

Module Evaluation and Enhancement Policy

1. Scope and Purpose

- 1.1 This policy applies to all credit-bearing taught modules delivered on our higher education programmes. It forms part of the broader academic quality assurance framework and feeds into continuous programme evaluation, as well as annual and periodic review processes.
- 1.2 This policy sets out the institutional framework for the systematic evaluation and enhancement of taught modules. It is designed to support academic assurance, continuous improvement, and evidence-informed decision-making at module level.
- 1.3 By requiring module leaders to reflect on a range of qualitative and quantitative data sources, the policy ensures that each module is regularly reviewed for its effectiveness in delivering high-quality learning experiences and achieving intended learning outcomes. The process is intended to:
 - i Provide assurance to students, staff, and external stakeholders that modules are being actively monitored and improved.
 - ii Enable responsive curriculum development that reflects student feedback, academic standards, and sector expectations.
 - iii Foster a culture of reflective practice and collaborative enhancement among teaching teams.

2. Review of Key Data Set

- 2.1 Following the conclusion of the delivery of a module, module leaders are responsible for conducting a review of the following key data sets:
 - i End of Module Survey Results
 - ii Peer Review of Teaching Comments
 - iii External Examiner Comments
 - iv Student Assessment Outcomes, specifically, mark distribution, achievement rates, and attainment gaps
- 2.2 Additional sources of data may be considered where relevant, including:
 - i Learning Analytics (e.g., VLE engagement, formative assessment participation).
 - ii Student Representation Feedback (e.g., SSLC minutes, rep reports).
 - iii Staff Team Reflections (e.g., teaching team debriefs).
 - iv PSRB Requirements (where applicable).
 - v Inclusivity and Accessibility Reviews.

3. Module Evaluation and Enhancement Report

- 3.1 Following the review of their data, module leaders must complete a Module Evaluation and Enhancement report, which includes reflection on student outcomes, student feedback, external examiner feedback, and any self-reflection on the experience of delivering the module.

- 3.2 Based on their self-evaluation, each module leader must develop a forward-looking Action Plan, which outlines:
- i **Rationale for enhancement:** what data source or reflection has served as the call to action.
 - ii **Planned Enhancements:** Specific changes to curriculum, assessment, delivery methods, or student support.
 - iii **Implementation Timeline:** When actions will be taken (e.g., prior to next delivery, during delivery).
 - iv **Commentary on progress:** How the changes are progressing and how their success will be evaluated (e.g., through improve student feedback, closing of attainment gaps, comments from the external examiner).
- 3.3 Module teams must complete their reflection using the templates provided by the Registry.

4. Submission, Approval, and Oversight

- 4.1 To ensure alignment with programme-level priorities and maintain academic coherence, the following process must be followed:
- 4.2 Initial Review and Approval**
- i Before submission to the Registry team, the Module Leader must discuss and agree the Module Evaluation and Enhancement report with the Programme Leader.
 - ii The Programme Leader will review the proposed enhancements to ensure they are consistent with programme aims, learning outcomes, and strategic priorities.
- 4.3 Formal Submission**
- i Once approved by the Programme Leader, the documentation must be submitted to the Registry team within four weeks of the Assessment Board at which the module marks were ratified.
 - ii The team will log submissions, provide feedback where necessary, and ensure integration into institutional monitoring processes.
 - iii Reports will be submitted for noting at the next normal meeting of the Faculty Board.
- 4.4 Programme-Level Monitoring**
- i The Programme Leader is responsible for monitoring the implementation of module-level action plans.
 - ii They must ensure that relevant actions are incorporated into the Programme Evaluation and Enhancement Plan, particularly where issues or improvements have implications beyond the individual module.
 - iii This includes tracking progress, supporting module teams, and reporting outcomes through annual programme monitoring and review processes.
- 4.5 Institutional Oversight**
- i Progress will be monitored by the Faculty Board through the Programme Evaluation and Enhancement Plans.
- 4.6 This layered approach to approval and oversight ensures that module-level enhancements are not only locally responsive but also strategically aligned, contributing to the

institution's broader goals of quality assurance, curriculum coherence, and student success.

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