

# **01.9**

## **STUDENT PARTICIPATION IN QUALITY PROCESSES POLICY**

## **Student Participation in Quality Processes Policy**

### **INTRODUCTION**

As outlined in the Strategic plan the University's purpose is to deliver high quality and high impact practice-focused and professionally recognised education, research and innovation in partnership with students and industry. Improving the student experience is at the heart of the values driven strategy.

The policy is designed as a key reference document that sets out how in partnership with its students the views of all students inform its quality processes with the aim of understanding and using this information to enhance the student experience. Over the last decade Higher Education policy initiatives have emphasised the importance of students' involvement through partnership and not just through a consultative process and the quality processes outlined in the policy show a range of methods where students are actively involved in change.

The policy has been informed by the Student Engagement advice and guidance that supports the mandatory requirement of the Quality Code. It outlines the key principles that define the participation of students in our institutional quality assurance and enhancement processes. The Code was revised in May 2018 and within the list of common practices linked to expectations for quality is that the provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience. This enhancement can only come from meaningful participation of students in these processes and needs to capture voices of all students, irrespective of location, mode of delivery, level of study or discipline.

It also underpins the Constitution of Schools as included in the Academic Handbook Volume 3 Section 1.12, as well as being in line with the commitments of the Student Charter.

### **STUDENT ENGAGEMENT**

Student Engagement has two elements that are not mutually exclusive, Student engagement in quality assurance and enhancement processes and student engagement in learning and teaching. The student engagement policy related to learning and teaching can be found [here](#). This policy however is concerned with the first element and are achieved through participation in activities such as student evaluation and feedback, student representation and student participation in course approval and review.

### **PRINCIPLES OF THE POLICY**

The policy is underpinned by the principles below

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12.06.19; 27.09.19

- Student engagement is embedded in the University's Quality Assurance and Quality Enhancement processes – these should be varied to ensure opportunities are accessible to all students and staff
- To take deliberate steps to engage all students in the assurance and enhancement of their student experience
- Student engagement/participation is not just a consultative process but can also include partnership working and student led opportunities.
- Feedback culture is supported, and students involved in all stages
- Any actions in response to valid issues raised should be timely and appropriate
- In order to support opportunities for all, processes need to be varied and accessible

## **Processes that underpin the policy**

### **1) Student Evaluation and Feedback**

#### **Survey**

The institution holds an annual Survey Season providing the opportunity for all students to complete one survey about their experience at Cardiff Met, those that are run both internally and externally. Internally a Student Satisfaction Survey is available to all Level 4 and Level 5 students. Externally the National Student Survey is available to Level 6, the PRES (Postgraduate Research Experience Survey) and the PTES (Postgraduate Taught Experience Survey) is available to Post-graduate students.

Students at partner institutions are surveyed once a year via an online survey, which focuses on student satisfaction. This is carried out with an aim to inform enhancement and proactively improve the partner relationships, visit schedules and development plans to enhance the student experience.

#### **Module Evaluation**

The university has a policy on student evaluation of modules available in [Volume 2 Section 6.03](#) of the academic handbook. In order to ensure that the University maintains a high quality student experience it is essential that all students have an opportunity throughout their study to reflect upon and evaluate their experience. Its key principles include

- The primary purpose of student module evaluation is to assure the quality of learning, teaching and assessment and to enhance the student experience.
- The methods used should not disadvantage any student from participating.
- Feedback gathered from students must be responded to on a timescale

appropriate to student needs.

- Actions taken in response to feedback from students must be communicated within an agreed timescale to students. Staff should work with students to action change.
- Home and Partner institutions include the module evaluations from their programmes as part of the evidence set that support the Annual Programme Review process within the relevant repositories.

## **2) External Examiners**

External examiners are a key element in the University's pursuance of quality enhancement and the maintenance of academic standards. They provide an objective view of the operation of the programmes they are associated with, and they enable comparisons with the standards of programmes offered in other institutions of which they have knowledge.

All external examiners are entitled to meet with students as agreed with the programme director and internal examiners. They are asked to report on whether they had access to student feedback, either via module evaluations or at a meeting with students.

All external examiner reports will be accessible to all students. They will be uploaded to an area on Moodle.

## **3) Moderator/Link Tutor**

Moderators are appointed to all collaborative programmes situated in the Schools of Education, Sport, Health Sciences and Art. They are also appointed for Wales-based programmes situated in the School of Management. Link Tutors are appointed for Cardiff School of Management (non-Wales based) TNE activity. Their efforts ensure that programme quality and academic standards achieved by students are maintained at an appropriate and acceptable level (in line with the FHEQ) and that quality enhancement takes place. One part of their role is to meet and discuss the programme with students and to ensure that students' concerns are being discussed in the relevant fora.

## **4) Student Representation And Relationship with Students' Union**

### **Student Representation Structure**

The student representative structure begins with the two elected officers President and Vice President. They sit on a range of Committees and Boards across the institution from the Board of Governors to the Learning and Teaching

Student Engagement Committee. The Vice President is responsible for overseeing the representation structure to ensure the student voice is heard and valued. Below this is three layers – School Rep, Lead Rep and Course Rep. School Reps are appointed by the Students' Union as the figurehead rep for each School. They are responsible for recruiting and managing the rep structure within their School and provide a key link between School and SU. The Lead Reps are recruited by the School Rep and are appointed by year group or department, thus representing the student voice at year/department level. Course reps are chosen by their peers, the election process is facilitated between the School Rep and academic staff. The guideline ratio is one rep for class size of ten or less, two for those with up to one hundred students, three for up to one hundred and fifty and four for those over one hundred and fifty. The representatives attend a number of committees as outlined later in the policy.

### Support for students at Partner Institutions

The Students' Union provide resources for students at collaborative partners outlining how they can engage with the SU and its services and how their voice is represented. Guidance for student representation is also sent across to the Students' Unions contacts in partner institutions. The Students' Union hosts an annual Partner Event where a student from each partner, including TNE, is invited to a three-day conference in Cardiff. The event involves tours of campus and the city, an insight into student life in Cardiff and student representative training. An external training provider delivers a 'train the trainer' workshop to equip the visiting students with the skills to share what they've learnt with their peers in their home institutions.

### **Monthly QED SU meetings**

Monthly meetings take place between the members of the Quality Enhancement Directorate and the SU, providing opportunities for continuing dialogue and partnership working between the University and the SU.

### **Students' Union Annual Report**

The Students' Union produces an Annual Report at the end of each academic year, which is presented to the Learning and Teaching Student Engagement Committee, Academic Board and Board of Governors, to reflect actions taken in the previous academic year, feedback from students and a series of recommendations for the University. Following the report an action plan is created in partnership between the University and SU to respond to the recommendations made, this action plan is monitored by the SU and reported to the Student Voice Group.

## **5) Attendance at**

## **i) Student Staff Liaison Committee (SSLC)**

### Purpose

Each School shall have a Staff-Student Liaison Committee. The purpose of Committee meetings shall include providing a forum for an exchange of views between students and staff in relation to any aspect of the work of the School.

### Reporting

Records of Committee meetings shall be presented to the School Management & Planning Team.

### Frequency of Meetings

Formally on at least two occasions in the session.

### Membership

Membership of the Student-Staff Liaison Committee shall be, depending upon the size of the School and its composition, and as determined by its Dean of School and as approved by Academic Board: -

- at least one member of the School Management and Planning Team; (Chair)
- at least four members of academic staff nominated by the Dean of School to represent both taught programmes and research degrees at each programme level (sub-degree, undergraduate, postgraduate, research degree) and for each mode of study;
- at least eight students elected by the student body of the School, to represent both taught programmes and research degrees at each programme level and for each mode of study.

### Quorum

Meetings of the School Staff-Student Liaison Committee shall be quorate if 40% or more members are present.

SSLC minutes are received by the Student Voice Group which meets on a monthly basis and is attended by school representatives, SU representatives, QED staff, GE, Registry.

## **ii) Programme Committee**

### Introduction

Each programme (or group of cognate programmes) shall have an associated Programme Committee with Terms of Reference as given below. The Programme Committee is chaired by a Programme Director who is responsible to the School Deputy/Associate Dean and to the School Learning & Teaching Committee for the organisation, delivery, quality and academic standards of the programme. Where a Programme Committee covers more than one programme and where there is more than one Programme Director, the School Deputy/Associate Dean shall select one of the Programme Directors as chair.

Programme Committees shall maintain written records of their business, which shall demonstrate traceability with regards to issues raised, received, passed to another authority for action or dealt with by the Committee or its Members.

It is not a requirement of Programme Committees that such written records form part of the formal reporting through the Committee Structure (but see Term of Reference 7). However, the Chair of the Committee is required to report on aspects of the programme operation to the School Learning & Teaching Committee as necessary, and is required to report to the Programme Committee on issues and initiatives raised by the School Learning & Teaching Committee.

### Programme Committees terms of reference

1. To monitor, review and evaluate the programme and act upon issues arising from such monitoring, review and evaluation with regards to all aspects including entrance criteria, organisation, teaching strategies used, and quality of teaching such as to promote enhancement in quality and standards.
2. To liaise with learning resources staff as necessary in relation to the appropriateness of learning materials and the availability of such materials.
3. To ensure that programme documentation, to include the programme document, the Student Handbook and Joining Pack, are kept up-to date and fulfil the requirements of the Academic Handbook and Charter Systems Manual, that they meet the requirements of Validation and Review conditions and (as appropriate) of accrediting bodies and of benchmark standards.
4. To ensure that any changes to programmes are made only through approved processes and that such changes are submitted to the Quality Enhancement Directorate (QED) for approval by Academic Quality & Standards Committee, and that thereafter they are incorporated into the definitive programme document, copies being deposited with the Quality Enhancement Directorate.
5. To comply with the requirements of the Academic Registry in ensuring appropriate arrangements for the registration, examination, assessment of students and tracking of modular data.
6. To implement the University's regulations and procedures, and to ensure the required involvement of the External Examiners (and Moderator, where appropriate), also ensuring that such Examiners (and Moderator) are nominated in a timely and appropriate manner for presentation to the relevant committees.
7. To present information and reports pertaining to the programme as required by the School Deputy/Associate Dean for his/her use in compiling reports to the Learning, Teaching and Student Engagement Committee, and other University personnel.
8. To provide an Annual Programme Review (APR) Report in accordance with the requirements of the University's quality assurance procedures.

9. To implement mechanisms which ensure the currency of the programme and its content with respect to employers and/or practitioners.

### Frequency of Meetings

At least three per academic year.

### Membership

- Programme Director – Chair (and see Introduction)
- All programme lecturers, representatives of students and programme associated support staff
- School Deputy/Associate Dean Ex Officio
- Student representatives comprising at least one student from each year of each programme covered by the Committee (such representatives to be elected by the student cohort).
- Co-option As necessary, including appropriate library staff.

### Quorum

Meetings of the Programme Committees shall be quorate if 40% or more members are present

## **6) Engagement with the Annual Programme Review Process**

The following process was piloted in 2018-19 and will be rolled out across home programmes for the 2019-20 academic year.

Programme Committees – Student representatives will engage with a multi-stage process of input towards the Annual Programme Review that leads to engagement throughout the whole of the academic year. Students are expected to feedback student views on key themes at each specific committee. The themes are

Committee 1 – APR Action Plan, Surveys, Induction, Student Voice

Committee 2 – Transition, Assessment and Feedback, Engagement in the learning Experience, Enhancement and the APR Action Plan

Committee 3 – Module Selection, end of year/transition out, HEAR, EDGE

A short report is then completed by the student following each committee outlining issues raised and actions suggested and fed back on. These form the basis at the end of the academic year of a handover report, which is subsequently provided to new reps at the start of the next academic year. The purpose of the end of year report is to enable students, who may be new to the role in September when APR is discussed at the first Programme Committee to see what the view of the students had been over the year that is included in the Review.



Annual Programme Review Report Form - A comment box is present on the front page for student representatives to complete. Students should comment on how they have engaged with the process and any key points they would like to raise in relation to actions to be taken forward.

Partner Institutions currently involve students in the APR process through programme committee meetings and students are asked to comment on their involvement in the process.

## **7) Participation in Programme Approval and Review**

Students are panellists on validation review panels as one of the mechanisms to include the student voice in the process. The panellists are recruited through advertisement at the student rep training each autumn. They are required to attend student panellist training where the role, documents and process are discussed. Students are required to read and comment on documentation prior to the event. On the day of the event they are able to ask questions of the panel normally with particular student experience focused questions in relation to areas such as Assessment and Feedback – timing and quality, student support and employability etc. Students are paid for their role per event completed.

Students of programmes under review, who may be current or alumni, are also invited to attend a session with the panel where they are asked about their experience of the programme. This is carried out face to face or by web conferencing.

### **Training & Recognition**

Student Representatives will be provided with training in quality processes and the opportunities to engage with them. Guidance is provided on how to feedback to fellow students and gather the voice of the students they represent. The Student Union work in partnership the Quality Enhancement Directorate to provide the training and guidance.

Representation resources are accessible for all partner institutions online on the Students' Union website and the Student Voice module on Moodle, including the Cardiff Met SU Student Voice Handbook for Reps, Jargon Buster for reps, meetings top tips.

Students who are panellists at Validation and review events have their role officially recognised in their HEAR.

### **Responsibilities**

The following responsibilities have been identified in relation to Student Participation in Quality Processes

**Academic Staff** should:

- Endeavour to meet all the principles contained in this policy.
- Seek to continually develop the opportunities for students to engage in all processes
- Ensure feedback is provided in partnership with their students

**Students** should:

- Use the feedback they receive to help develop their learning and improve their assessment performance.
- Participate fully with the quality processes opportunities provided, including surveys, committees and module evaluation
- Work with staff to make constructive improvements to the processes used to assure and enhance the quality of the student experience

**Academic Managers** should:

- Ensure that programme documentation provides students with appropriate information on quality processes and how students can engage in them.
- Regularly monitor and review the implementation of the student engagement in quality processes policy

**Monitoring of the Policy**

Monitoring of the policy is undertaken annually through a number of ways

- 1) Review and enhancement processes including APR, Periodic Review and surveys - covering programme, school and institutional level reporting to confirm systems are working appropriately
- 2) Reviewed at Quality Assurance Action Group annually