

CARDIFF UNIVERSITY MODULE ENHANCEMENT POLICY

1. Introduction

Engaging with our students and taking time to gather and respond to feedback is a crucial aspect of the Education and Students Sub-Strategy. Module Enhancement is one of the ways in which we can demonstrate that we are engaging in dialogue with students and acting on feedback to improve the student experience.

This policy sets out Cardiff University's approach to Module Enhancement (and equivalent units for non-modular programmes) and the principles that underpin it. The policy covers all taught programmes, including clinical non-modular programmes for which appropriate blocks of teaching and learning should be identified.

The Module Enhancement Policy is an extension of the Student Voice Framework, which outlines our vision and approach to engaging with students and provides an overview of the entire Student Voice ecosystem at Cardiff. Module Enhancement is a core element of this Framework.

2. Purpose

The UK Quality Code for Higher Education requires that “the provider actively engages students, individually and collectively, in the quality of their educational experience”. Module Enhancement helps foster a culture of student voice by enabling the University to engage with students about the quality of their experience at a modular level, to inform local enhancement to teaching and learning.

The primary purposes of Module Enhancement are to:

- i. Assist Schools in reviewing and enhancing their taught programmes through direct engagement with the views of current students;
- ii. Support staff in the continual improvement of their teaching practice;
- iii. Enable staff to close the feedback loop by responding to student feedback;
- iv. Enable the University to review and enhance the student experience of learning and teaching, share evidence of good practice, and identify areas for improvement.

3. Key Principles

- i. *Module Enhancement will promote a dialogue between students and staff*

Module Enhancement should support discussion of local feedback to enable in-year and end of year enhancements that are visible to students in the current cohort. Students must have at least two opportunities to provide feedback on their module per academic year, one at the end of a module and at least one mid-module event.

- ii. *Module Enhancement will enable continual improvement*

Schools and Colleges must take active steps to consider Module Enhancement results, to determine appropriate actions to be taken in response, and should use Module Enhancement data to support the regular review of their academic provision.

- iii. *Module enhancement should enable closing of the feedback loop in a timely manner*

Students must receive a response to their feedback which outlines what is or is not being done as a result and why. Responses should be provided in a timely manner, ideally within two weeks from when Module Leaders receive the feedback.

- iv. *Students and staff engage in Module Enhancement in a spirit of partnership*

The process should be used constructively to support the continuous enhancement of academic programmes, working with students to co-create solutions.

- v. *Students must understand the importance of Module Enhancement*

Schools must work in partnership with students to ensure they have a clear understanding of the Module Enhancement process and its place within the University's quality system. Students should understand the importance of their feedback and feel confident that their views are taken seriously. As part of this process, at the start of each module, Schools must communicate to the new cohort the outcome of the previous cohort's Module Enhancement and the actions taken in response.

- vi. *Students must be given adequate opportunity to participate in Module Enhancement*

Students must be given adequate opportunity to provide feedback during mid-module events. For the end of module survey, the enhancement window must span at least two weeks and ideally should not fall during examination periods. Students should have the opportunity to respond to the end of module survey during contact time (such as a seminar, lecture, or personal tutor meeting).

- vii. *Students have a right to express their views without fear of ramifications*

Module Leaders are expected to maintain confidentiality of student data for Mid-Module Events, unless students have been advised otherwise. End of Module survey data will be treated confidentially by the Student Engagement Team. Reports made available to Schools from the end of module survey will not identify individual students, and respondents will be advised not to provide any identifiable information. Response thresholds are reviewed and decided by the Survey Management Group. Module Enhancement data are held securely and are managed in accordance with the University's Information Security Framework, details of which can be accessed [here](#).

- viii. *Students and staff will engage in respectful dialogue*

Students and staff must respectively complete, and respond to, Module Enhancements with consideration and respect, in line with the University's [Dignity at Work and Study policy](#) and other professional practice requirements. Guidance will be provided for students on how to give feedback before the end of module survey.

4. Cardiff University's Approach to Module Enhancement

Module Enhancement is managed centrally by the Learning & Teaching Academy, with devolved responsibility to Schools for administration. Module Enhancement at Cardiff is split into two key parts: Mid-Module events and an End of Module survey.

- i. *Mid-Module Events (MME)*

Every student must have an opportunity to provide feedback mid-module, and this information should be used by staff to address current students concerns and close the feedback loop promptly. MME exercises should be scheduled to allow staff to respond promptly to key issues that students are raising. There are a range of options Module Leaders can choose from a range of options for this, and the options will be shared by the Student Engagement Team with Schools prior to the start of every academic year.

ii. End of Module Survey (EMS)

Every student must have an opportunity to provide feedback via the end of module survey (EMS), which carries a standardised question set with common reporting structures. Schools can adjust the default launch date to align with teaching patterns as required. All EMS activity must be carried out within the University provided system to provide assurance that events have taken place and to ensure comparability of data both over time and between modules, programmes, and Schools. The only permitted variations to these questions will be for non-modular programmes, where minor changes to language will be appropriate, or for authorised exemptions. Both the survey questions and exemptions are overseen by the Survey Management Group.

Reporting of the results is overseen by Survey Management Group and is reviewed on an annual basis. Module Leaders are required to submit their response to student feedback on the Module Enhancement system within two weeks of receiving results. Schools may have other additional mechanisms for promoting Module Leaders responses such as posting them on Learning Central. Schools may opt-in to review Module Leader responses before they are released to students.

Any comments submitted by students via the end of module survey that are deemed to be in violation of the [Dignity at Work and Study Policy](#) or other professional practice requirements can be escalated by Schools to the Student Engagement Team. Where a violation is agreed, individuals will be identified, and comments escalated according to existing student conduct procedures. Inappropriate comments will be highlighted to respondents with an explanation for why the comments are inappropriate so students will have the opportunity to learn from this experience, improving the nature of their feedback in the future. This escalation process and identification of respondents in specific circumstances will be made clear to students in the form of guidance before providing any feedback.

5. Evidence Based Enhancements

Module Enhancement data provide a rich source of information regarding the student experience of learning and teaching at a local level. Such data can highlight evidence of good practice and act as leading indicators for the student experience.

Module Enhancement data will be considered at appropriate junctures by Boards of Study, Student Staff Panels, Schools, Colleges, and the wider University to monitor responses to students and enhancements to the student experience. Schools will have clear and documented processes in place for identifying and deploying support for modules for which students raise notable concerns. Similar processes should be in place for sharing good practice where modules are highly praised by students. Support for these processes is available to Schools via the Learning and Teaching Academy. Module Enhancement data will feed into the Annual Review and Enhancement process.

Summary quantitative data from the end of module survey, and the Module Leader response, is made available to students via the system. This enables individual students to situate their own views in the context of those of their wider cohort and provides evidence to them of the basis on which any associated changes to modules and/or programmes are made. Individual qualitative (free text) comments will not routinely be made available to students to review. However, a summary of key comments including highlights and lowlights from both the quantitative and qualitative data will be provided by Module Leaders alongside any actions planned and carried out in response. Commentary on any changes that cannot be made must also be included. Schools must put in place suitable local mechanisms to ensure that Module Leader responses are drafted appropriately for the intended student audience and reflect wider Programme and/or School-level considerations where relevant.

Results of Module Enhancements may be used by academic staff as evidence of excellence in learning and teaching for a range of purposes including academic promotion, Performance Development Review (PDR) and applications for internal or external awards. Module Enhancement data may also be used by line managers alongside other relevant contextual data in performance-related discussions with individual members of staff. In reviewing results, Schools should also be alert to the risk of unconscious bias on the part of students in completing the enhancement process.