

Cardiff Metropolitan University Quality Enhancement Review by the QAA January 2021

Action Plan in Response to Review Outcomes Published May 19, 2021

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 will be monitored by the Academic Quality and Standards Committee and reported the Academic Board's Annual Assurance Report to the Board of Governors. The first annual update of the Action Plan will be published in May 2022.

RECOMMENDATIONS						
Reference in QER Technical Report	Comment	Action to be taken	Action by	Target Date	Success Indicators	Evaluation and progress update
Para 34	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	
Para 38	That the University ensures that all	1. Promote the requirement for	Director and Deputy Director of	1. July 2021	All current and future PGR	

	<p>postgraduate research students who teach undertake appropriate formal training before taking responsibility for teaching students including specific training for online delivery where appropriate.</p>	<p>training for all PGRs supporting the L&T process through the Doctoral Academy and educational seminars.</p> <p>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.</p> <p>3. Monitor the attendance of confirmed PGRs on the compulsory modules and 20-credit module.</p>	<p>Research</p>	<p>2. September 2021 (and annually)</p> <p>3. October 2021 and January 2022 (and annually)</p>	<p>students who teach registered with RDC as appropriately trained.</p>	
<p>Paras 110-111</p>	<p>That the University ensures that its requirements for handling complaints and</p>	<p>Review arrangements for communicating the University's complaints and</p>	<p>Director of Registry Services</p>	<p>Report with recommendations for improvement to AQSC/CPC in autumn term 2021</p>	<p>Partners' staff and students demonstrably understand the requirements.</p>	<p>Online appeals application form implemented. Session on appeals provided at annual</p>

	academic appeals are fully understood by all partners and that these requirements are clearly and consistently communicated to partner students.	appeals requirements to partners				partner event 2021 offering further guidance and training to partners. Review of partners' complaints policies and procedures completed. Briefing session on complaints procedure delivered at Partner Event 2021.
AFFIRMATIONS						
Reference in QER Technical Report	Comment	Action to be taken	Action by	Target Date	Success Indicators	Evaluation and progress update
Para 37	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 College Publication of QAA Case Study.	
Para 125	Affirms the actions being taken to address concerns	Continue to implement the Programme Action	Open Colleges Lead/Moderator Cardiff School of	First progress report to AQSC autumn term 2021	The actions taken impact standards, learning and	

	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.	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.	Education and Social Policy/HE in FE Managers at Partner	and termly thereafter until resolved.	teaching so that student satisfaction on the programme is aligned with the sector average.	
COMMENDATIONS						
Reference in QER Technical Report	Comment	Action to be taken	Action by	Target Date	Success Indicators	Evaluation and progress update
Para 26	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.	
Para 49	Commends the particularly	To continue the proactive approach	Director of LIS	July 2022	NSS, PTES, PRES indicators.	

	proactive approach of LIS to further increase the level of support to students, especially during the pandemic.	with emphasis on student voice informing service delivery.				
Para 59	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 2021	NSS indicators/sector analysis Module Evaluations: University-wide format introduced Programme Enhancement Plans: replace APR process; hold PEP review sessions with all home and partner programmes.	
Para 124	The well-embedded and robust oversight of TNE partnerships which ensures that academic standards and the quality of the student learning	Strengthening the current Link Tutor/Moderator system by introducing more structured communication channels between TNE partners, GED,	Director of Learning Enhancement and Director of Global Engagement	July 2022	Positive feedback from TNE partners. Positive feedback from TNE students.	

	experience are not at risk.	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				
Para 126	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.	Director of Student Services	August 2021	All WBL modules are using the recommended workflows.	

		Placement team to play a key role in advising on WBL modules in validation or periodic review processes.		New validation processes launched by QED in Summer 2021	All new or modified WBL modules are designed in line with the best practice guidance.	
--	--	--	--	---	---	--

Student Union Vice-President and Lead Student Representative



Vice-Chancellor and President

