

# 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 felt 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. Self-Evaluation Report

- 3.1 Following the review of their data, module leaders must complete a structured Self-Evaluation Report, which includes:
  - i Summary of Key Findings
    - a A synthesis of insights from all data sources.

- b. Identification of recurring themes or anomalies.
  - ii Critical Reflection
    - a. Consideration of what worked well and what could be improved.
    - b. Reflection on student engagement, inclusivity, and learning effectiveness.
  - iii Response to Feedback
    - a. How feedback has been interpreted and addressed.
    - b. Justification for any decisions not to act on specific recommendations from, for example the External Examiner or the Peer Reviewer.
- 3.2 This report should be written in Part A of the template provided by the Quality, Policy and Regulation team.

## 4. Action Plan for Enhancement

- 4.1 Based on their self-evaluation, each module leader must develop a forward-looking Action Plan, which outlines:
- i **Planned Enhancements:** Specific changes to curriculum, assessment, delivery methods, or student support.
  - ii **Implementation Timeline:** When actions will be taken (e.g., prior to next delivery, during delivery).
  - iii **Responsibility:** Who will lead or support each action (e.g., module team, academic services etc.).
  - iv **Success Measures:** How the impact of changes will be evaluated (e.g., through improve student feedback, closing of attainment gaps, comments from the external examiner).
- 4.2 This action plan should be written in Part B of the template provided by the Quality, Policy and Regulation team.

## 5. Submission, Approval, and Oversight

- 5.1 To ensure alignment with programme-level priorities and maintain academic coherence, the following process must be followed:
- 5.2 Initial Review and Approval
- i Before submission to the Quality, Policy and Regulation team, the Module Leader must discuss and agree the Self-Evaluation Report and Action Plan 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.
- 5.3 Formal Submission
- i Once approved by the Programme Leader, the documentation must be submitted to the Quality, Policy and Regulation team within four weeks of the module's completion.
  - ii The team will log submissions, provide feedback where necessary, and ensure integration into institutional monitoring processes.
- 5.4 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.

## 5.5 Institutional Oversight

- i Progress will be monitored by the Faculty Board through the Programme Evaluation and Enhancement Plans.

5.6 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.

Document Control	
Version:	1.1
Approved by:	Academic Board
Originator/Author:	Head of Academic Quality
Policy Owner:	Registrar
Date approved:	
Effective from:	
Review date:	
Updates:	