



## Continuous Enhancement Framework (HE)

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| Version          | 1                  |
| Owner            | Academic Board     |
| Approving body   | Board of Directors |
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| Review frequency | Three years        |
| Review date      | 1 July 2029        |

See Appendix B for version history

# Continuous Enhancement Framework (HE)

## **1. Purpose**

- 1.1. This framework sets out Boomsatsuma's approach to continuous enhancement in higher education. It describes the mechanisms through which evidence is gathered, reviewed and used to inform improvements to the student academic experience, student outcomes, academic quality and academic standards.
- 1.2. The framework provides a summary of the principal enhancement mechanisms and the governance arrangements through which enhancement activity is monitored and assured.

## **2. Principles**

- 2.1. Boomsatsuma's approach to continuous enhancement is guided by the following principles:
  - Students as Partners
  - Learning from Evidence
  - Focus on Impact
  - Collective Action
  - Closing the Loop.
- 2.2. Students as partners. Students are active partners in enhancement. Their feedback, perspectives and participation help shape decisions, inform improvements and enhance the student experience.
- 2.3. Learning from evidence. Enhancement begins with evidence. Boomsatsuma draws upon a range of evidence sources to understand what is working well, identify opportunities for enhancement and inform action.

- 2.4. Focus on impact. Enhancement should make a meaningful difference. Boomsatsuma seeks to ensure that actions lead to improvements in learning opportunities, the student experience and student outcomes.
- 2.5. Collective action. Enhancement is achieved through the combined efforts of students, staff, committees and partner institutions, each contributing their expertise and perspective.
- 2.6. Closing feedback loops. Enhancement is completed by sharing outcomes. Boomsatsuma communicates actions and decisions so that students, staff and other stakeholders can understand the impact of their feedback and participation.

### **3. Continuous Enhancement Cycle**

- 3.1. Continuous enhancement at Boomsatsuma is an ongoing and cyclical process through which evidence is gathered and reviewed to identify opportunities for enhancement, implement improvements, evaluate impact and communicate outcomes. Student partnership is embedded throughout the cycle, ensuring that students contribute to the identification of issues, development of solutions and evaluation of enhancement activity.
- 3.2. The continuous enhancement cycle comprises five interconnected stages: Evidence → Review → Action → Evaluation → Communication.
- 3.3. Evidence. Information is gathered from a range of sources including student feedback, student outcomes, access and participation analysis, quality assurance activity and external intelligence.
- 3.4. Review. Evidence is reviewed through governance and quality assurance processes to identify strengths, risks, opportunities and priorities.

- 3.5. Action. Priorities are translated into actions through enhancement planning, committee decisions, curriculum development and other improvement activities.
- 3.6. Evaluation. The effectiveness of actions is assessed through ongoing monitoring and review to determine whether intended outcomes have been achieved.
- 3.7. Communication. Outcomes are communicated to students, staff and other stakeholders to demonstrate impact and inform future enhancement activity.
- 3.8. Enhancement mechanisms that contribute to each stage of the continuous enhancement cycle are summarised in Appendix B, together with their typical frequency and the arrangements through which feedback loops are closed.

#### **4. Student Voice and Representation**

- 4.1. Student voice and representation provide a fundamental source of evidence for continuous enhancement and ensure that students can contribute as partners to decisions that affect their educational experience.
- 4.2. The Course Representation Process enables student representatives to gather and communicate feedback from their peers, raise issues and contribute suggestions for improvement. Representatives participate in meetings with staff and contribute to discussions relating to teaching, learning and the wider student experience.
- 4.3. Early Module Review (EMR) provides an opportunity for students to provide feedback during the early stages of module delivery. Conducted within the first few weeks of a module, the process enables emerging issues, concerns or misunderstandings to be identified and addressed, while supporting ongoing dialogue between students and Module Leaders.

- 4.4. Module Evaluation Questionnaires (MEQs) provide students with an opportunity to give anonymous feedback on their experience of individual modules. Questionnaires cover key dimensions of the student experience including teaching, learning opportunities, assessment and feedback, academic support, organisation and management, and learning resources. Outcomes are used to identify areas of strength and opportunities for enhancement.
- 4.5. The National Student Survey (NSS) provides final-year students with an opportunity to assess their experience of higher education at Boomsatsuma. Survey responses contribute to the identification of areas of strength, opportunities for enhancement and trends in the student experience.
- 4.6. Student participation in higher education committees enables students to contribute directly to provider governance, decision-making and enhancement activity. Student representation on the Academic Board, Quality and Standards Committee, Student Engagement and Experience Committee and Access and Participation Committee, ensures that student perspectives inform provider discussions and decisions.
- 4.7. Consultation on programme and module changes ensures that student perspectives are considered when formal changes to programme structures, learning outcomes, assessment methods or learning opportunities are proposed.
- 4.8. Informal feedback provided directly to course teams supports ongoing dialogue between students and staff and enables timely responses to emerging issues affecting the student experience.
- 4.9. Analysis of formal complaints and academic appeals provides insight into individual concerns and may identify recurring themes or systemic issues that require provider review and response.

- 4.10. Data, insights and outcomes related to student voice and representation are primarily reviewed through the Student Engagement and Experience Committee.

## **5. Student Outcomes**

- 5.1. Student outcomes are monitored at multiple points throughout the academic year to identify trends, risks and opportunities for enhancement at module, course and provider level.
- 5.2. Attendance monitoring provides information about student engagement and may identify individuals or groups requiring additional support. Attendance data may also indicate broader issues affecting engagement, retention or student success.
- 5.3. Module results analysis considers patterns of student achievement at module level, including pass rates, retakes and resits. Analysis helps identify potential issues relating to learning, teaching, assessment or student support.
- 5.4. Course results analysis considers patterns of student achievement and progression at course level, including completion rates, award classifications, withdrawals, study breaks and mark distributions. Analysis helps identify trends, risks and opportunities to improve student outcomes.
- 5.5. Internal Subject Boards and Kingston University Programme Assessment Boards (PABs) review student achievement and academic outcomes, consider progression and award decisions, and identify trends or themes that may require further investigation or action.
- 5.6. Ongoing monitoring by tutors and course teams provides additional insight into student engagement, participation and academic progress. Emerging concerns may prompt timely support and contribute to the identification of wider trends affecting student success.

- 5.7. Data, insights and outcomes relating to student success and academic outcomes are primarily reviewed through the Academic Board.

## **6. Access and Participation**

- 6.1. Access and participation analysis supports Boomsatsuma's commitment to equality of opportunity by identifying differences in outcomes between student groups and informing targeted enhancement activity.
- 6.2. Analysis takes place following enrolment and the publication of results, and considers access, continuation, completion, attainment and progression outcomes by student characteristic and other relevant factors.
- 6.3. The purpose of this analysis is to identify risks to equality of opportunity, monitor progress against access and participation objectives, and inform interventions designed to improve outcomes for underrepresented or disadvantaged groups.
- 6.4. Findings may inform targeted interventions, support activities and other actions designed to reduce gaps in outcomes and improve equality of opportunity.
- 6.5. Data, insights and outcomes relating to access and participation are primarily reviewed through the Access and Participation Committee.

## **7. Academic Quality and Standards**

- 7.1. Academic quality, academic standards and continuous enhancement are supported through a range of quality assurance and enhancement processes. These processes are operated through Boomsatsuma's partnership with Kingston University and are set out in Kingston University's Academic Quality and Standards Handbook (AQSH) [\[Link\]](#).

- 7.2. Assessment moderation involves the review of samples of student work, marks awarded and marker feedback to provide assurance that assessment decisions are fair, consistent and aligned with academic standards. Moderation may identify opportunities to improve assessment design, marking practice or assessment guidance.
- 7.3. External Examiner reports provide independent external scrutiny of academic standards, assessment practices and student achievement through the review of assessment tasks, student work and assessment outcomes. Feedback from External Examiners is used to identify good practice, confirm standards and inform enhancement activity.
- 7.4. Module Enhancement Plans (MEPs) form part of Kingston University's Continuous Enhancement Process. MEPs draw upon module results analysis, student feedback and staff reflection to identify priorities for improvement and monitor actions designed to enhance module delivery and the student learning experience.
- 7.5. Course Enhancement Plans (CEPs) form part of Kingston University's Continuous Enhancement Process. CEPs draw together evidence from multiple sources, including MEPs, External Examiner reports, student feedback, academic outcomes and course team reflection, and are used to identify priorities, plan improvements and monitor progress at course level.
- 7.6. Programme and Module Change processes provide the formal mechanism through which approved changes are made to programme structures, module content, learning outcomes, assessment strategies and delivery arrangements. The processes enable improvements identified through enhancement activity to be translated into approved curriculum change while maintaining academic quality and standards.
- 7.7. The Joint Executive Committee (JEC) is operated by Kingston University and provides strategic oversight of the partnership with Boomsatsuma. The JEC

reviews matters relating to academic quality, academic standards, student experience and institutional performance.

- 7.8. Institutional Monitoring is undertaken by Kingston University to review the operation and performance of the collaborative partnership. The process considers evidence from a range of sources to assess partnership performance and risk and may identify actions or further review activity where concerns are identified.
- 7.9. Substantive Review is an in-depth review of courses conducted by Kingston University at course group or departmental level. The review is undertaken by a panel comprising internal and external members and considers the quality and effectiveness of provision, culminating in a recommendation regarding the continuation of validation. Outcomes from Substantive Review may identify opportunities for enhancement and inform future course development.
- 7.10. Data, insights and outcomes relating to academic quality and standards are primarily reviewed through the Quality and Standards Committee.

## **8. External and Strategic Intelligence**

- 8.1. External information is considered alongside internal evidence to ensure that enhancement activity remains informed by developments within higher education and the wider external environment.
- 8.2. Regulatory developments from Kingston University and the Office for Students (OfS) are monitored to ensure that Boomsatsuma policies, practices and enhancement activity remain aligned with awarding body requirements and sector expectations.
- 8.3. Sector reference points, including the Framework for Higher Education Qualifications (FHEQ) [\[Link\]](#), Subject Benchmark Statements [\[Link\]](#) and the UK Quality Code for Higher Education [\[Link\]](#), inform the design, delivery and

review of higher education provision and support the maintenance of academic quality and standards.

- 8.4. Employer and industry feedback supports the ongoing relevance, currency and effectiveness of courses and helps ensure that provision remains responsive to developments within the creative industries.
- 8.5. External and strategic intelligence is monitored and reviewed primarily through the Quality and Standards Committee.

## **9. Actions and Evaluation**

- 9.1. Enhancement actions may arise from student feedback, academic outcomes, access and participation analysis, quality assurance activity, external and strategic intelligence, or discussions within governance and committee structures.
- 9.2. Enhancement actions are captured, implemented and monitored through a range of mechanisms, including Course Representation action grids, Module Enhancement Plans (MEPs), Course Enhancement Plans (CEPs), and Programme and Module Change processes. These mechanisms provide a structured means of recording actions, monitoring progress and reviewing outcomes over time.
- 9.3. Enhancement actions may relate to curriculum design, teaching and learning, assessment, student support, learning resources, policies, procedures or institutional practice. Actions may seek to address identified issues, respond to emerging risks, build upon areas of strength or improve student outcomes.
- 9.4. Enhancement actions may also arise from Kingston University quality assurance and oversight processes, including External Examiner reports, Institutional Monitoring, Substantive Review and the Joint Executive Committee (JEC), where recommendations or areas for development are identified.

- 9.5. Higher Education committees, and where appropriate the Board of Directors, review enhancement actions to ensure that they are aligned with provider objectives. Committees also review progress against agreed actions, consider evidence of impact and determine whether actions should be continued, amended, completed or escalated for further review. The Academic Board receives assurance from Higher Education committees regarding enhancement activity within their respective areas of responsibility and the effectiveness of actions taken in response to identified priorities.
- 9.6. The effectiveness of enhancement activity is evaluated through subsequent cycles of evidence gathering and review. Evidence from student feedback, academic outcomes, access and participation analysis, quality assurance processes and external review activity is used to assess whether actions have achieved their intended outcomes. Some actions may demonstrate impact within a short period of time, while others require longer-term monitoring through future meetings, enhancement plans, assessment boards, committee cycles or student feedback processes.

## **10. Communication**

- 10.1. Communication supports collective action, transparency, accountability and effective partnership working. It helps ensure that enhancement activity remains visible, understood and responsive to feedback and evidence by ensuring that challenges, opportunities, actions and outcomes are communicated to relevant stakeholders, including students, staff, committees and partner institutions.
- 10.2. Students are informed of actions and outcomes through mechanisms including Course Representation meeting minutes, direct feedback from course teams, the virtual learning environment, outcomes of consultation activities, internal communications and other processes as required. Communication helps close the feedback loop by ensuring that students

understand how their feedback and participation have informed decisions, actions and improvements.

- 10.3. Staff are informed through established communication and governance arrangements, including team meetings, programme-level meetings, staff communications and committee meeting minutes. These mechanisms support shared understanding of enhancement priorities, actions and outcomes across the provider.
- 10.4. Committees receive information through assurance reports, enhancement plans, action logs and other governance mechanisms. Reporting enables committees to monitor progress, review outcomes and provide appropriate challenge and oversight.
- 10.5. Information is also shared with Kingston University through partnership and quality assurance processes, including the Joint Executive Committee (JEC), Module Enhancement Plans (MEPs), Course Enhancement Plans (CEPs), Course Representation action grids and other key reports and submissions.

## **11. Review**

- 11.1. This Framework will be reviewed periodically by the Academic Board to ensure it remains aligned with relevant legislation, regulatory expectations, and provider practice.

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## **Appendix A – Continuous Enhancement Timeline**

| Mechanism                        | Typical Frequency                         | Closing the Feedback Loop                                    |
|----------------------------------|-------------------------------------------|--------------------------------------------------------------|
| Student Voice and Representation |                                           |                                                              |
| Course Representation            | Per Teaching Block<br>(Autumn and Spring) | Course rep meeting minutes<br>and action grids, published on |

|                                         |                                                               |                                                                                                            |
|-----------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|                                         |                                                               | virtual learning environment                                                                               |
| Early Module Review (EMR)               | No later than three weeks from the start of the module        | Module Leader responses and follow-up actions                                                              |
| Module Evaluation Questionnaires (MEQs) | No later than three weeks for the end of the module           | Actions captured in MEPs and CEPs with summary responses published on virtual learning environment         |
| National Student Survey                 | Annually as per NSS survey timetable (typically Jan to April) | Review of NSS outcomes in programme team meetings and committee reporting                                  |
| Committee Representation                | As per committee Terms of Reference                           | Reports from student representatives, committee meeting minutes and assurance reports                      |
| Informal Student Feedback               | Ongoing                                                       | Timely support and intervention, captured in MEPs/CEPs and student records (where appropriate)             |
| Complaints and Appeals                  | Ongoing                                                       | Through individual outcomes and provider actions (where appropriate) recorded in committee meeting minutes |
| Students Outcomes                       |                                                               |                                                                                                            |
| Attendance Monitoring                   | Ongoing                                                       | Student support interventions, team meetings, committee review and awarding body reporting                 |
| Module Results Analysis                 | Annually following publication of results (June/July)         | Minutes of internal subject boards, with outcomes presented in MEP data tool and actions captured in MEPs  |
| Course Results Analysis                 | Annually following publication of results (June/July)         | Minutes of internal subject boards, with outcomes presented in CEP data tool and actions captured in CEPs  |
| Programme Assessment Boards (PABs)      | Per Teaching Block (Winter and Summer)                        | Mark grids and minutes of PABs                                                                             |
| Course Team Monitoring                  | Ongoing                                                       | Timely support and intervention, captured in                                                               |

|                                   |                                                                         |                                                                                        |
|-----------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|                                   |                                                                         | MEPs/CEPs and student records (where appropriate)                                      |
| Access and Participation          |                                                                         |                                                                                        |
| Access and Participation Analysis | Twice annually, following enrolment and the publication of results      | Committee review, targeted interventions and monitoring of outcomes                    |
| Academic Standards and Quality    |                                                                         |                                                                                        |
| Assessment Moderation             | Per assessment                                                          | Moderation records                                                                     |
| External Examiner Reports         | Annually, following PABs (June/July)                                    | External examiner reports, with actions captured in CEPs                               |
| Module Enhancement Plans (MEPs)   | Per module, following moderation activity (revisited following retakes) | MEP data tool, Module Leader commentary and actions                                    |
| Course Enhancement Plans (CEPs)   | Annually, following ratification of marks (revisited following retakes) | CEP data tool, Head of Programme commentary and actions, committee minutes and JEC     |
| Programme and Module Changes      | As per Kingston University CMMP schedule                                | Outcomes of student consultation, CMMP comments and actions, committee meeting minutes |
| Joint Executive Committee (JEC)   | Annually (May/June)                                                     | JEC minutes and matters arising                                                        |
| Institutional Monitoring          | Annually (Jan/Feb)                                                      | Institutional Monitoring report, provider response and committee review                |
| Substantive Review                | Every 5 years                                                           | Substantive review report, committee meeting minutes                                   |

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## Appendix B – Version History

| Version | Date         | Changes   |
|---------|--------------|-----------|
| 1       | 10 June 2026 | New draft |