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## 7 Educational Monitoring and Enhancement Process (EME)

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### 7.1 Introduction

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7.1.1 The **Educational Monitoring and Enhancement (EME)** process is an ongoing process of review and reflection which informs action planning, development and enhancement. The process is owned and driven within the faculties, at the department/ school level, by those with responsibility for the delivery of learning and teaching.

7.1.2 As a key University quality assurance mechanism, it encompasses all taught provision and draws together other monitoring and assurance mechanisms into one place. Departments/schools are expected to be able to respond meaningfully and effectively to evidence/ feedback as needed; the EME process is designed to facilitate this. Students, and the programmes, will benefit from this immediate action and enhancement, and the EME process will evidence this proactive approach.

7.1.3 The underpinning principles of the EME process are:

- To support departments/ schools and faculties in year-round planning and enhancement;
- To support staff in maintaining the academic quality and standards through a risk-based approach;
- To be embedded as part of the core activity of managing and overseeing provision with ownership at the departmental/ school level;
- To be data-driven with Key Performance Indicators directly linked to University level KPIs and those of external regulators;
- To align and contribute to other University planning activities;
- To be easily adaptable to internal and external requirements;
- To reduce administrative burden, and duplication of work, for academic colleagues; and
- To clearly identify roles and responsibilities for the processes of data retrieval, action planning, accountability, and follow-up of action plans.

7.1.4 The EME process includes all undergraduate (UG) and postgraduate (PG) taught provision delivered by the university, and all collaborative and campus delivered provision. This includes where there are multiple delivery pathways of a programme (for example, apprenticeship programmes or those with January start dates). Programmes that are closed to recruitment should also be considered within the process to ensure appropriate support for the remaining students.

7.1.5 There are three strands to the EME process that run concurrently and combine at the department/ school level:

- 1) Middlesex University internal EME (Hendon) (section 7.2);
- 2) Middlesex University Collaborative Partners (section 7.4); and
- 3) Middlesex University overseas campuses (section 7.5).

## 7.2 University Educational Monitoring and Enhancement (EME) Procedure

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### Overview

7.2.1 The EME process is an in-depth analysis and reflection of provision held at the department/ school and programme level, underpinned by key internal and external stakeholder input (including external examiner and student feedback), and appropriate data: such as admissions/ enrolments, student continuation and achievement, cohort demographic characteristics, graduate destinations and student satisfaction.

7.2.2 There are two parts to the EME process which are explained in more depth below:

- 1) **Continual action planning process** in response to data and evidence.
- 2) An **annual reflective reporting point** to the University via AQS and the Learning and Teaching Committee.

7.2.3 Both of these are conducted in the first instance at the department/ school level. The output of EME from each department/ school will be 1) a 'live' EME Action Plan which is added to and updated throughout the year, and, 2) an annual reflective EME Reporting point (in the form of an annual meeting) that provides context to the action plan document. These will be reported on to the University Learning and Teaching Committee at the reporting point in the year.

### Continual Action Planning Process

7.2.4 Core datasets that trigger the EME action planning process will be released as they are available throughout the year. The data released will be reflective of the regulatory landscape and OfS requirements. Data will be published on Tableau and faculties notified as, and when, it is available. Broadly, the data used will reflect the student lifecycle:

- 1) Student recruitment data
- 2) Continuation (Dec- Dec) data
- 3) UG/PGT Awards data
- 4) Student Surveys (NSS; Postgraduate student survey) (via the CAPE Student Engagement Team)
- 5) Graduate employability data (via the Employability Team)

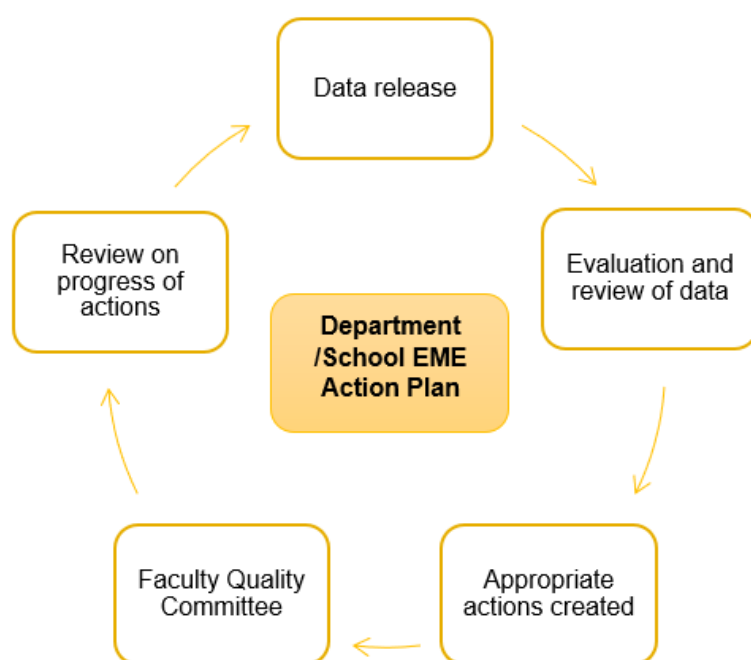
7.2.5 Student cohort characteristic data will be available under the datasets above where appropriate.

7.2.6 Additional evidence to be reflected upon through the EME process should include collaborative partner EMERs, campus EME, student feedback, PVGs, external examiner reports and employer feedback (as appropriate). Departments/

schools are responsible for the inclusion of any additional specific data sources they require. See LQEH Guidance 7iv Evidence Sources for Educational Monitoring and Enhancement for further information on where data and evidence can be found.

7.2.7 Data being released is the prompt for departments/ schools to review and consider their EME Action Plan. There are a minimum of three designated action planning points through the year. **Figure 1** outlines the continual process of updating action plans.

**Figure 1: Continual Cycle of Updating EME Action Plans**



7.2.8 Actions should be the key priorities that are identified from reviewing the datasets and evidence. They should be written to focus on addressing particular issues, and may be proactive, laying out plans for future enhancements or developments.

7.2.9 Actions are not necessarily the sole responsibility of the department/ school. Actions may reside in collaboration with other departments/ schools, at the faculty level, or with Professional Services. The Faculty Quality Committee plays a crucial role in discussing and agreeing any actions that are not the direct responsibility of a department.

7.2.10 The Faculty Quality Committee is to regularly receive the EME Action Plans to give inter-faculty level oversight, peer review and input, to the department's/ school's EME. This should occur a **minimum of three times a year after key data release points**.

## Process schedule

7.2.11 The EME process aligns with the University Unit Planning monitoring and reporting procedure. Key EME activities with data release points are described in **Table 1** below. Action planning activity should occur after the latest set of data has been released. Note that other evidences (EE reports, postgraduate student surveys, PVGs, programme surveys) occur throughout the year. Faculties are provided with an EME schedule for the year that aligns the EME and data review points to their quality committee dates.

**Table 1: Indicative EME Key Activities**

*Note dates may be subject to change due to data release dates and committee dates moving, AQS will communicate any changes to the below.*

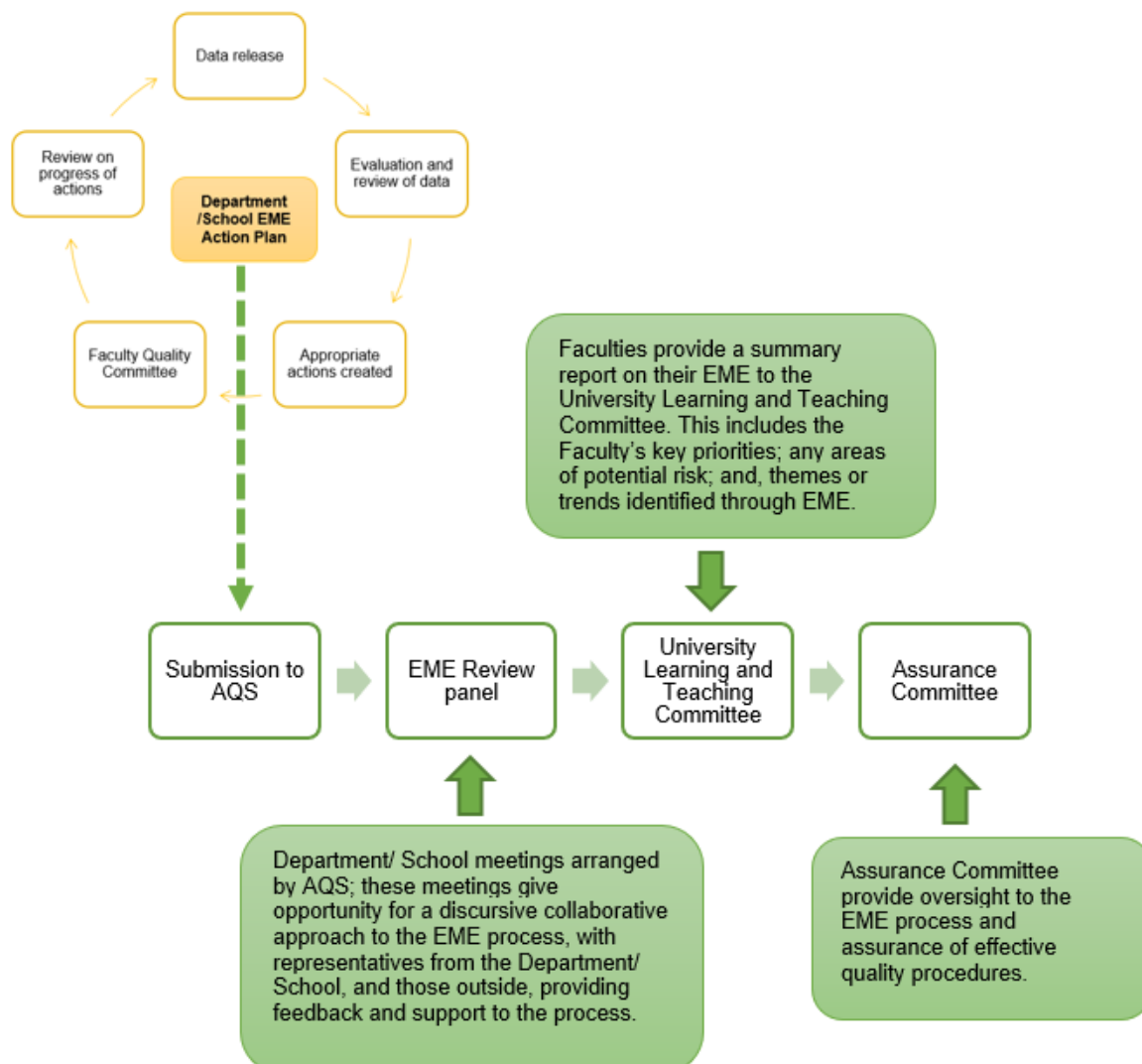
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| <b>October</b>   | <ul style="list-style-type: none"> <li>The standard deadline for Collaborative Partners EMERs to be submitted to AQS is: <b>13 October 2023</b>.</li> <li>University Link Tutors are required to provide their feedback within the report. Any significant matters of concern should be brought to the attention of the Head of Department/ School Academic Dean / Deputy Dean (Quality Enhancement &amp; Development) and if needed actions should be added to the department /school action plan.</li> </ul> |
| <b>November</b>  | <ul style="list-style-type: none"> <li>The datasets for PGT/UG Awards are released.</li> <li>Term 1 PVG meetings held</li> </ul>   |
| <b>At this point in the year the Faculty Quality Committee should review the EME action plans</b>  |  |
| <b>December</b>  | <ul style="list-style-type: none"> <li>The datasets for new enrolments (Sept) and Continuation (December – December) are released.</li> </ul>  |
| <b>February</b>  | <b>Faculty Quality Committee should review the EME action plans prior to the submission to AQS</b>   |
| <b>March</b>   | <ul style="list-style-type: none"> <li>EME Review meetings will be held for each department/ school during March. This meeting will inform the faculty EME summary reports. AQS will schedule and Chair the meetings.</li> <li>Term 2 PVG meetings held</li> </ul>   |
| <b>April</b>   | <ul style="list-style-type: none"> <li>The datasets for new enrolments (Jan) are released.</li> <li>The datasets for PGT Awards are updated</li> </ul>   |
| <b>At this point in the year the Faculty Quality Committee should review the EME action plans.</b> |  |
| <b>May</b>   | <ul style="list-style-type: none"> <li>The University Learning and Teaching Committee will receive summary reports of the EME from the faculties.</li> <li>Collaborations Sub-Committee receive Faculty summary of findings from Collaborative Partner EMERs</li> </ul>  |

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| <b>June</b>             | <ul style="list-style-type: none"> <li>The datasets for Graduate progression/ destinations released.</li> </ul> |
| <b>July/<br/>August</b> | <ul style="list-style-type: none"> <li>The datasets for NSS and PTES are released.</li> </ul>                   |

## EME Review Meeting

7.2.12 Once a year, every department/ school is expected to submit to AQS their EME action plan and attend a department/ school EME review meeting. This reporting point provides context to the EME Action Plan that is updated throughout the year. **Figure 2** outlines the yearly reporting process alongside the action plan process. This reporting process occurs once a year towards the end of the Academic year cycle (March – May).

**Figure 2: The EME Annual Reflective Reporting Point**



7.2.13 EME Review meetings will be held for each department/ school after the EME paperwork has been submitted to AQS; these meetings give opportunity for a collaborative approach to the EME process, with representatives from the department/ school, and those outside providing feedback and support to the process.

7.2.14 Meetings will be arranged to suit the different structures/ needs of the faculty/ departments. The key attendees for the meeting will be:

- Director of AQS – Chair
- Deputy Dean (Quality Enhancement & Development)
- Head of Department/ Heads of School, and Directors of Programmes as appropriate
- Director of Learning, Teaching and Student Experience, CAPE
- Representatives from AQS/CAPE as appropriate

7.2.15 The EME submission will inform discussion at the meeting. The meetings will provide context to the EME Action Plans and will focus on performance. The EME review meeting gives opportunity for the department/ school to discuss key actions, barriers, strategic developments or enhancements that have been identified to be taken forward. Departments/ Schools will be asked to comment on their progress to meet the actions they have identified throughout the year. We encourage departments/ schools to describe aspects of their learning and teaching practice they are proud of. AQS will concentrate on the implementation of the quality process, and discussion from CAPE will focus on the support to be offered for development and enhancements. The Deputy Dean (Quality Enhancement & Development) present at all meetings for their faculty, will provide a strategic oversight into the EME.

### **Student engagement in EME**

7.2.16 At a department/ school level, student feedback (PVGs, surveys, NSS and informal feedback received) should feed into the EME action planning process on a continual basis. It may be appropriate for some areas to implement separate NSS action plans where low scores or a particular area of focus has been identified.

7.2.17 The University NSS Task group has oversight of University-wide NSS priority actions and subject areas for enhancement.

7.2.18 The NSS should be discussed at Programme Voice Groups (PVGs) in term one. Student input on the NSS action planning and response to employability data is considered to be particularly important when responding to the data. Departments / Schools will be asked to comment on whether/ how they have incorporated the student voice within their annual EME Report.

## 7.3 Roles and Responsibilities for EME

7.3.1 The roles and responsibilities of various members of staff, committees and services involved in initiating and managing the EME process are described in Tables 2 - 5 below.

### Roles and responsibilities for EME process:

- Hendon Faculties – Table 2
- Campus and Collaborative Partners – Table 3
- Professional Services – Table 4
- University Committees – Table 5

**Table 2: Hendon Faculties**

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| <p><b>Faculty Deputy Dean (Quality Enhancement &amp; Development)</b></p> | <p>The Faculty Deputy Dean (Quality Enhancement &amp; Development) is ultimately responsible for the engagement with EME requirements, and completion of the EME process within their faculty, and consequently the submission of the annual EME Reports.</p> <p>The EME process allows the Deputy Dean (Quality Enhancement &amp; Development) to:</p> <ul style="list-style-type: none"> <li>• Identify themes and issues of faculty/ departmental wide concern</li> <li>• Steer and contribute to development of actions at faculty level</li> <li>• Support implementation of actions identified at the department/ school level EME (for example, liaising cross-faculty or supporting discussions with professional services)</li> </ul> <p>The Deputy Dean (Quality Enhancement &amp; Development) should summarise the faculty EME discussions and concerns, to produce a summary report for the University Learning and Teaching Committee that reflects:</p> <ul style="list-style-type: none"> <li>• Key priorities/identified risks for the faculty,</li> <li>• Faculty discussions on University priorities,</li> <li>• Key follow-up actions, and</li> <li>• Examples of best practice.</li> </ul> <p>The faculty EME summary report is completed and submitted to the Learning and Teaching Committee by the Deputy Dean (Quality Enhancement &amp; Development) to confirm that it has been considered and approved by the faculty Management Team and relevant Quality Committees.</p> <p>The Deputy Dean (Quality Enhancement &amp; Development) should also use the department/ school EME, the University Link Tutors and the collaborative partner EMERs to summarise the</p> |
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|   | <p>faculty Collaborative partner EME activity and produce a summary report for the University Collaborations Sub-Committee.</p>  |
| <p><b>Head of Department/<br/>School (HoD)<br/>/ Director of Programmes<br/>(DoP)</b></p> | <p>The Head of Department has delegated responsibility to ensure the completion of the departments' EME process; this includes the completion of any Collaborative Partner EME Reports aligned to the department.</p> <p>The HoD / DoPs is responsible for keeping their department action plan up-to-date in response to incoming data, student feedback, changes in planning, or other evidence, so the most recent available version is always current.</p> <p>In practice, the HoD and the DoPs are expected to 1) work together throughout the year to review/assess data and coordinate action planning as data is released, and 2) to complete the department-level EME Report and then present their EME at the EME review panel meeting.</p> <p>The process should be undertaken collaboratively, the HoD and DoPs will liaise with academic staff responsible for specific disciplines and/or programmes, involving relevant staff at all campuses and University Link Tutors for collaborative provision, as appropriate.</p> <p>The HoD and DoPs will receive notifications (from AQS) when the necessary datasets have been published, and are responsible for the subsequent review, action planning and presenting of this to the Faculty Quality Committee.</p> <p>The HoD / DoPs are responsible for submitting required completed EME paperwork to AQS by the deadlines provided.</p> <p>The HoD /DoPs will contribute to the faculty EME summary report as appropriate.</p> <p>The HoD / DoPs should contact AQS/Strategic Planning and Insight Team as soon as possible if there are any errors in data, or problems with completion of the EME.</p> |
| <p><b>Faculty Quality Committees</b></p>  | <p>The Faculty Quality Committees are expected to regularly receive the EME action plans to:</p> <ul style="list-style-type: none"> <li>• Ensure engagement with quality assurance processes, from an institutional, management, operational and Professional Service perspective including collaborative and campus provision</li> <li>• Ensure appropriate peer-review and input to department/school EME processes</li> <li>• Monitor and ensure effective progress of action planning</li> <li>• Ensure that risks have been appropriately monitored and actioned</li> </ul>   |



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|  | <ul style="list-style-type: none"> <li>• Identify issues that need addressing at the faculty or professional service levels</li> <li>• Identify any pockets of good practice to be highlighted</li> <li>• Ensure EME discussions are recorded appropriately in the minutes</li> </ul> |
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**Table 3: Campus and Collaborative Partners**

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| <p><b>Campuses<br/>(Dubai;<br/>Mauritius)</b></p> | <p>Middlesex University overseas campuses are required to complete the EME process for each programme, or cluster of programmes they deliver.</p> <p>The campus processes are being revised from 2023-24 onwards and aim to mirror the Hendon based process. Each department/ cluster will maintain a continual EME action plan, updating and adding actions throughout the year, from a review of student datasets that are appropriate for each campus and held internally by the campus.</p> <p>These EME action plans will be monitored internally at the campus, through the relevant quality assurance structures in place. Reporting into Hendon will be via an annual campus level EME Review meeting and reporting upwards to University level Assurance Committee.</p> <p>Departments/ Deputy Deans (Quality Enhancement &amp; Development) will be provided with the campus EMEs as part of the University EME process. Any significant issues/ risks will also be addressed within the relevant University department's EME submission.</p>  |
| <p><b>Collaborative<br/>Partners</b></p>          | <p>All Middlesex University Collaborative Partners are required to complete an Educational Monitoring and Enhancement Report (EMER) as a quality assurance process, this is one of the conditions of the Partnership Contract and the Memorandum of Cooperation(s).</p> <p>The reports are authored by the Institution Link Tutor with University Link Tutor input as appropriate to the nature of the partnership (franchised, joint or validated).</p> <p>The report templates, guidance and deadline notification are sent annually by AQS to Institution Link Tutors for completion.</p> <p>Partners should ensure EMERs are considered at their institution committees concerned with academic quality and standards, and at partner institution Programme Voice Groups, or equivalent, with comments minuted for action.</p> <p>Collaborative Partner EMERs are included as part of the evidence base for the University Educational Monitoring and Enhancement (EME) process at the department/ school/ faculty level whereby the University Link Tutors will be expected to support the consideration of partner activity.</p> |

Contact details: [AQSPartners@mdx.ac.uk](mailto:AQSPartners@mdx.ac.uk)

**Table 4: Professional Services**

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| <p><b>Academic Quality Service</b></p>                        | <p>AQS oversee and manage the implementation of the Educational Monitoring and Enhancement (EME) processes including:</p> <ul style="list-style-type: none"> <li>• Coordination of the Hendon EME process with individual departments and faculties.</li> <li>• Liaison with MDX Strategy &amp; Insight Team for the production of EME datasets and publication of tableau dashboards.</li> <li>• Coordination of the Collaborative partner EME Report process including collation and distribution of reports.</li> <li>• Coordination of the campus EME Report process including collation and distribution of reports.</li> <li>• Ensuring all templates and guidance documents are developed, and available for all required elements of the EME process.</li> <li>• Scheduling and Chairing the department EME Review meetings.</li> <li>• Providing ongoing support, training and guidance to all relevant academic members of staff involved in the process including campuses and collaborative partners.</li> <li>• Ensuring the ongoing effectiveness and continual maintenance of the EME process.</li> <li>• Reporting to Faculty Quality Committees as appropriate.</li> <li>• Reporting to University Committees – Assurance Committee, Collaborations Sub-Committee and Learning and Teaching Committee as appropriate.</li> </ul> <p>AQS can be contacted about EME Procedures via the Quality Manager (Quality Monitoring) at: <a href="mailto:AQSPartners@mdx.ac.uk">AQSPartners@mdx.ac.uk</a></p> |
| <p><b>Strategy &amp; Insight Team (Marketing)</b></p>         | <p>The Marketing Department’s Strategy and Insight team provide core datasets and KPI development, to inform the EME process. They also build the Tableau dashboards for departments to access this data.</p>  |
| <p><b>Centre for Academic Practice Enhancement (CAPE)</b></p> | <p>CAPE will be part of the Department/ School EME Review meeting and their focus is on the support to be offered for teaching practice development and student support either through the business partners, or as an institution-wide mechanism.</p> <p>CAPE will also identify and support the implementation of best practice across the University.</p>   |

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| <b>Student Engagement and Enhancement Team (CAPE)</b> | <p>CAPE's Student Engagement and Enhancement team oversee and manage the NSS, PTES and other student survey processes.</p> <p>The Student Engagement and Enhancement team can be contacted via their email at: <a href="mailto:agsengagement@mdx.ac.uk">agsengagement@mdx.ac.uk</a></p> |
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**Table 5: University Committees**

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| <b>Learning and Teaching Committee</b> | <p>The Learning and Teaching Committee is responsible for oversight of the learning and teaching practices for the University.</p> <p>The Learning and Teaching Committee receive EME summary reports from the faculties in May. The University Learning and Teaching Committee will have a strategic level of maintenance for the process.</p>  |
| <b>Assurance Committee</b>             | <p>The Assurance Committee is responsible for oversight of the implementation of the quality assurance EME process.</p> <p>The Assurance Committee receives and discusses the annual overview report that details how the process was conducted and makes recommendations to implement going forward.</p> <p>The Faculty Quality Committees report to Assurance Committee.</p>   |
| <b>Collaborations Sub-Committee</b>    | <p>The Collaborations Sub-Committee is responsible for oversight of partner EMER activity, significant issues relating to provision at the partners are reported here.</p> <p>They receive regular statistical reports on the receipt and completion of partner EMERs. Cases of non-submission are escalated to the Collaborations Sub-Committee if required for decisions regarding instigating Institutional Review.</p> <p>The Collaborations Sub-Committee receives and discusses the annual analysis report on the partner EMER process from AQS and faculties prepare collaborative provision summary reports.</p> |

## 7.4 Collaborative provision

### Collaborative Partners (Validated, Joint and Franchise)

7.4.1 All Middlesex University Collaborative Partners are required to complete an Educational Monitoring and Enhancement Report (EMER) as a quality assurance process, this is one of the conditions of the Partnership Contract (Section 6) and the Memorandum of Cooperation(s). Non-submission of an EMER could indicate a lack of partner engagement with quality assurance processes, and suggest that the partner is not discharging its responsibilities appropriately.

7.4.2 Non-submission of an EMER may lead to Institutional Review (See LQEH Section 5) and ultimately may result in Middlesex University suspending student registrations or withdrawing from the partnership.

7.4.3 EMERs are a tool to monitor the quality of provision and consider enhancements and developments for the future using qualitative and quantitative data from the student cohort. The EMERs are authored by the Institution Link Tutor (ILT) and the University Link Tutor (ULT). The ILT is to send the EMER to the ULT who is required to complete the ULT feedback section prior to submission to AQS. For further information please see LQEH guidance documents:

- Guidance 7i Writing EMERs provides guidance on the purpose of the EMER, support for completing the report, as well as details of the non-submission process.
- Guidance 7ii Considering Data and Evidence gives guidance on what areas to consider during the process and the creation of appropriate actions.
- Guidance 7iii Example Completed EMER is a mocked-up example of a completed EMER.

7.4.4 Collaborative partner EMERs are considered by ULTs, Heads of Department, and/ or Deputy Deans (Quality Enhancement & Development) who evaluate the effectiveness of the provision and identify any risks in terms of academic standards and/ or the quality of education provided to students. Any significant issues/ risks will be addressed within the resulting University department/ school's EME.

7.4.5 Each year, collaborative partners will receive information from the AQS Partnerships and Monitoring team about the EMER cycle, and deadline, along with the template for them to complete. This will be sent to all partners during the Summer period.

7.4.6 For 2023-24, the standard deadline for submitting EMERs to AQS is by **13 October 2023**.

7.4.7 Alternative deadlines may be agreed with the Quality Manager (Quality Monitoring), AQS in exceptional circumstances. **Such arrangements should be agreed in advance of each monitoring cycle.**

### **Accreditation Partner Annual Monitoring Reports (AMR)**

7.4.8 Middlesex University Accreditation partners are required to complete an annual monitoring report (AMR) as a condition of their ongoing Accreditation. This is included in Accreditation partners' Memorandums of Accreditation (section 4.b). The AMR is to report on the Accreditation courses activity over the previous academic year, reflecting on participant recruitment, assessment outcomes, maintaining the appropriateness of the learning resources and considering appropriate actions for the

following year. It is to be completed by the Accreditation partner with support from the University Accreditation Link Tutor.

7.4.9 Accreditation Partner AMRs will be received by the appropriate faculty Committee for Accreditation. Accreditation partners will receive information about the AMR, and deadline, at the beginning of the year along with the template for them to complete.

## **7.5 Overseas campuses**

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*Changes are being made to the overseas campus EME processes for implementation 2023-24. The detail of the processes is still in development and will vary slightly between the campuses, please see below for the overarching process*

7.5.1 EME is required for each programme, or cluster of programmes, running at all Middlesex University overseas campuses. The EME output will be a series of Action plan documents that will be held by each campus Department/programme cluster,

7.5.2 EME Action plans will be reviewed and updated through the year as relevant student data and evidence becomes available. Actions will be created in response to the areas identified from the data as being of concern and/or development as the data is released. EME Action plans will be monitored at the campus through the internal quality assurance structures, for oversight and input where needed.

7.5.3 A campus-wide EME action plan will be held by the campus to provide a campus level overview of key priorities and risks being actioned through the departments/clusters, and other professional service areas as needed.

7.5.4 Department/Cluster Action plans and the campus-wide Action Plan will be disseminated to the Hendon Heads of Department/School (via AQS) so as to feed into/align with the department EME Action Plans and the subsequent Faculty level EME summary for the University Learning and Teaching Committee. Departments will be able to draw comparisons between the same programme delivered in more than one location (e.g. in-house, at an overseas campus and by collaborative partners). Any significant issues/ risks will be addressed within the relevant University department's EME submission.

7.5.5 A campus level EME review meeting will be held once per year with colleagues from Hendon (AQS, CAPE and others as needed) and colleagues from the campus. This meeting will be informed by the submitted campus level Action plan document (submitted to AQS) and allow for discussion on the action plans and an overview context for the data analysis process.

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**AQS can be contacted about the Educational Monitoring and Enhancement Procedures via the Academic Quality Manager (Quality Monitoring) at:**

**[AQSPartners@mdx.ac.uk](mailto:AQSPartners@mdx.ac.uk)**