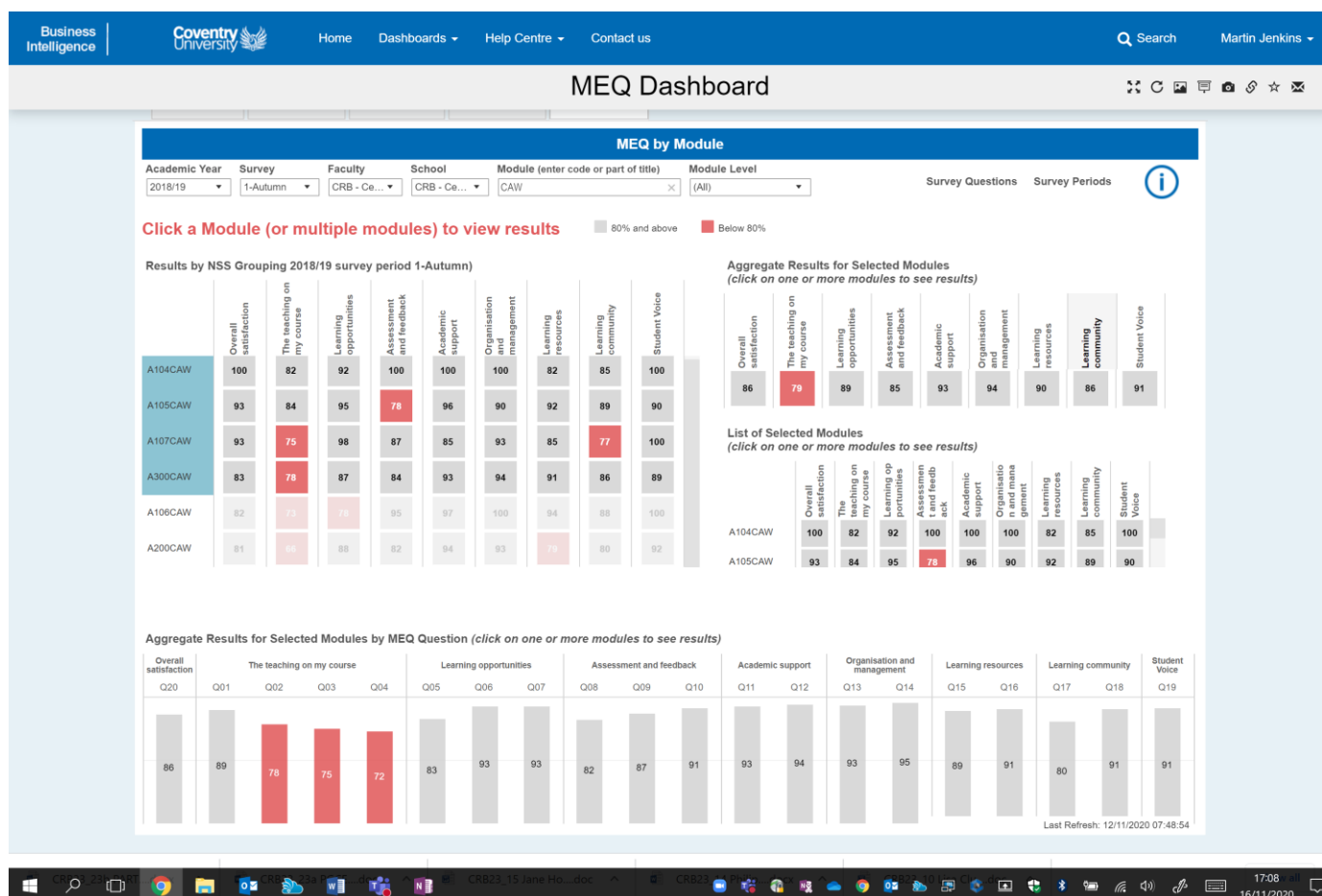
Module Performance Commentary

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

Use this section to highlight specific modules using data from either the MEQ or CQEM dashboard as appropriate.

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