



MODULE ENHANCEMENT BOARDS TERMS OF REFERENCE AND IMPLEMENTATION 2024/25

Purpose

Module Enhancement Boards are sub-boards of School Boards of Studies and exist to consider and analyse module performance data and identify actions to enhance learning and teaching in modules wherever they are delivered. Module Enhancement Boards will enable programme/subject teams to identify and share best practice at module level, identify topics for focused work (such as awarding gaps, inclusive assessment, etc.) and support Module Leaders in the continuous enhancement of their modules.

Schools may choose to focus on performance or particular themes arising from module data, and/or to focus on specific issues and themes related to School-wide priorities. Schools will identify relevant modules for analysis and discussion according to the chosen focus for each Module Enhancement Board.

Aim

The aim of Module Enhancement Boards as part of the annual Quality Cycle is to achieve an appropriate balance between trust, agility and assurance, through a process that is engaging and useful for staff. The process is risk-based and it is understood that not all modules will be selected for discussion.

Membership

School Director of Learning and Teaching
Module Leaders as identified within the relevant field/subject/School/partner(s)
School Associate Directors
School Manager (Officer)
Technical Manager (where relevant)

In attendance

Officer (School Manager or nominee agreed with SDLT)
Link Tutors
Invited colleagues with expertise as required

Responsibility

Module Enhancement Boards are responsible for:

- Considering the performance of the modules under consideration, informed by assessment data for all module runs available wherever they are delivered, including

for example pass rates, mark ranges, time series data, comparisons between data for UWE Bristol and partner institutions, awarding gaps, etc.

- Identifying module issues and enhancements to be carried forward to a programmatic/subject discussion and to School Boards of Studies
- Collective problem-solving through the sharing of good practice and enriching reflective contributions to the Quality Cycle as a whole.

Frequency

Schools may choose the number, timing and duration of their Module Enhancement Boards. A minimum of one Module Enhancement Board is required per academic year. It is recommended that (unless there is a rationale for fewer) between three and six Module Enhancement Boards are held across the School each academic year.

Implementation

Schools may choose the format of the Module Enhancement Board; the most appropriate format may vary depending on whether partner institutions are joining remotely. For example, a workshop format could be chosen, with members working in breakout groups on given topics of focus. Breakout groups would then make recommendations to the meeting on what goes forward to or informs:

- Programmatic discussions
- Thematic discussions
- Sharing of good practice
- Key actions/recommendations to be noted for reporting to SBoS

Administration

For modules with multiple runs that are selected for discussion at a Module Enhancement Board, it is for the School to decide the most appropriate Module Enhancement Board at which the module should be considered. The expectation is that all Module Leaders for the modules being discussed will attend, or – when this is not possible – that they will nominate a suitable colleague, normally another member of the module teaching team, to represent them.

A brief report outlining key decisions and outcomes will be presented for discussion at the next available School Board of Studies.

Scheduling of Module Enhancement Boards should enable the attendance of partners in different time zones when relevant modules are under consideration.