

Continuous Monitoring and Enhancement Procedure

2026/27

Contents

1	Purpose of the Procedure	2
2	Defining Principles	3
3	CME Process Overview.....	4
	<i>Figure 1: CME Review Process.....</i>	<i>5</i>
	<i>Figure 2: Indicative timeline for CME process</i>	<i>6</i>
4	CME Review Structure	7
	<i>Figure 3: CME Review Structure</i>	<i>7</i>
4.1	Module Review.....	7
4.2	Programme Review	7
4.3	Subject Level Review.....	8
4.4	Faculty Review	9
4.5	Institutional Review	10
5	Accessibility	10
	<i>Figure 4: CME Process Workflow</i>	<i>11</i>

1 Purpose of the Procedure

1.1 This procedure sets out Wrexham University's approach to quality assurance and continual improvement of the quality of learning opportunities for students. It is designed to provide assurance regarding the quality and standards of academic programmes leading to sharing good practice, and to enable programme teams to respond to data in real time, identify and take actions to continuously enhance the quality and standards of the provision at the appropriate time in the year.

1.2 This approach is informed by the QAA Quality code, Advice and Guidance [Monitoring and Evaluation](#), which states:

"Monitoring and evaluation of higher education is an essential process within providers, forming a fundamental part of the academic cycle. It can, and should, look at all aspects of the higher education experience. All higher education providers are involved in course monitoring and review processes as these enable providers to consider how learning opportunities for students may be improved."

1.3 The Continuous Monitoring and Enhancement (CME) procedure enables Wrexham University to:

- Provide evidence that the standards and quality of academic provision are being continuously monitored, maintained and enhanced.
- Engage a range of stakeholders in the exercise, particularly students, collaborative partners, employers and other key stakeholders.
- Promote rigorous, critical self-evaluation of provision by programme leaders and other academic staff, with timely responses to issues/areas for improvement.
- Support the development of Welsh medium provision and explore opportunities to actively promote Welsh Language, culture and heritage through the curriculum.
- Resolve actions and make enhancements in the earliest opportunity.
- Contribute to effective quality management within academic faculties and programme teams by a live, evidenced informed monitoring process.
- Facilitate the identification and dissemination of good practice.
- Promote dialogue between academic faculties and other parts of the institution.
- Allow programme, subject, faculty and institutional oversight to identify and develop strategic improvement initiatives.
- Secure the accountability of academic faculties to Academic Board through the Quality and Standards Committee (QSC).

2 Defining Principles

2.1 CME is a key process through which academic faculties ensure that timely and appropriate action is being taken at local level in order to maintain and enhance the standards and quality of the provision (delivered both on campus and in partner organisations) for which they are responsible.

2.2 Programme teams are asked to consider and analyse evidence from a wide range of sources as and when they become available, including:

- Module Evaluation and Moderation records (MEMR) forms.
- External Examiners' reports and team responses to reports.
- PSRB (Professional, Statutory and Regulatory Bodies) reports.
- Student statistics (including recruitment, retention, progression and achievement).
- Feedback from students, including National Student Survey results, student evaluation of module questionnaire (SEM), student voice forums (SVFs), and recommendations made as a result of an investigation of any formal student complaints.
- Outcomes of quality assurance exercises such as programme validation and revalidation, including any panel recommendations.
- Feedback from employers and other stakeholders.
- Issues arising from collaborative arrangements.
- Welsh Language, Heritage and / or Culture which may be raised through a variety of sources.

2.3 The programme action plan is the focal point for the programme team to monitor the health of the programme, informed by relevant data when they are available. Programme Teams are responsible for the programme action plan and have it reviewed and discussed at monthly programme team meetings, with programme leaders driving the review process.

2.4 Each programme monitoring and enhancement report will be finalised at the end of academic year by the Programme Leader for subject level review and faculty scrutiny, which provides opportunities for sharing good practice and identifying common themes and issues to be escalated to the University via the Quality and Standards Committee (QSC).

3 CME Process Overview

3.1 The CME process is a 'live', evidence informed process with ongoing reflections from programme teams and actions identified and resolved at the earliest opportunity. The key feature and benefit of CME is that programme teams are able to respond to evidence and feedback as and when the need arises so that enhancement actions can be addressed in a timely fashion.

3.2 Enhancement actions identified from the previous academic year will be reviewed at monthly programme team meetings and new actions in response to internal or external feedback will be added and reviewed as an ongoing continuous process. Once an action is completed the action should remain on the action plan for a minimum of twelve months to report on the impact on the action.

3.3 A reflective report will be finalised by the end of the academic year highlighting themes, areas for development and areas of good practice for wider dissemination. The Action Plan will be reviewed and updated for the next academic year by programme teams.

3.4 The CME Action Plan is a live document that can be updated throughout the academic year to evaluate performances and record actions to enhance learning and teaching quality and student experiences.

3.5 Programme teams should use the quantitative and qualitative data identified in Table 1 as their sources of evidence to inform their CME Action Plan on a continuous basis.

- Academic Partners will be responsible for maintaining and sourcing the relevant data through their own processes.

Figure 1: CME Review Process

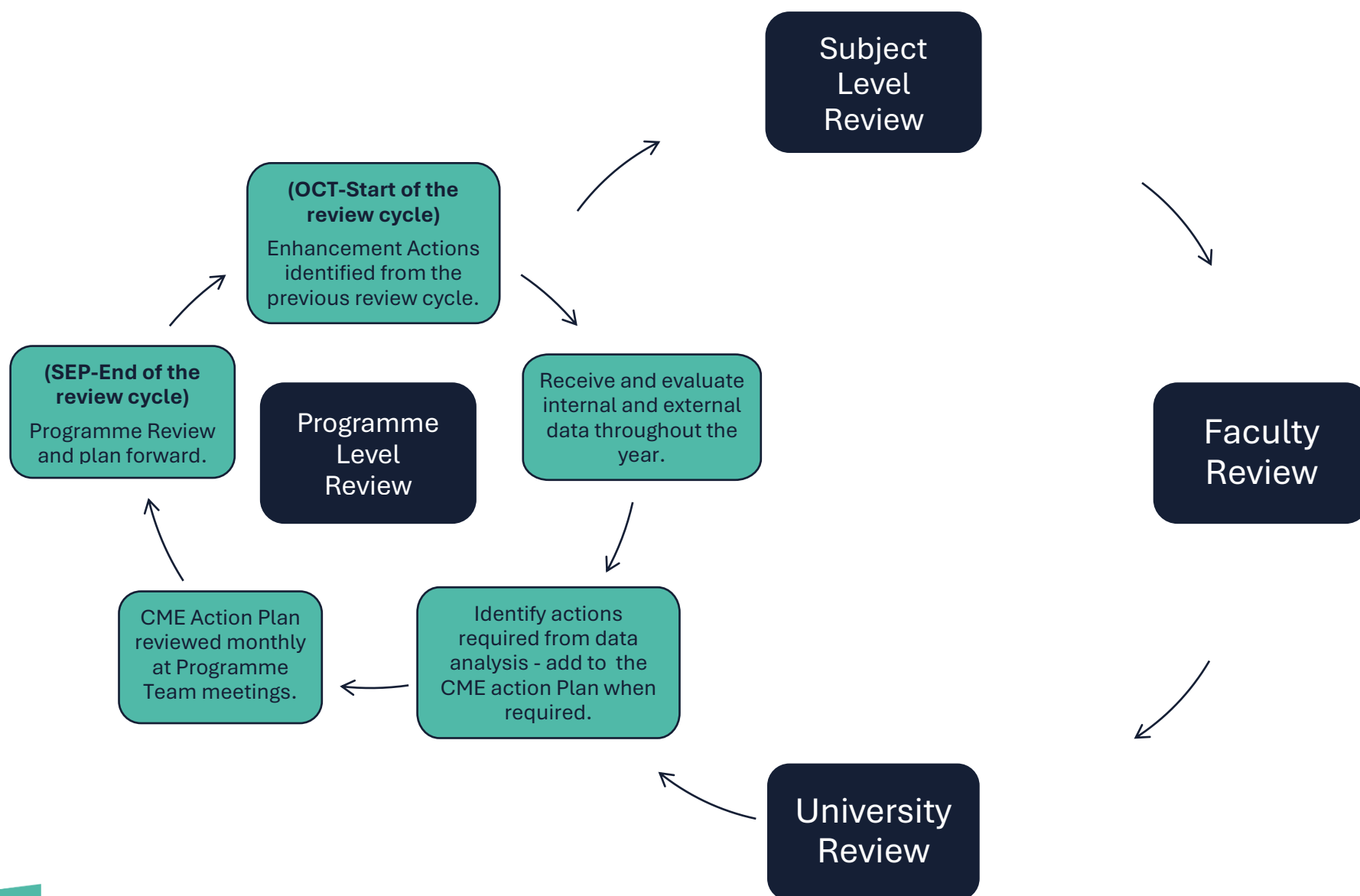


Figure 2: Indicative timeline for CME process

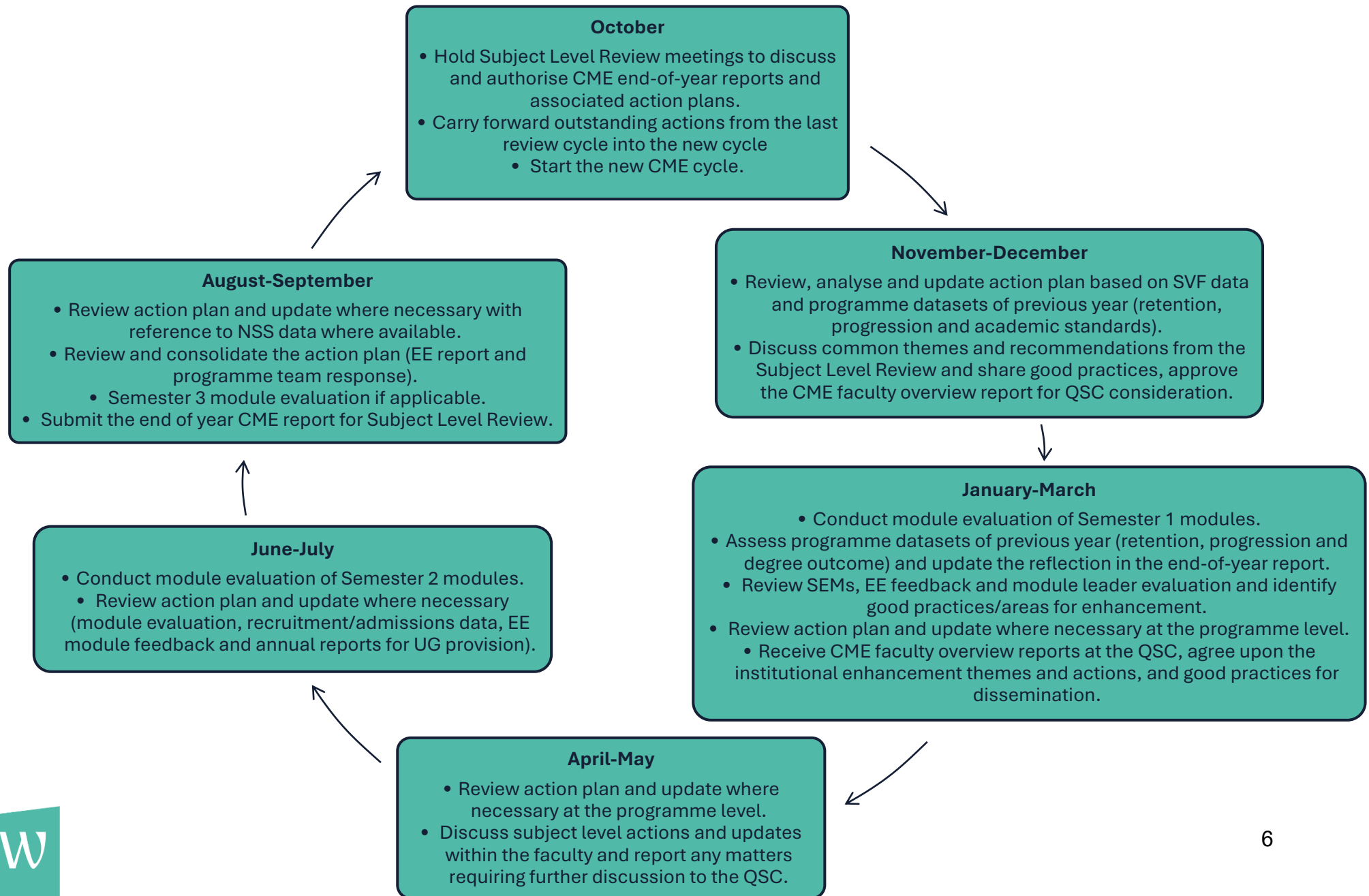


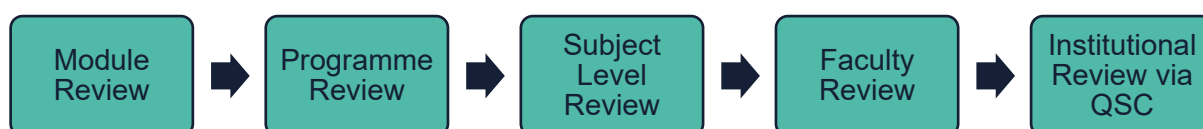
Table 1: Data Sources

CME Section	Data Source	Location	Timing
Recruitment	Recruitment / admissions report	Available to Admission Tutors	- Routine report from October for UG full time programmes. - Routine report from February for PG or part time programmes.
Programme development, delivery and assessment	Re-validation /validation recommendation	Held by Programme teams	Throughout the year
	External Examiner feedback	Held by Programme teams	July for UG report, Sept for PG report
	Student feedback (SVF, SEM, NSS)	SVF minutes on Student Portal; SME results on Moodle; NSS results are available via circulation / Teams site	SVF-Oct/Nov, Mar/Apr; SEM-end of semester; NSS-July
	MEMR	Programme Teams site	End of each semester
	First time module pass rate	WU Reports and Dashboards	Following Assessment Board
Retention / progression / Academic Standards	Key programme performance indicators	WU Reports and Dashboards	Jan/Feb for previous year's datasets
	MEMR	Programme Teams site	End of each semester
External Feedback	External Examiner report	Held by programme teams	End of Jul-UG report; Sept-PG report or extended academic year delivery
	Employer/ Placement provider feedback	Industrial Liaison group meeting minutes or informal feedback held by programme teams	As and when
	PSRB reports (if applicable)	Held by programme teams	As and when
	Quality Assurance Agency (QAA) review panel	Held by programme teams	As and when
Student Feedback	SVF minutes	Available on the students portal	SVF-Oct/Nov, Mar/Apr
	SEM qualitative results	Available on Moodle	End of semester

CME Section	Data Source	Location	Timing
	NSS results	Staff Intranet	July
	Recommendations from students' formal complaint cases	Held by programme teams	As and when
Learning resources	Staff feedback	Held by programme teams	As and when
	Student feedback	Held by programme teams	As and when
Employability	Graduate outcome data or other employability related data	Staff Intranet	August
	Employer/EE feedback	Held by programme teams	As and when
	Student feedback	Held by programme teams	As and when
Research informed curriculum	MEMR/internal feedback	Programme Team's site	End of each semester

4 CME Review Structure

Figure 3: CME Review Structure



4.1 Module Review

4.1.1 At Module Level, Module Leaders are responsible for identifying strengths or issues related to the module content, learning and teaching methods, and assessment strategy. Module leaders will complete the module evaluation based on students' performances and complete the action plan on a continuous basis when required.

4.2 Programme Review

4.2.1 **Programme Leaders** are responsible for working with module leaders to complete the CME action plan and the end-of-year report, discussing and reviewing the action plan at monthly programme team meetings, following up the enhancement actions according to the set timeline and flagging faculty or institution wide issues through subject level meetings or by reporting them to the Associate Dean for further consideration by the Faculty or the University.

4.2.2 Academic Links are responsible for supporting staff in partner organisations in reviewing and tracking action plans on continuous basis and completing the end-of-year CME report for programmes that are delivered collaboratively.

4.2.3 Programme Leaders based in partner organisations are responsible for compiling the CME action plan and the end-of-year report and sending to the Academic Link at Wrexham University for consideration alongside “home” programmes. Partner providers will be expected to run their own programme team meetings and keep Academic Links updated with the progress of key issues and action statuses, and any actions required from Wrexham University. If a Partner has not provided the required documentation by the set deadline the Partnerships Quality Manager and Partnership Office will be informed and the lack of submission will be included in the agenda for the upcoming Strategic Oversight Group meeting with the partner. If this does not resolve the outcome, the lack of submission will be raised to the Academic Partnerships Committee and will be reflected within the Partner Risk Management process.

4.3 Subject Level Review

4.3.1 The purposes of subject level review meetings are:

- To ensure that there is self-critical and focussed attention to all aspects of programme operation and delivery, the academic standards of the provision, and the quality of learning opportunities available to students.
- To ensure that there has been appropriately rigorous consideration of all aspects of programme performance as evidenced by the data provided to support the CME process.
- To promote internal debate of the key issues relating to the quality and standards of the provision, including the identification of good practice.

4.3.2 The subject level review meeting minutes should include:

- The titles of the programme for which reports have been received (and also which reports are missing and what action is being taken to ensure they are produced and the mechanism for them to undergo Faculty-level scrutiny).
- Confirmation that the reports have been accepted and authorised as presented.
- Detail of any that are to be revised and resubmitted.
- A discussion of any common themes across the subject area that emerged at the meeting.
- The key issues raised in discussion and what action is to be taken by the programme teams.
- The key issues that programme teams wish to highlight to the Faculty for further discussion/action.
- Examples of good practice that the Faculty may wish to disseminate and share.
- Issues or concerns in relation to the academic standards of the provision.

- Issues or concerns in relation to the quality of learning opportunities as discussed in panel meetings or indicated by supporting data evidence.

4.3.3 The Quality and Regulations Team will organise and minute subject level review meetings.

4.3.4 The Associate Dean for each subject, or their nominated representatives (such as Principal Lecturers or Subject Leads) is responsible for reviewing and approving CME reports within their subject area. They are also responsible for ensuring that action plans are regularly reviewed and updated, and complete the mid-year subject-level CME action plan review, confirming compliance and highlighting any issues or good practices.

4.3.5 Faculty Deans are asked to ensure that an opportunity for a holistic overview of CMEs across the full Faculty is provided.

4.3.6 Collaborative partnerships will have the opportunity to contribute to the subject level review meetings and faculty CME review via the Academic Link and the Partnerships Quality Manager.

4.3.7 The Associate Deans or nominated representatives are responsible for coordinating and conducting subject level review meetings, ensuring that all required amendments arising from the subject level reviews are completed and all reports are approved within the review cycle.

4.4 Faculty Review

4.4.1 Deans of Faculty are responsible for ensuring that CMEs are satisfactorily produced for all provision delivered by the Faculty. They are also responsible for ensuring that appropriate action is being taken at programme and subject level to maintain and enhance the quality of provision, and for ensuring that actions outside the control of subject teams is identified and referred to the QSC.

4.4.2 The Faculty Leadership Team is responsible for considering key issues relating to the quality and standards of the provision, including:

- Identifying examples of good practice and sharing them across teams.
- Agreeing actions that are to be carried out at Faculty level and actions to be referred upwards to the QSC.
- Identifying common themes arising from the review.
- Being assured that all CMEs for the Faculty have been completed and that action plans effectively address the key issues.
- Reviewing and Monitoring action plan updates.
- Ensuring that any CMEs not submitted are subsequently received and approved by the Associate Dean or nominated representatives (Principal Lecturers or Subject Leads).

4.4.3 As part of the ongoing process, the CME action plan is reviewed at the programme level, and any emerging issues are reported to the Faculty for consideration and, where necessary, further escalation to the QSC.

4.4.4 The Faculty will submit the CME Faculty Overview report to the QSC following subject and faculty reviews, highlighting common themes and recommendations. They will also complete a CME mid-year subject level review to confirm that all programme teams are regularly reviewing and updating their action plans, with any significant issues or good practices highlighted to the QSC.

4.5 Institutional Review

4.5.1 Upon receiving the Faculty CME overview reports, QSC confirms that the continuous programme monitoring and enhancement process is complete.

4.5.2 The Quality and Regulation Team will produce a CME Institutional Report that presents cross cutting areas identified within the Faculty Overview Reports. The report will note where work is already ongoing to address the areas identified and where work is not already ongoing it will be the responsibility of the Quality and Standards Committee to consider the recommendations and on how the work should be taken forward to ensure that all institutional areas identified are considered and where appropriate actioned.

5 Accessibility

5.1 Wrexham University strives to be a supportive and trauma-informed university in the design and operation of all our processes and procedures. If you need adjustments to access this procedure or have any other comments to make on the accessibility, wording or any part of this procedure, please do email us on quality@wrexham.ac.uk.

Figure 4: CME Process Workflow

