# Cardiff Metropolitan University Quality Enhancement Review by the QAA January 2021

## Action Plan in Response to Review Outcomes: First Annual Update Published May 2022

**Mae’r ddogfen hon hefyd ar gael yn Gymraeg / This document is also available in Welsh**

The review confirmed that the University meets both the requirements of the ESG Part 1 for Internal Quality Assurance and the relevant requirements of the Quality Assessment Framework for Wales.

This Action Plan has been developed in conjunction with the Students’ Union and demonstrates how the University intends to capitalise on the commendations it received and how it intends to address the recommendations and affirmations made in the QAA’s report.

Progress with the Action Plan is being monitored by the Academic Quality and Standards Committee and reported the Academic Board’s Annual Assurance Report to the Board of Governors. The second annual update of the Action Plan will be published in May 2023.

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| **RECOMMENDATIONS** |
| **Reference in QER Technical Report** | **Comment** | **Action to be taken** | **Action by** | **Target Date** | **Success Indicators** | **Evaluation and progress update**  |
| Para 34**Recommendation 1** | That arrangements for supporting student representation in partner institutions are applied consistently and effectively. | Review arrangements and make recommendations including addressing variability in partner student engagement, the training of partner student reps and their attendance at the SU partner event | Director of Students’ Union | Report with recommendations for improvement to AQSC in the autumn term 2021. | Sustained improvement in partner students’ engagement with support arrangements | Action complete. |
| Para 38**Recommendation 2** | That the University ensures that all postgraduate research students who teach undertake appropriate formal training before taking responsibility for teaching students including specific training for online delivery where appropriate. | 1. Promote the requirement for training for all PGRs supporting the L&T process through the Doctoral Academy and educational seminars. 2. At the start of each academic year, work with People Services to support the identification of PGRs confirmed on one of the three roles covered on the Code of Practice.3. Monitor the attendance of confirmed PGRs on the compulsory modules and 20-credit module.  | Director and Deputy Director of Research on behalf of RIS and People Services | September 2022  | All current and future PGR students who teach registered with RDC as appropriately trained. | Progress is on target. In relation to Actions 1 and 3, a refined process will be confirmed by 30 June to be active for 2022/23, with the first cohort of PGRs eligible for specific training identified by September 2022. Bespoke support will be provided for PGRs executing different roles (e.g. assessment; classroom demonstrator.) In relation to Action 2, this process will be implemented fully in September 2022. |

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| Paras 110-111**Recommendation 3** | That the University ensures that its requirements for handling complaints and academic appeals are fully understood by all partners and that these requirements are clearly and consistently communicated to partner students. | Review arrangements for communicating the University’s complaints and appeals requirements to partners | Director of Registry Services  | Report with recommendations for improvement to AQSC/CPC in autumn term 2021 | Partners’ staff and students demonstrably understand the requirements. | Action complete. |
| **AFFIRMATIONS** |
| **Reference in QER Technical Report** | **Comment** | **Action to be taken** | **Action by** | **Target Date** | **Success Indicators** | **Evaluation and progress update**  |
| Para 37**Affirmation 1** | Affirms the steps being taken to further develop and expand the current doctoral academy in order to strengthen the postgraduate research community. | Research Degrees Committee to monitor and periodically evaluate the development of the doctoral academy. The academy has been chosen as a case study by the QAA | Director and Deputy Director, Research | Annual evaluation of progress, first report of which to the Research Degree Committee June 2022 | Establishment of Full Virtual Doctoral CollegePublication of QAA Case Study. | Progress is on target. The Case Study has been published by the QAA.  |
| Para 125**Affirmation 2** | Affirms the actions being taken to address concerns raised by students on a franchised programme in one FE partner in relation to the quality of their learning experience. Given the ongoing concerns of these students, the team encourages the University to continue to evaluate the timeliness and effectiveness of the actions taken. | Continue to implement the Programme Action Plan put in place in November 2020 and updated January 2021 and rigorously evaluate and monitor its impact. Report progress to the Academic Quality and Standards Committee. | PL OCDA /Moderator Cardiff School of Education and Social Policy/HE Lead at Partner | First progress report to AQSC autumn term 2021. | The actions taken impact standards, learning and teaching so that student satisfaction on the programme is aligned with the sector average. | Action complete. |
| **COMMENDATIONS** |  |
| **Reference in QER Technical Report** | **Comment** | **Action to be taken** | **Action by** | **Target Date** | **Success Indicators** | **Evaluation and progress update**  |
| Para 26 **Commendation 1** | Commends the strong contribution made by ADSEs in consolidating student engagement and partnership between students and the University | Apply the approach taken to the remit of ADSE to the remits of other Associate Deanships to drive enhancement, particularly in the partnership arena. | PVC Student Experience  | July 2022 | Comparable contribution of Associate Deans Partnership and Associate Deans Research to student engagement and partnership with students.  | Progress is on target.  |
| Para 49**Commendation 2** | Commends the particularly proactive approach of LIS to further increase the level of support to students, especially during the pandemic. | To continue the proactive approach with emphasis on student voice informing service delivery. | Director of LIS | July 2022 | NSS, PTES, PRES indicators.  | Progress is on target. A series of actions in response to the NSS has been developed and agreed through Learning Teaching and Student Experience Committee and Academic Board. |
| Para 59**Commendation 3** | Commends the impact of QED initiatives in ensuring the consistent management and enhancement of the quality of the student learning experience.  | Continue to review the Student Engagement Policy  | Director of Learning Enhancement | September 2022 | NSS indicators/sector analysis Module Evaluations: University-wide format introducedProgramme Enhancement Plans: replace APR process; hold PEP review sessions with all home and partner programmes. | The Student Engagement Policy review is currently on pause pending alignment with the University’s new strategic vision. |
| Para 124**Commendation 4** | The well-embedded and robust oversight of TNE partnerships which ensures that academic standards and the quality of the student learning experience are not at risk. | Strengthening the current Link Tutor/Moderator system by introducing more structured communication channels between TNE partners, GED, schools, QED and other university departments. Re-introducing stakeholder meetings with the partners where all relevant departments can meet and discuss issues as well as disseminate good practice. Broaden the scope of and formalise the Link Tutor forum to include ADP’s, Head of TNE and link tutors. Create standardised Link Tutor staff development packages | Director of Learning Enhancement and Director of Global Engagement | July 2022 | Positive feedback from TNE partners.Positive feedback from TNE students. | Progress is on target. Updated Partnership pages, induction, Moodle site and new resources have been created by QED.  |
| Para 126**Commendation 5** | The Review Team commends the consistent and highly effective organisation and management of placement activity across the University. | Further embedding good practice across all work-based learning modules, with the rollout of the full handbook across the University. Placement team to play a key role in advising on WBL modules in validation or periodic review processes. | Director of Student Services | August 2022New validation processes launched by QED in Summer 2021 | All WBL modules are using the recommended workflows. All new or modified WBL modules are designed in line with the best practice guidance. | Progress is on target. The Placement Team now produces an employability report pre-validation for all proposed UG programmes that includes looking at the nature of WBL that should be undertaken. |

**Students’ Union President- Affairs & Community** **Vice-Chancellor and President**

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**Students’ Union Vice-President- Student Voice**

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