



Action Plan in Response to the Quality Assurance Agency (QAA) Institutional Review Report: Term 3 01.07.15

RECOMMENDATIONS						
Reference to IR Report	Comment	Action to be taken	Action by	Target Date	Success Indicators	Evaluation and update on progress
Paragraph 1.3.3	Ensure that policies and guidance for formative assessment feedback include equitable treatment of draft coursework assignments in all taught provision (by January 2015).	Finalise a clear University process regarding formative assessment feedback on draft coursework assignments that ensures equity in all taught provision.	QAAG (including student representation) to identify a clear and equitable process. Approved by LTB.	Dec. 14 Dec. 14	Clear and equitable process.	Completed Completed
		Amend the University's Assessment and Feedback Policy and relevant sections of the Academic Handbook to include the newly defined process for the equitable treatment of draft coursework assignments in all taught provision.	Dean of Quality and Standards, D/ADLTs and the Academic Handbook Review Group. Approved by AQSB.	Dec. 14 Dec. 14		Updated Assessment and Feedback Policy and Academic Handbook details.
		Produce and disseminate guidance to all academic staff (including staff at partner institutions) on the consistent application of the policy.	LTDU and D/ADLTs	Jan. 15	Guidance materials issued electronically.	Completed
		Paragraph	Review and clarify	Review the University's	CPO/Dean of	Complete

2.6.5	complaints procedures for collaborative provision and ensure that these are consistently and accurately communicated to students (by January 2015).	complaints procedures for CP to ensure that processes are clear and that QAA expectations are met.	Students/Academic Registry		Handbook entry on complaints for CP.	required
		Ensure consistency between the complaints procedures for CP set out in the Academic Handbook and reference to complaints in other CP documentation.	CPO	Complete	Academic Handbook entry that is consistent with information in other CP documentation.	No further action required
		Modify the 2014/2015 Programme Handbook template to ensure greater prominence is given to the required entry on complaints procedures (including partners' own formal complaints procedures).	CPO	Complete	Modified Programme Handbook template.	No further action required
	Ensure that handbooks and CP guidance documents contain consistent, accurate information relating to formal complaints procedures, (i.e. partners' internal processes and the interface with the University's own complaints procedures).	Monitored by D/ADLTs/Link Tutors/Moderators	Dec. 14	All CP and programme handbooks to include details of partners' formal complaints procedures.	All programme handbooks received are signed off by the Moderator/Link Tutor and DLT against a checklist (incl. complaints), or referred back for amendment. No further action required	

Paragraph 2.10.8	Apply a consistent University-wide approach to the training, support and monitoring of postgraduate research students engaged in teaching and assessment (by March 2015).	Audit (across Schools and partners) the existing arrangements for training, supporting and monitoring of PGR students engaged in teaching and assessment in order to identify best practice.	QAAG sub-group	Dec. 14	Paper to QAAG	Audit complete.
		Develop and disseminate a training framework including: compulsory requirements (i.e. the existing 'teaching toolkit' as core content plus subject-specific guidance) and optional opportunities (e.g. PgCtHE)	GSCs (or equivalent), D/ADLTs and PgCtHE Programme Leader.	Jan. 15	Articulation of a training framework consisting of compulsory and optional elements.	Training framework developed and disseminated. No further action required
		Building on existing best practice, develop a consistent, University-wide model to support and monitor PGR students engaged in teaching and assessment.	GSCs (or equivalent) and D/ADLTs.	Feb. 15		Support and monitoring process developed. No further action required
		Implement the training framework and model for support and monitoring.	GSCs (or equivalent) and D/ADLTs.	March 15		Completed
Paragraph 2.11.6	Ensure that all collaborative and articulation arrangements are covered by completed, signed and current inter-institutional agreements.	Ensure that the two articulation agreements unsigned at the time of the Review are signed immediately.	QSU	Complete	Signed agreements archived.	No further action required
		Tighten QSU monitoring	QSU	Complete	All articulation	No further action

		<p>processes to ensure that all collaborative and articulation arrangements are covered by completed, signed and current inter-institutional agreements.</p> <p>Tighten CPO procedures to ensure that the Agreement for Academic Collaboration is signed prior to student enrolment in all cases.</p> <p>Establish monthly meetings between CSM and QSU to discuss new and existing 'home' articulation business.</p>	<p>CPO</p> <p>QSU and CSM.</p>	<p>Complete</p> <p>Meetings have commenced</p>	<p>arrangements covered by agreements.</p> <p>As above</p> <p>Minutes of monthly meetings that inform articulation monitoring reports to AQSB.</p>	<p>required</p> <p>No further action required</p> <p>No further action required</p>
Paragraph 2.11.15	Ensure the clarity of the University's formal documentation with regard to articulation arrangements.	<p>Tighten internal scrutiny to ensure that articulated programme approval documents are clear and demonstrate that University procedures are being addressed.</p> <p>University to clarify the parameters of articulation arrangements (i.e. only to include qualifications which have been agreed to guarantee progression to a University 'target' programme).</p>	<p>QSU/CPO and D/ADLTs reporting to Dean of Quality and Standards</p> <p>CPO</p>	<p>Nov 14</p> <p>Jan 15</p>	<p>Articulated programme approval documents are clear and address all matters set out in the University's procedures.</p> <p>All articulation agreements conform with the set parameters of the arrangements.</p>	<p>No further action required</p> <p>Analysis of University models indicate that all agreements with collaborative partners now fall within the parameters of articulation. No further action required</p>

		Training delivered to staff involved in articulation agreements and recognition agreements in order to promote a shared understanding of the differences between the two models.	CPO	July 15	Introduction of model and adoption by Schools. Understanding and correct application of the appropriate model by relevant staff.	As above. As above.
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GOOD PRACTICE						
Reference to IR Report	Comment	Action to be taken	Action by	Target Date	Success Indicator	Evaluation and update on progress
Paragraph 2.2.1	The work of the LTDU in providing a comprehensive range of opportunities and resources for enhancement of learning and teaching.	Ensure that current resources and enhancement activities emanating from LTDU inform the development of the new Learning, Teaching and Assessment Strategy.	Dean of Learning and Teaching	July 2015	A new Learning, Teaching and Assessment Strategy that sustains the comprehensive range of opportunities and resources for enhancement of learning and teaching across the University including collaborative provision.	On schedule. Consultation has been completed and a draft strategy is being developed
		Disseminate good practice by making appropriate LTDU resources available beyond the University.	LTDU team.	June 2015	Evidence of dissemination events.	On schedule. Disseminating good practice examples at conferences and in journals
Paragraph 2.3.1	The Students' Union engagement with students in collaborative	Establish an annual programme of SU visits to partner institutions in order to continue to enhance links and improve	SU Executive Officers and Development Assistant working	Jan. 2015	Programme of proposed visits to a sample of UK and/or international	SU visited partners in Greece and Egypt in March 15. Annual programme of visits

	partnerships to enhance the quality of representation.	the quality of representation. Develop on-line materials to support student representatives at partner institutions. Hold a training event for student representatives from collaborative partners, with a particular focus on representatives from new programmes and partners.	with CPO. SU Executive Officers and Development Assistant working with CPO. SU Executive Officers and Development Assistant working with CPO.	March 2015 April 2015	collaborative partners. Dissemination of on-line materials. Training event that is well attended by student representatives from collaborative partners including those from new programmes and new partners.	for 15/16 to be determined following commencement of new SU President in August 15. On-line materials developed and demonstrated during the training event in February 2015. The training event was held in February, 2015. Next event scheduled for Feb 16.
Paragraph 2.7.3	The Your Career online learning object, which supplies careers advice and a flexible learning instrument for careers development modules.	Development of the Moodle version of the Your Career module, enabling greater sustainability.	Career Development Services	Sept. 15	Completed initial Moodle version of the module.	On schedule. During the summer, work will begin to transfer programme-based embedded content to Moodle.

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Acronyms

A/DDLT	Associate/Deputy Dean (Learning and Teaching)
AQSB	Academic Quality and Standards Board
CP	Collaborative Provision
CPO	Collaborative Provision Office
CSM	Cardiff School of Management
GSC	Graduate Studies Co-ordinator
LTB	Learning and Teaching Board
LTDU	Learning, Teaching and Development Unit
PD	Programme Director
PGR	Postgraduate Research
QAAG	Quality Assurance Action Group
QSU	Quality and Standards Unit
SU	Students' Union