

Programme Enhancement Plan

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This guidance explains how Programme Directors should use Programme Enhancement Plans (PEPs) to monitor, evaluate and improve taught programmes. It outlines responsibilities, evidence sources, review processes and enhancement activities used to maintain academic standards, improve student experience and outcomes and meet regulatory quality requirements

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Related documents:

- Programme Enhancement Planning



Programme Enhancement Plan

1 Introduction

- 1.1 This guidance document is designed to support Programme Directors in the completion of their Programme Enhancement Plan (PEP).
- 1.2 The PEP is a key part of the University's programme enhancement planning process. The PEP enables the University to assure the maintenance of academic standards and enhance the quality of learning opportunities for students. On an on-going basis, the Plan ensures all provision meets or exceeds the high-quality thresholds established by the Office for Students (OfS).

2 Completion of the PEP

- 2.1 All undergraduate and taught postgraduate programmes/portfolios must be monitored and enhanced using the PEP.
- 2.2 A PEP is required for each programme/group of programmes leading to a University of Hull named undergraduate/postgraduate taught award of 60 credits or more.
- 2.3 The monitoring, evaluation and enhancement of awards of fewer than 60 credits will be achieved via module review.
- 2.4 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.
- 2.5 Programme Directors are responsible for completion of the PEP. Where academic units deliver similar programmes, it is possible to group these programmes together via a single PEP subject. This must be agreed with the relevant Associate Dean (Education) or equivalent.
- 2.6 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. Therefore, the PEP should be updated as new evidence becomes available during the academic year.
- 2.7 Programme directors must update the PEP at least once a year as a minimum.
- 2.8 Points for escalation or note are shared by the Associate Dean (Education) (or equivalent) at University level through the University committee structure.

3 Key themes and evidence for inclusion

- 3.1 The Programme Director and Programme Team must regularly review evidence relating to student experience and student outcomes to identify opportunities for enhancing the programme. In a spirit of continuous improvement, there should be a focus on identifying areas that are working less effectively and identifying actions to further improve these.
- 3.2 The following is a non-exhaustive list of sources of evidence that may be useful.
- 3.3 Recruitment data. If there are significant changes in recruitment that may require changes to delivery to ensure a high quality or outstanding student experience is delivered, then these should be identified as actions.



- 3.1 **Continuation and completion data:** In addition to continuation and completion indicators, evidence considered could include relevant data relating to pass rates at module level, pass rates at programme level, pass-rates at first sit, progression rates from level to level, the proportion of students completing the award.
- 3.2 **Student feedback:** This may be survey feedback (for example from National Student Survey (NSS), Hull Student Survey, Module Evaluation Questionnaires) or from Student Reps, or through other engagement with students on the programme. NSS qualitative comments can be of significant value in understanding areas where students have identified scope for improvement.
- 3.3 **External advice and feedback:** All programmes receive external examiner feedback which may highlight areas for enhancement. Some programmes will also benefit from other external feedback from Professional, Statutory and Regulatory Bodies and industry/employer panels.
- 3.4 **Attainment rates:** Any significant change in awarding or classification patterns may be relevant evidence for consideration.
- 3.5 **Graduate outcomes data:** This can provide useful information on post-graduation employment, further study, and other outcomes and can help Programme Directors identify areas for enhancement.
- 3.6 **Programme Team observations:** The professional expertise of the Programme team is an important source for identifying areas for enhancement.
- 3.7 As noted, this is not an exhaustive list and other data that might be useful includes attendance data, student complaints, number of academic misconduct cases, assessment submission rates.
- 3.8 In addition to the reflection and analysis undertaken by the Programme Director, the Pro-Vice-Chancellor (Education) (PVC-E) will also review university wide data sets to identify any significant risks that relate to aspects of University of Hull provision. The PVC-E will focus on data and other evidence that are particularly relevant to the OfS Regulatory Framework (including Teaching Excellence Framework and B conditions) and ensuring that performance in any area that is a significant risk of being below OfS expectations, is being addressed.
- 3.9 Where the PVC-E identifies that these key data sets indicate that an area of provision presents a potentially higher risk in relation to academic quality, the PVC-E will arrange a meeting with the relevant Faculty Associate Dean (or equivalent) to assess the extent to which the relevant PEPs adequately address the risks identified.
- 3.10 If the actions set out in the PEP are judged sufficient by the PVC-E, then no further action will be taken. If the actions set out in the PEP are judged insufficient by the PVC-E, then, based on 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 the approval of the PVC-E or their nominee.
- 4 **Annual confirmation process**
 - 4.1 As the PEP is a dynamic and continuous process, 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.



- 4.2 Each year, the Heads of Subject will be required on an annual basis to confirm that the PEP process has been completed for all programmes within their remit and give assurance that appropriate enhancement actions are in place to ensure high or outstanding quality. This assurance will form part of the Institutional Quality and Standards Report.