



Programme Enhancement Planning

Classification	Code of Practice
Version number:	1
Status	Approved
Approved by:	Education Committee
Approval date:	24 March 2026
Effective from:	01 September 2026
Next review date:	2030-31
Document author:	Pro Vice Chancellor Education
Document owner:	Academic Quality and Standards
Contact:	Academic Quality and Standards
University's Classification of Groups of Students	Taught and Registered UG and PGT/PGR. Includes Hull Campus and London Campus.
Validated Collaborative provision:	Not mandatory
Related documents:	Click to list any documents which have been referenced within this document, or should be considered in conjunction with this document.
University document:	Yes <i>A University document applies across the institution, is approved by a committee of Council or Senate and is held in the University Policy Directory on SharePoint.</i>
Published location:	https://www.hull.ac.uk/policies-and-information/quality-and-standards-framework

- The University has adopted the principles of Designing for Diverse Learners, and all policy documents should be written with reference to these principles. Further information is available at the **Designing for diverse learners website**.
- An Equality Impact Assessment (EIA) must be considered for all new and amended policies. Further information is available from the **EIA section of SharePoint**.
- This document is available in alternative formats from **policy@hull.ac.uk**.
- All printed or downloaded versions of this document are classified as uncontrolled

Programme Enhancement Planning

Table of Contents

1	Introduction.....	3
2	Responsibilities	3
3	Module Enhancement Planning	4
4	Programme Enhancement Planning.....	4
5	Faculty Review.....	5
6	Institutional Review	6
7	Version control	7

Programme Enhancement Planning

1 Introduction

- 1.1 The University of Hull is committed to the continuous improvement of our courses and programmes, in pursuit of our aim to deliver an outstanding education to all groups of students.
- 1.2 This Code of Practice sets out the University of Hull's requirements for the Programme Enhancement Plans (PEP) for taught programmes. The purpose of the Programme Enhancement Planning process is to: (a) ensure that on an on-going basis all provision meets or exceeds the high-quality threshold established by the Office for Students (OfS) and any requirements in the academic policies or regulations of the University of Hull; (b) and to drive the continuous improvement of our courses with the aim of achieving outstanding experience and outcomes for all groups of students.
- 1.3 PEP is a risk-based approach to enhancement, providing for greater scrutiny and oversight of areas of provision that are identified as higher risk.
- 1.4 This Code of Practice applies to all programmes delivered to University of Hull Taught and Registered students and to programmes delivered to Registered only students (via Franchise/subcontracting) in the UK. The procedures for UK Validated only provision are set out in the University Code of Practice Annual Monitoring, Review and Enhancement of Programmes. The procedures for TNE provision are set out in the approval documentation for each partnership.
- 1.5 Where academic units deliver similar programmes, these programmes can be grouped together and considered as a portfolio via a single PEP subject to the approval of the relevant Associate Dean (Education) or equivalent.
- 1.6 A PEP is created for each programme/group of programmes leading to a University of Hull named undergraduate/postgraduate taught award of 60-credits or more. PEPs are not required for awards of fewer than 60-credits or for intermediate awards (for example Certificate of HE, Diploma of HE, or Ordinary Degree if an intermediate award within a bachelor's degree). Monitoring, evaluation and enhancement of the module(s) that contribute to such awards will be achieved via module review.
- 1.7 Where a PEP covers more than one programme, one member of academic staff **must** be designated as lead by the head of academic unit to have oversight of all of the programmes in the portfolio. The lead staff member is responsible for completing the PEP. Where programmes involve more than one academic unit, for example joint, with cross-Faculty programmes, the owning Faculty is responsible for identifying who will complete the PEP.
- 1.8 The Education Committee is responsible for the interpretation and implementation of this Code of Practice.

2 Responsibilities

- 2.1 Module Leaders complete module reviews, which are made available to programme directors.
- 2.2 Programme Directors complete programme/portfolio review via the Programme Enhancement Plan. Only the programme director **should** edit the PEP, but all members

of the faculty **must** be able to view the PEP.

- 2.3 Heads of Academic Units are responsible for ensuring that programme directors complete PEPs.
- 2.4 Associate Deans (or equivalent) engage with Heads of Academic Units throughout the academic year to monitor the completion of the PEP's on behalf of the Faculty Education and Student Experience Committee (FESEC).
- 2.5 Deans of faculties are accountable for the PEP process.
- 2.6 The Programme Enhancement Planning process will inform the Institutional Quality and Standards Report. The Academic Quality and Standards team is responsible for drafting the Institutional Quality and Standards Report, subject to the approval of the PVC Education, for the PVC Education to report to Academic Assurance Committee, Senate, and University Council.

3 Module Enhancement Planning

- 3.1 Programme level activity is the core focus for quality enhancement at the University of Hull. Module review and enhancement planning plays an important part in contributing to this process.
- 3.2 Module review is completed by module leaders after the completion of each module. The module leader **should** draw on the range of available evidence (including formal and informal student feedback) to identify actions that can be taken to enhance student experience and outcomes in relation to the module.
- 3.3 Results from module reviews **must** be used by programme directors as a source of evidence in Programme Enhancement Planning.

4 Programme Enhancement Planning

- 4.1 The Programme Enhancement Planning process requires programme directors to reflect on programme delivery during the year as key metrics and other evidence becomes available and enables them to identify action to enhance the programme.
- 4.2 The PEP **should** be updated as new evidence becomes available during the course of the academic year, and programme directors **must** update the PEP at least once a year as a minimum.
- 4.3 Programme Directors are responsible for leading the teaching team in assessing and reflecting upon relevant evidence relating to student experience and outcomes on the programme. Relevant evidence may vary for different types of programmes but typically includes student feedback (including course reps and student surveys); external examiner reports, PSRB and other external feedback; observations of the course team (for example relating to student engagement); and data on student recruitment, attainment and outcomes.
- 4.4 The Programme Director will identify priority areas for enhancing student experience and outcomes and identify appropriate enhancement actions that are recorded in the PEP. Each action **should** include details of the action to be taken, the lead person responsible for taking this action, and date when the action will be completed by. When the action has been completed, the outcome of the action **must** be recorded in the PEP.
- 4.5 Where a Programme is delivered to both taught and registered students at the Hull Campus and to subcontracted students at the London Campus, an additional PEP will

be maintained for the London Campus provision. This is to ensure that any issues specific to that delivery are identified and addressed. The London PEP will be shared with the Programme Director to ensure that any points relevant to both deliveries are identified and addressed. The Dean of London Campus is responsible for ensuring that all London PEPs are maintained at an adequate standard, points are actioned, and the PEP is shared with the Programme Director.

- 4.6 The PVC Education will review key data sets that are relevant to University KPI's, OfS regulation or other strategic drivers as these become available. Examples of the types of data that this might include are NSS results, continuation and retention data, Graduate Outcomes data, attainment and awarding data, and reports of external examiners.
- 4.7 Where the PVC Education identifies that these data sets indicate that an area of provision presents a potentially higher risk in relation to academic quality, the PVC Education will arrange a meeting with the relevant Faculty Associate Dean (or equivalent) to assess the extent to which the relevant PEP's adequately address the risks identified. If the actions set out in the PEP are judged sufficient by the PVC Education, then no further action will be taken. If the actions set out in the PEP are judged insufficient by the PVC Education, then on the basis of the potential risk the Programme Team will be required to either further enhance the PEP or an additional targeted action plan will be required to be submitted to address the risk identified. Any such updating of the PEP or an additional targeted action plan will be subject to approval of the PVC Education or their nominee.
- 4.8 Where the PVC Education identifies that these data sets indicate that an area of provision is low risk, no additional action will be taken, beyond the standard completion of the PEP process as outlined in this Code.
- 4.9 Where the review of datasets by the PVC Education identifies significant evidence of provision delivering sustained outstanding student experience and outcomes or significant improvements in student experience and outcomes, the Teaching Excellence Academy may be asked to work with the relevant programme teams to identify areas of effective practices and disseminate these to the wider university.
- 4.10 In cases where Education Committee identifies a university-wide enhancement priority relating to all provision or certain types of provision (for example related to certain types of course, modes of delivery, or groups of students), it may require all programmes engaged in that type of provision to include actions relating to this in their PEP.
- 4.11 A copy of the PEP for each programme **must** be archived at the end of each academic year to provide a record of enhancement activities over time.
- 4.12 At the end of each academic year the Head of each Academic Unit **must** provide a report providing assurance that the PEP process has been satisfactorily undertaken for all courses within their remit during that year and their judgement on available evidence of whether threshold quality standards have been met for the programmes within their remit.

5 Faculty Review

- 5.1 The Faculty Education and Student Experience Committee (FESEC) has managerial responsibility for programmes within its faculty.
- 5.2 It is expected that FESEC will consider the PEP's, on at least an annual basis to identify any faculty level actions that may be needed to enhance student experience and

outcomes at Faculty, School, or Programme level. Where appropriate, it may escalate issues to Education Committee.

6 Institutional Review

- 6.1 At the end of each academic year the Academic Quality and Standards Team will collate the reports of the Heads of Academic Unit (para 4.11) and report to Education Committee which have been completed, which have not, and any cases where assurance has not been given that the PEP process has been satisfactorily completed or that threshold quality standards have not been met. The report will also identify the cases in which the provisions noted at 4.5 and 4.6 have been enacted and any additional actions that have been agreed as a result of these (i.e. which programmes have been required to update their PEP, and which have been required to produce an additional targeted Action Plan).
- 6.2 The PEP process will inform the Annual Institutional Quality and Standards Report to Council. The purpose of the report is to assure University Council that the University is meeting its obligations in respect of the OfS conditions for registration relating to quality, reliable standards and positive outcomes for all students (B conditions), core university practices are being reviewed effectively, all programmes are maintaining academic standards, and that outcomes are being used to drive enhancement.

7 Version control

Version	Author	Date approved	Relevant sections
1 00	PVC Education	March 2026, Education Committee	New