

CARDIFF
UNIVERSITY

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News

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Students

At the heart of our work

Introduction

When selecting an image for the front cover of this edition of *Cardiff News* – we thought we'd do something a little different.



Professor Patricia Price

“Rather than the usual posed picture of happy students around campus we thought we'd identify an image that helps symbolise the importance of our students to the University.

It probably sounds like a well worn cliché but the stunning front cover image of a heart, taken by Clara Erice Jurecky one of our postgraduate students as part of her research, symbolises that our students are at the very heart of what we do as a University.

Whether it's the first year undergraduate venturing upon University life, or the seasoned postgraduate student honing their research skills – students are at our very core.

In an ever-changing and competitive environment we must not only aspire to be the best but we must give our students an education that is the best, delivered in the right way, in the right environment and one that gives them a head-start in their chosen careers – regardless of sector.

Our ambition as a University is really quite simple: we want to recruit the best students regardless of background from Wales, the UK, EU and across the world.

This edition of *Cardiff News* is focused on education and students and how we are building on current work to provide a positive and enriching experience – an experience that supports students through the transition to independent learning right through to employment.

That's why you will hear from the University's Deans for Education and Students who cover our three new Colleges of Biomedical & Life Sciences, Arts, Humanities and Social Sciences and Physical Sciences and Engineering about what they are doing to support the student experience and their plans for the future.

You'll also meet Ben Lewis our new Director of Student Support and Wellbeing who outlines how the University is supporting students with the advice and guidance they need. You'll also learn about an innovative

new scheme to encourage and widen access to University for people with Asperger's, and ways we are exploring to provide more teaching through the medium of Welsh.

As a University which aspires to be the best, we have to create the best facilities and environment in which to learn. That's why we've set out what students can expect from us in our *Student Charter*, which we renew annually.

Equipping our students with the skills needed to ease their transition to work or further study is also crucial.

Most people may not appreciate that the evidence suggests that a student who goes abroad will do better in their studies. That's why we're setting-up our Global Opportunities Centre, a one-stop-shop for students wanting more information about studying or volunteering abroad and why we have launched the *Languages for All* programme to offer students access to free language courses.

When most people think of students, they probably think

“Whether it's the first year undergraduate venturing upon University life, or the seasoned postgraduate student honing their research skills – students are at our very core.”

Professor Patricia Price

of undergraduates. Through the excellent work of our University Graduate College Programme and new facilities at our flagship Hadyn Ellis building, we are ensuring that our post graduates get the recognition and support they deserve as a key part of our growing student community.

You'll also get a chance to meet our current University President, Cari Davies, the first female president for ten years, and meet some of our students combining their studies with elite sport with the support of the University's High Performance programme.

Boost for Welsh language learning

University Welsh language provision has been boosted with Coleg Cymraeg Cenedlaethol funding.

Sali Collins has been appointed to develop provision within journalism. The former Head of BBC Radio Wales hopes to recruit prospective students to the capital to study the subject through Welsh for the first time.

Students will be able to study elements of Medicine through the medium of Welsh for the first time with Sara Whittam at Cardiff University. She would like to ensure that students are confident in discussing medical issues through the medium of Welsh.

Gaynor Williams has been appointed to teach Nursing and Midwifery at Cardiff University. She spent twenty years working as a nurse at University Hospital of Wales' neurology department and Cardiff University as Associate Lecturer.

Manon George who's currently drawing her PhD on law of devolution to a close has been appointed lecturer in law at Cardiff University. Manon is a member of the Wales Governance Centre and has taught Public Law through Welsh over the past four years.

After graduating from Imperial College London, Zoe Morris Williams has worked as a family

doctor in Pontypridd and clinical lecturer with Cardiff University's School of Medicine. Zoe is an active member of the Welsh Medical Society and she will join Cardiff University as Lecturer in Healthcare Sciences.

Dr Ioan Matthews, the Coleg Cymraeg Cenedlaethol's Chief Executive said: “We are glad that Cardiff has appointed these individuals through the Coleg's Academic Staffing Scheme and wish them well in their new posts.

“I look forward to seeing the Welsh language provision grow over the next few years.”

Language learning – the Caldicot Project

Cardiff is pioneering teaching methods with a new module that offers final year Modern Foreign Language (MFL) students mentored teaching practice in local schools.

Students enjoy lectures and workshops on teaching, led by experts in the field, before going into local schools where they lead classes and learning activities, and inspire pupils to pursue languages through presentations about their time spent living abroad.

Partner schools have reported improved academic performance from pupils, and an increase in uptake of MFL at GCSE and A level. The scheme has expanded from its initial pilot in Caldicot School in 2012-13 to include - St David's FE College, St Teilo's, Cathedral School

Llandaff, and St Alban's in Cardiff.

Cardiff MFL students gain transferable skills in communication and professionalism to enhance their employability. Those who wish to pursue a teaching career gain all-important classroom experience.

Student feedback has been excellent. “The whole experience has changed what I wanted to do in the future,” said one student. “It's a challenge I'm so glad I took on.”

The School of European Languages, Translation and Politics is looking forward to expanding the scheme into other languages when the new School of Modern Languages comes into being in September.

The Deans' View



Professor Amanda Coffey, Dean for Education and Students with the College of Arts, Humanities and Social Sciences, outlines what she and her colleagues have been doing to support the student experience over the last year

“The College structure has provided us with a forum to share good practice and a welcome opportunity to work together to improve our students' experience. Of course Schools across the University have always shared good ideas and initiatives, but the college structure has been important in allowing us to articulate the shared responsibility we have for the student experience.

The College of Arts, Humanities and Social Sciences has been at the centre of a number of exciting initiatives to boost our students' international exposure. We are the home of the new University-wide *Languages for All* project,

for example, that will launch in September 2014.

Initially the project will run in six core languages but we are hopeful that new world languages will be added as the scheme gathers pace. *Languages for All* will form an important aspect of our new School of Modern Languages, which will now provide a coherent home for languages activity at Cardiff. Politics and Cardiff Law School will be working closer together, providing exciting opportunities for the development of international education for our students.

Cardiff Business School has launched its BSc Business

Management with Integrated Work Placement, offering students a five month, credit bearing work placement as part of their second year, the Law School continues to offer a wide range of pro-bono schemes, with the Criminal Cases Review Commission recently referring a murder conviction to the Court of Appeal as a result of work undertaken by the School's Innocence Project. The School of Social Sciences has launched a year two credit bearing work placement module, providing students with opportunities for placement with the private, public or third sector.

In terms of sharing good practice, there are plenty of areas in which

the College's individual Schools excel and we are learning from their experiences. The School of Journalism, Media and Cultural Studies, for example, has an excellent record in awarding good honours degrees to students, using the full marking spectrum and supporting their students to be aspirational. The School of History, Archaeology and Religion does incredibly well in the National Student Survey, and is already exceeding The Way Forward target for assessment and feedback. Part of our work this year has been to learn more from our Schools about how they have achieved excellence in these and other areas.

The College has also afforded us the opportunity to work more collectively on our recruitment and conversion activities. We are working together to try to improve the tariff scores of our undergraduate community.

Widening access is a major priority for the College over the coming year and we will be dedicating significant time and resources to ensure that we are at the forefront of innovative practice. We will also be reviewing our portfolio of undergraduate and postgraduate programmes to ensure they are attractive and meet the needs of existing and potential students.”



It has been a busy year for Professor Paul Dummer (Professor of Restorative Dentistry and former Vice-Dean of the School of Dentistry) since taking up the position of College Dean for Education and Students within the College of Biomedical and Life Sciences.

“My remit as College Dean is to support the provision of high quality education and speciality training across all the eight+ Schools in the College, and to ensure that the College continues to attract highly qualified students who will progress to employment that is targeted at improving the health and well-being of society. Clearly, Paul cannot fulfil his remit alone and he is supported by a great team within the College structure as well by his enthusiastic colleagues in Schools and Professional Services.

The College of Biomedical and Life Sciences is the largest of the three Colleges in the University, with more than 6,000 undergraduate students, more than 1,000 PGT students and more than 500

PGR students. Some 1,000 of these students are from overseas. Significantly, a high proportion of programmes in the College have strong links with regulatory, professional and statutory bodies, with three Schools being unique providers in Wales (Dentistry, Optometry and Pharmacy). It offers the complete portfolio of health care programmes from Foundation in Sciences through to Professional Doctorates and a suite of successful PhDs.

In the last year, the College has established a clear Education Strategy and action plan, consistent with the achievement of the Way Forward objectives. Key to this strategy are improvements to the student experience and placing the student (and trainee) at the heart of the education system. Indeed, one of the key advantages of the College

structure has been our ability to work closely with the Sabbatical Officers who are valued members of many committees and working groups.

The College is responsible for the provision of much of the workforce in the NHS in Wales so programmes need to be responsive to the changes in the health care sector. In September 2013, the School of Medicine received the first intake of students into its new C21 programme, an innovative undergraduate medical curriculum. C21 is an ambitious project to create a truly world class medical programme which will attract, train and retain the very best doctors for Wales. Another landmark for 2013 was the formation of a new School of Healthcare Sciences bringing together leading providers of education within Nursing, Midwifery and the Allied Health Professions.

This academic year has already seen a visit from the General Optical Council, with the General Dental Council visiting in the spring and the General Medical Council in the autumn. These visits will focus on the educational and clinical experience of our students as they prepare for their careers in the healthcare sector and it goes without saying that this will be a busy time for staff in the relevant Schools as well as the College.

Recent activity in the College has focussed on the formation of cognate 'communities of practice' to facilitate the sharing of best practice and to enable academic faculty and support staff to come together to share ideas, suggest enhancements to the student experience and to find solutions to shared problems across all the disciplines in the College. We have recently launched networks for Directors of Postgraduate Research, for Directors of Education and an 'Admission Forum' will launch in March. We are also developing Special Interest Groups in e-learning and inter-professional education and learning. All of these seek to raise the profile of high quality learning and teaching and deliver a continuous improvement approach to the student experience.”

Chalking up change: how technology is transforming the student experience



Professor Robert Lark is Dean for Education and Students with the College of Physical Sciences and Engineering. He discusses recent changes to the student experience.

“One of the biggest impacts has been at a University level where the 'Assessment Matters' project helps to get a much greater degree of consistency in the way we assess students' work and the awards we make,” says Professor Lark.

“This helps ensure all schools use the same rules, regulations and procedures: it's really beneficial in terms of the student experience.”

As Dean for Education and Students, Professor Lark recognises the need for wider understanding of student hopes and expectations. “One of the biggest challenges for us is in terms of how we improve

our dialogue with students. There does need to be a dialogue in terms of how we are able to satisfy expectations. We may need to do things differently, but there is also a process of education. Students do appreciate the significance of increased fees, and clearly that is a driver. I believe that, as a leading Russell Group University, we are striving to deliver high quality in everything we do, including the learning and teaching we provide.”

For Professor Lark, changing technology lies at the heart of improving the undergraduate experience.

“Currently, there is great opportunity in terms of how we use e-learning, and how we create different ways of delivering our material. It is really important for us as a college to make sure we invest in the right technologies and the right training for our staff to make the most of this opportunity.”

“In days gone by, the student experience was one of listening to a lecturer adopt a 'talk and chalk' approach on a blackboard, with students taking notes, and possibly given hand-outs. Now, much of the material is delivered electronically and the use of a formal presentation has changed the nature of the lecture. One of the big debates we're currently having is when someone gives a presentation, it is very difficult to inspire in that context. Fifteen years ago, Powerpoint was a good thing. Now

it's not, because it's not interactive enough. Ironically, some lecturers will now use tablet computers to effectively 'chalk and talk' – except it's not chalk, it's an electronic presentation.”

The question of feedback, assessment and managing student expectations is another thorny issue for Colleges, argues Professor Lark.

“The biggest challenge that we all face is feedback in relation to an assessed piece of work: what information should be fed back to the students to further enhance their learning. But then what constitutes good feedback? Is it what the student should have done to get a better mark for a piece of work? There is an argument to say that that piece of work isn't going to be done again.”

“In ten years' time, as now, the issue of employability will have a very high priority and that's linked to vocational skills in the world of work. In engineering, computer science, earth sciences and architecture, work-based placements are extremely important. Demand will grow for vacation placements and also for 'Year in Industry' placements. In terms of the student experience, how we assure the quality of any placement is going to be a real challenge for us.

“There's going to be more demand for overseas study, and much wider use of project-based and laboratory-based learning, where students learn by 'doing' as opposed to 'listening'. In our College, we are ideally placed to do this as all the subjects we cover have a real practical base to them.

“Students expect more as consumers: they expect value for money. However, I am not sure the double-sided nature of responsibilities is always recognised. The experience of coming to University is broader than simply going to a talk: there has to be an engagement beyond the lecture theatre. I'm not sure we always see that engagement in our students at the level we would like to see it.

“In addition to the Student Charter, we need to see growth in professional student support. There is debate at the moment about the role of the personal tutor. There has to be acknowledgement that personal tutors are going to be academics without specific training in the management of personal issues. There has to be appropriate

training in place for personal tutors through education, training and infrastructure.”

“Professionalism needs to be part and parcel of achievement at University. In some ways, the mark is less important than the learning that has come from it, but often for students it is the other way round. Having an awareness, knowledge and understanding of professional ethics and what it means to be professional is fundamental to the student experience. It's not just about technical learning and teaching, it is about students' ability to be professional in their future careers.”

Want a job?... do your research

It is, say students, the ultimate 'capstone' experience - working on a research project that can open doors to future careers.



The Cardiff Undergraduate Research Opportunities Programme (CUROP) is one of the biggest undergraduate research programmes in the country.

Modelled on schemes pioneered at US 'Ivy League' colleges in the 1970s, CUROP arranges summer work placements for students alongside academics at the cutting edge of research – from laboratories to libraries. It's now among the UK's top three undergraduate research programmes, but started from humble beginnings.

"CUROP came about because we were thinking about the relationship

between research and teaching in university," says Dr Nathan Roberts, who oversees the operation of the programme on behalf of Patricia Price, Pro Vice-Chancellor for Student Experience and Academic Standards. "We wanted to expose undergraduates in a very direct way to the research activity at the University.

"We started small with 20 students in 2008. By last summer, we had 163 students across every Academic School. There's an increasingly even distribution across the Colleges, too, which is great," he added.

Students tend to work in Cardiff for 6-8 weeks, and according to Dr Iain Mossman, who runs the day-to-day operation of the programme, "they're often based in the lab, or in an archive or library, working directly at the University. But they do occasionally go further afield – last year one geology student went to North Carolina in the United States."

The success of the programme is borne out by the fact that some of the first CUROP alumni from 2008, who went on to get PhDs, are now in academic posts in Cardiff University and other institutions.

"We want CUROP to be seen as a key part of the Cardiff University experience. We're up there with Warwick and Imperial among the top three in the UK," adds Dr. Roberts

"We survey the students every year, and the feedback has been stellar, with almost 100 per cent recommending the programme. For the students the motivation is a lot about developing their research skills, and understanding how projects work, particularly if they wish to take up research in the years ahead. Sometimes they take up PhDs and sometimes they decide research is not for them – but at least they can make an informed decision.

"Last year we got to the volume of funding and applications which meant that we crossed the entire university," explained Iain. "There are more projects in sciences than humanities but we hope this year we'll be getting close to an even keel. Every year the number of applications has grown, frequently from early career researchers who can learn a lot from supervising students and gaining access to small grant funding. We've had feedback that the scheme has led to fairly significant research grants of six or seven figures that started with these small projects," he adds.

According to the CUROP team, any academic resistance to hosting a 'work experience' student has been blown away by the quality of the work students put together.

"We ask all students and supervisors to come together in the autumn to showcase their work in the main building, and the standard is amazing.

"The students say it's a brilliant experience they'll remember – one of those 'capstone' experiences of their time at Cardiff University.

"What we see now in the breadth of projects that are funded under CUROP is an array of projects which are impact-led and which go out into communities, particularly with social sciences.

"Students on CUROP placements are making substantial contributions to many of the University's research projects. Some supervisors are really surprised. But more often than not, they're simply delighted." Dr. Roberts adds.

New Director of Student Support and Wellbeing



Ben Lewis

Ben Lewis has been appointed as Director of the University's newly created Student Support and Wellbeing services.

The new service encompasses the previous Student Advisory Service, Counselling and Daycare Centre. It now also includes Careers & Employability and will shortly also incorporate the Student Health Service.

Ben said: "It is a really exciting time to work for Cardiff University and I am thrilled to have the opportunity to lead such a diverse and dedicated group of staff in the new Student Support and Wellbeing Division.

"The new division brings together a full set of services which support and enhance the experience of all our students in response to the strategic direction of the University. We hope to initiate a range of improvements relatively quickly, we will seek to ensure staff and students continue to benefit from the highest quality student support services and gain value from new initiatives and activities over the coming years."

'Start-up' students build big ideas...

Undergraduate entrepreneurs can put their first foot on the business ladder, thanks to Cardiff University Enterprise.

A wide range of support is on offer to help students develop ideas, nurture and grow their business dreams.

Iheanyi Ibe, Enterprise Support Officer with the Research, Innovation & Enterprise Services Department (RIES), says undergraduate ventures potentially offer a blank canvas, often leading to innovative ventures.

"Young entrepreneurs tend not to have some of the bad business habits common with established businesses. They're sometimes reluctant to explore their ideas, but when they do,

they're often devoid of boundaries, imaginative and really exciting."

Iheanyi helps students develop enterprise and business skills.

"For those who set up small businesses or with intentions of doing so, we offer support up to five years after graduation. Our graduates can still access programmes aimed at improving their skills base, not just for running businesses but also to enhance their employability prospects including workshops, seminars and surgeries," he adds.

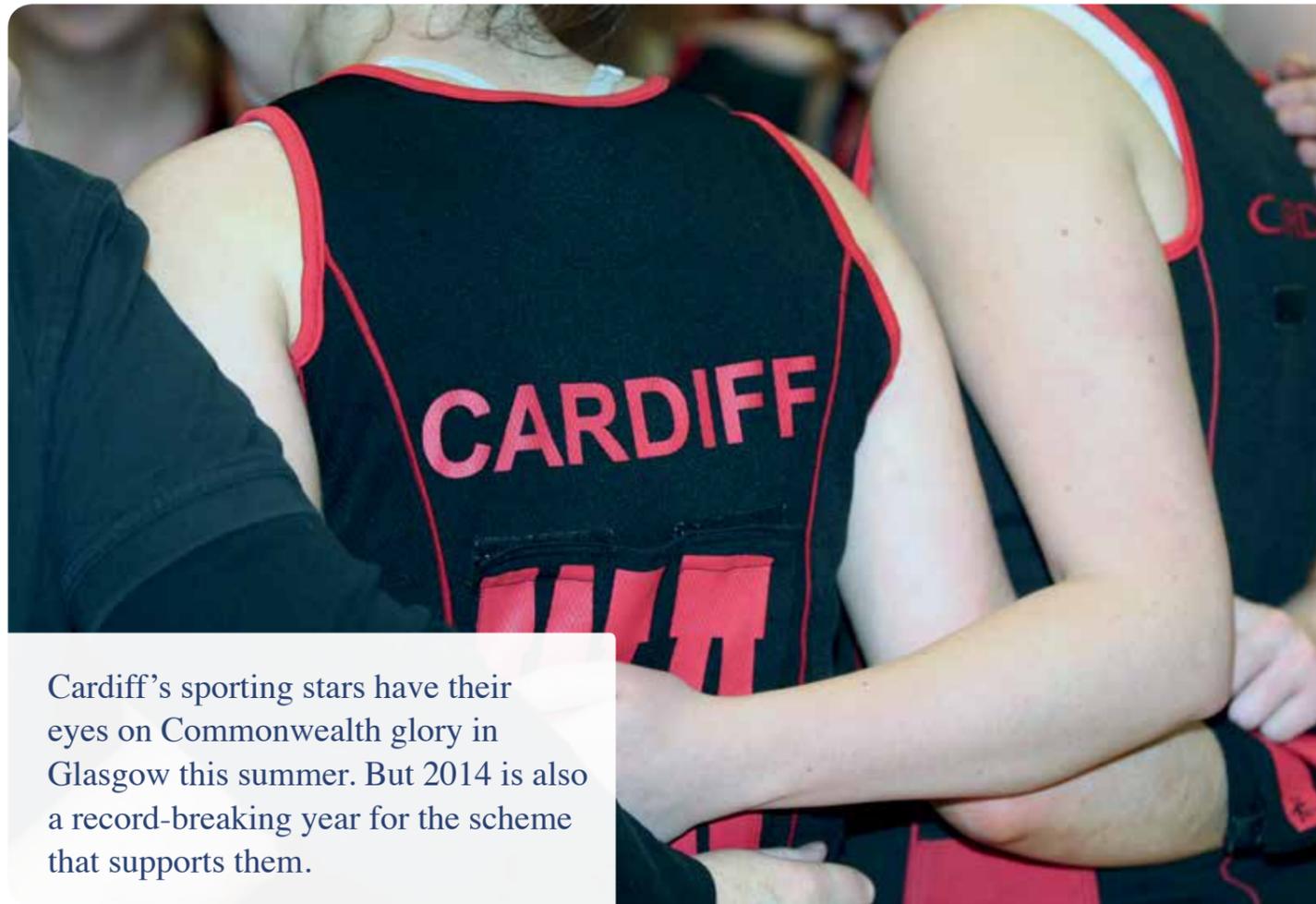
To provide holistic support as students and graduates undertake their entrepreneurial journey, Cardiff University Enterprise offers one-to-one surgeries, developmental

funds which can help with product development and market research, as well as an annual 'Spark Ideas Challenge' which provides a platform to formally explore potential ideas. In addition, they also offer access to business mentors, Welsh Government funding, and a year's free office space.

"We have a few success stories," says Iheanyi. "Two of the numerous entries in the Spark competition last year: Elsie & Arthur put through an idea for an online independent lifestyle clothing label now looking to expand into a physical store, and Ping Pong Digital works with an expanding portfolio of organisations tap into the Chinese market through social media strategies.

"We work with a range of students at different levels. While we are helping some develop ideas at a very basic stage, we work with others to get them 'investment ready' so they can attract more investment to compliment internal provision.

"I've never told anyone that their idea is not good enough: I'm quite happy to work with people and for them to think about whether they're doing things the right way. If they realise that themselves, the chances are they will know how to approach the situation in the future when they consider new ideas. For us, it's all about giving our students the skills to grow tomorrow's great ideas," he adds.



Cardiff's sporting stars have their eyes on Commonwealth glory in Glasgow this summer. But 2014 is also a record-breaking year for the scheme that supports them.

The University's High Performance Programme (HPP) is more than just a bursary: it's a tailored package that gives elite sportsmen and women the chance to develop their sporting potential whilst studying at a top University.

Paul Jones, Performance Sport Officer for Cardiff University Sport, says it's been an amazing year.

"When High Performance Programme started, we had 20 students. We're up to 64 this year – our most successful so far. We've also got six rugby scholarships, and five MCC Universities Cricket Academy students within the University, too, so all told we've got about 75 students on internal performance programmes – a fantastic number."

The HPP ethos is simple: provide the best support network and opportunities for students who are very good at their sport to study at a very good academic institution. After their courses end, we hope to have helped put students in a position where they have the opportunity to go into full time employment or carry on

with their sport at the highest level, or even continue to do both.

"We are trying to help with the balance," says Paul. "We don't run sports courses – we're not Loughborough – and the core of the University is its academic strength. We have to be realistic and that has to be the priority but my responsibility is to provide students with as much support as possible around their sport."

To be considered for the HPP, students have to have recently represented their country in their chosen sport, whether at junior or at senior level.

"We get as many as 100 applications a year from very talented students," adds Paul. "We've had a few stars coming through, too!"

Batswoman Heather Knight, who plays for the England Women, graduated two years ago and was named player of the series in the 2013 Women's Ashes and was also recently nominated for British Sportswoman of the Year.

"Heather is probably the best example of a sporting student we've had in recent years: she just got on with it and didn't ask for any special treatment whilst competing at the highest level and touring overseas through the winter. You often find the better people are at their sport, the better organised they are because they're used to the pressures of organising themselves."

Among Paul's top tips for Glasgow are judo player Natalie Powell; pistol shooter Coral Kennerley, and Wales and Celtic Dragons netballer Emma Thomas.

"The good news is we're going to have students at Glasgow. We're hoping to have six or seven, but most will have to be in top form for selection at the end of May," said Paul, who says students value the support they get through HPP.

"The programme helps us raise the University's profile. There's a small amount of financial support – the most anyone gets is £1,000 a year – but students have to give something back. We support them through

sports facilities, a physiotherapist, sports massage, and strength and conditioning coaches, together with things like workshops on nutrition and performance lifestyle."

The HPP programme is open to students whatever their age. "It's not a closed door. Students can come to university without any experience of a particular sport, and go from novice to representing their country, so we have to cater for these successes. It's so refreshing because their commitment is sky high.

"Students like rugby star Jamie Roberts and boxer Nathan Cleverley set a superb example for Cardiff," adds Paul. "Jamie Roberts was kind enough to come back to the University in the Autumn to present to our students, one valuable point he revealed was that, as student he'd sit down every Sunday to write a seven day plan for the week ahead to ensure he knew he could fit everything in from week to week. It was a military operation, but he got there whilst playing professional rugby and doing a medicine degree, which shows it can be done."

Sporting stars eye Glasgow prize...

Emma Thomas

You play for two top teams. How hard is it to organise your life and how do you do it?

Training and competing for Wales and the Celtic Dragons is pretty intensive in terms of time and energy. There are lots of very early mornings and late nights studying to make sure everything gets done. It still horrifies me to think of the times I was setting alarms for around the exam period last year!

What are you hoping to do after graduation?

Since my original plan of marrying a footballer from Real Madrid is not really working out, I will hopefully be starting my Pre-Registration Year in a community pharmacy in Newport. I am delighted to have been offered a placement in Lliswerry Pharmacy where I have already completed some work experience. I am really looking forward to starting!

How has the support from the University helped your sporting career?

I would not have been able to balance the MPharm degree without the support and understanding of my tutors who have been entirely



approachable and extremely supportive. The staff on the High Performance Programme have been wonderful too, helping me to arrange time off for competitions and so on.

Tell us about your hopes for the summer and Glasgow?

Of course the final squad of 12 is yet to be named but everybody in the long squad, including myself, is living in hope! The competition in Glasgow is going to be fierce with Wales going into the more difficult of the two pools. The first game is against World Number One, Australia! Personally, I'd like to get some court time and score some goals!

Coral Kennerley



How did you take up shooting?

I started shooting through the pony club at the age of eight, doing tetrathlon which includes shooting, swimming, running and horseriding. I enjoyed the shooting so started precision pistol shooting which is what I do today.

How's the transition been to University life away from Aberystwyth?

Moving down to Cardiff University from Aberystwyth has had a positive impact on my training, as there are so many more facilities

Natalie Powell

How have you found your time at University?

University has been a fantastic experience. Its been tough at times balancing my workload with training and competitions, but I've enjoyed the challenge and feel I've managed to do both to the best of my abilities.

How has being on the High Performance Programme helped you?

Being on the HPP programme has been very beneficial, particularly in regards to gym membership and financial support. Paul and his team are also very supportive and encouraging and are always on hand if I have any sporting or work related issues.

Tell us about your day to day life at University?

Monday to Friday my week consists of a weights/conditioning session, followed by 90 minutes technique and then a further 90 minutes of randori (contest practise) in the evening. In between this I



can usually be found studying or running from training to lectures.

Tell us about your hopes for the summer and Glasgow?

To win Gold in Glasgow this summer is at the top of my priority list for 2014. I am also looking to gain good results in this year's European and World Championships.

in Cardiff, including the Sport Wales National Centre which has a High Performance Shooting range, which is where I do all my shooting training, as well as all of the sport science available to me. Which also means I do a lot less travelling to and from training than I did at home so I have more time in the day!

What are the pressures around your sporting life?

The main pressure is trying to balance training and my studies, but the University have been very

helpful, assisting me with this especially as I am away competing abroad fairly often.

Tell us about your hopes for the summer and Glasgow?

I'm looking forward to the experience of a multi sport games, and representing Wales in a major competition. I hope to shoot my best in the Commonwealth Games, to make a final, and a medal would be even better!

The Student Charter – a pathway for life at Cardiff

Dr Sarah Williamson - Head of Student Engagement & Education Support – explains why the Student Charter has an important role to play in every student's Cardiff experience.

Want to find out **more?**

 www.cardiff.ac.uk/studentcharter



Cardiff University Students' Union
Undeb Myfyrwyr Prifysgol Caerdydd



Student Charter: Our Partnership

“The Cardiff experience relies on a successful partnership between the University, the Students' Union and our students. At Cardiff you are studying in a successful, vibrant, multicultural and diverse University, set in the capital city of Wales. There is a strong sense of community that is characterised by the balance we achieve between our educational, social, cultural and sporting experiences. The Cardiff community creates an environment where expectations can be met and ambitions realised. Please use our Charter as a pathway to everything key to the Cardiff experience. We hope that you take full advantage of the opportunities on offer to you.”



Joint statement from your Vice-Chancellor, Professor Colin Riordan and your Students' Union President, Cari Davies

Our Student Charter outlines the roles, responsibilities and expectations we all have to ensure you have a high quality experience whilst you are at Cardiff University. It has been developed through a partnership between students, the Students' Union and the University.

...ing information on the cost of study, and in return we expect you to inform us promptly of any changes to your circumstances.

As a partner in our community we hope you see the importance of your contributions to the development of the University, and the Students' Union, and the legacy this builds for the benefit of our future students, as those before you have done. You can continue to be a partner in our community after you graduate, joining a growing network of more than 80,000 alumni based in over 100 countries around the world.

“The Student Charter is a blueprint for how to get the best out of life at Cardiff University. It brings in not just advice but things like volunteering and living in the community. It's not just about study, either, it's the whole package. Everyone makes their own Cardiff experience.”

“The Welsh Government wanted every University in Wales to have a Student Charter by 1 August 2012. Guidance said the content should be across just two pages, so we worked with the Students' Union for about a year on its development, thinking about what a Student Charter would mean to Cardiff.”

We'd never had one before, although the University of Wales College of Medicine previously had something in place. We established a development group with representation from the Students' Union and different aspects of the university including professional services, school managers, and academic staff. The Development Group read a lot of Student

Charters from around the UK and internationally, trying to work out the best approach for Cardiff.

We'd already worked on the development of a new education strategy in 2010/11, so our culture was already moving towards engaging 'students as partners' and we wanted to involve students as much as possible. We developed three different Student Charters in the first instance to get what we felt was a 'best fit' for Cardiff, and opted for one that placed special emphasis on community.

The Student Charter has eight different defined communities within Cardiff. For each community there is a much more detailed online list – the main site links to theme pages: where we talk about a 'caring and supportive community', the website carries links to things like maths support or the Student Advisory Service. So it acts as a 'gateway' to everything the University has to offer.

We promote the Student Charter through promotional cards at enrolment, which students tend to pop into their wallets or purses, and we worked with CUTV, part of Cardiff Student Media in the Students' Union in summer 2013, to develop video. Our 'Welcome to Cardiff' survey in the autumn each year asks about the Student Charter and we hit about 70 per cent for recognition, so we're talking about it and the Schools should be talking to students about it, too.

The Students Charter is not aspirational: everything that's in it the students should expect now. The charter outlines everything a student can expect from the University, and everything we expect from students, and also, importantly, what students should do if things go wrong – if something is not meeting their expectations, we want to know about it and fix it.”

Further information on the Student Charter, including links to all related services can be found at: www.cardiff.ac.uk/studentcharter

Getting more young people with autism into University

One in three people on the autistic spectrum aged between 16 and 24 is not in education, employment or training - more than double the number amongst the general population - despite often displaying above average levels of intelligence.

A unique initiative has been launched by Cardiff University to encourage young people with autistic spectrum disorders (ASD) to go to University.

Tailored to meet the needs of pupils with ASD aged between 14 to 19 years old, the *Discovery Project* uses current university students as mentors to help raise their aspirations, overcome their anxieties and improve the skills they need for university life. This will be achieved through

a combination of workshops, academic taster sessions and social events held fortnightly.

Pupils will also receive extra support for homework, revision and making applications to college or university. The opportunity to improve motor skills and social interaction will be delivered through specially tailored circus skills sessions, while yoga classes will attempt to reduce anxiousness in pupils.

Cardiff University's Vice-Chancellor Professor Colin Riordan said: “Cardiff University celebrates and promotes equality and diversity, and we feel it's important that support for people with autism isn't restricted to those already enrolled on a degree.

“It's vital that we reach out to communities and make known to school children with autism the

innumerable opportunities and support that going to university can offer. I'm hopeful that this bold and worthwhile initiative will serve to encourage more prospective students on the autism spectrum to continue their education and realise their academic potential here at Cardiff.”

People with ASD often struggle to interact and communicate in social situations; change and unfamiliarity are strong trigger points for feelings of anxiety.

A mere 15 per cent of adults with autism are in full-time employment and only 9 per cent are in part-time employment. 26 per cent of graduates with autism are unemployed which is by far the highest rate of any disability group.

Study anywhere, anytime, for free

Cardiff has launched its first MOOC (Massive Open Online Course) enabling anyone to study online, for free, wherever they are in the world.



The course Muslims in Britain is delivered through FutureLearn - the first UK-led provider of massive open online courses (MOOCs). Professor Sophie Gilliat-Ray, lead educator for the University's free online course "Muslims in Britain: Changes and Challenges", explains how the course aims to look beyond media representations and stereotypes, to reveal a rich history of Muslim presence in Britain, and an infinite variety of individual experiences.

“One of the first things we did when putting Muslims in Britain together was to ask Muslims from the local Cardiff community to explain their stories of how their families came to live in the area. The result - which can be seen in a video near the middle of our course - was a collection of narratives which stretched from Mombasa to Dhaka, across England and Wales, and involved textile workers,

schoolchildren, bankers and chaplains. The cumulative effect of these multiple voices was to present a challenge to any one-dimensional depiction of British Muslims: the incredible ethnic, religious and cultural diversity of the population was brought to life.

It is this emphasis on the lived experience of individuals that gives our course its unique character. Over four weeks, learners will gain an understanding of the beliefs and practices of British Muslims, explore the long history of the relationship between Britain and Islam, before turning to communities in Britain today and key contemporary debates. At each point, we want learners to view these topics through the lens of real experiences. For example, when considering the issue of gender for British Muslims, we hear directly from Rehanah Sadiq, who was the Muslim chaplain supporting the

2012 Olympic Games and who has an enormous wealth of experience working with British institutions and communities.

This emphasis on a multiplicity of voices reflects an important research methodology used in the work of the Centre for the Study of Islam in the UK at Cardiff University. It is hoped that by joining us in "Muslims in Britain: Changes and Challenges" learners will also start to develop these tools as a way of building their understanding of those around them.

The University has also announced the world's first MOOC with FutureLearn on Community Journalism (April 14) delivered by the Centre for Community Journalism in the School of Journalism, Media and Cultural Studies. The course is led by Professor Richard Sambrook, Director of the Centre for

Journalism, the top ranking centre for postgraduate vocational training in the UK.

Community Journalism is aimed at people interested in creating their own community news service as well as those wishing to study this new media sector. It provides an overview of both emerging theory and of practical skills, ranging from digital publishing and community building to more traditional core journalism techniques.

Professor Sambrook said: "I'm delighted Cardiff University is offering this open course on Community Journalism - helping build and sustain new models of local news. Cardiff is proud to be the UK's oldest and most experienced School of Journalism and home to the UK's first academic centre for Community media." To learn anytime, anywhere visit: www.cardiff.ac.uk/moocs

Cardiff on screen

Cardiff University has a fantastic mixture of architecture – from the stately wonder of Main and Glamorgan Building to the impressive modernity of Hadyn Ellis or Cochrane, our campus has often been used as locations for many high profile series such as Crash, Sarah-Jayne Adventures, Doctor Who, Torchwood, Wizards Vs Aliens and the award-winning Sky comedy *Stella*.

Recently though, the *Sherlock* team bustled into town and they were on the look-out for some locations for the upcoming third series. As well as booking shoots in Main, Glamorgan

and Optometry, their location manager had seen the new Hadyn Ellis building while driving around Cardiff and saw its potential for a shoot.

The team at Hadyn Ellis were happy to accommodate, and after numerous recce visits, behind the scenes paperwork and last minute telephone calls, the crew were ready to call ACTION!

If you saw the latest *Sherlock* series, you might not even know which of the scenes actually used our buildings – it wasn't always obvious. Now this is a major SPOILER ALERT, but Benedict Cumberbatch lying

stricken in a hospital bed in the third episode was none other than an unobtrusive seminar room in Hadyn Ellis! There were more recognisable exterior shots of the building and some sweeping shots of the impressive interior circular staircase and foyer which doubled up as a waiting room/hospital. And did you know that *Sherlock's* mind palace was actually a corridor in Main Building?

There's a lot of work that goes on behind the scenes not only from the *Sherlock* cast and crew but staff from various University departments who work together to make detailed preparations for these often very complex



shoots. It's very rewarding to see Cardiff University being featured so prominently on these incredible TV shows, and it won't be long before we're back on your screens – the Tardis is back in town!

Images of research

Striking images capturing the work of Cardiff research students have gone on show to mark the official relocation of the University Graduate College.

More than 200 people filled the Hadyn Ellis Building exhibition area for the University Graduate College 'Images of Research' Celebration Event.

Professor Ken Wann, Deputy Dean of the University Graduate College, said: "Positioning the University Graduate College alongside Research Institutes within the Hadyn

Ellis Building creates a hub with increased opportunities to provide interdisciplinary activities and events for all researchers.

"This event was a chance to celebrate not only our move to a superb new location, but also the impressive breadth and quality of the research activity undertaken by our postgraduate students."

* Front cover image courtesy of Clara Erice Jurecky, School of Biosciences. The image shows the sympathetic innervation of a mouse heart by using the technique of whole mount staining.

Essential library resources now online

Hundreds of essential course readings are being made available to students online, as part of a pilot scheme being undertaken by the University Library Service.

The availability of essential course readings is a frequent concern for students. A lecturer can place a chapter or article on a reading list, but the library can't buy or store a physical copy for every single student

enrolled on the course. This pilot scheme aims to make an electronic copy available to every student that needs it.

The University is allowed to make certain book chapters and journal articles available to its students as digital scans. However, the legal restrictions and technical requirements involved can cause headaches for academic and administrative

staff in the Academic Schools. The University Library Service is trialling a centralised, comprehensive, copyright-compliant service: allowing Schools to get on with teaching, and giving students immediate access to the resources they need.

Since the pilot began in July 2013, ULS Learning Resource Officer Matt Harvey has received almost 1,000 digitisation requests from

11 Academic Schools. So far, 172 scanned extracts have been uploaded to the Learning Central virtual learning environment, and with links to more than 160 e-journals and e-books.

Matt is currently working with colleagues and groups across the University to establish the potential scope of the service for the 2014/15 academic year.

Meet the Team: University Graduate College

Supporting the University's growing and thriving postgraduate student community is all in a day's work for the team at the University's Graduate College (UGC).



Standing: Heather Morecroft, Morganne Pritchard, Terri Delahunty, Dr Amanda Rouse, Clare Olson, Myra Woods. Seated: Stan Verrall, Dr Afia Ahmed, Sarah Brasher, Jadine Wringe, Dr Rachel Dodds, Eleanor Ford. Absent from photo: Professor Terry Marsden, Professor Ken Wann, Charlotte Whitehead, Peter Bell, Rachel Pitman, Chris Lawrence, Mukta Khan (Currently on maternity leave)

Whether it's offering training opportunities for students to develop themselves as researchers or future professionals, arranging social events and activities or providing much needed learning and networking space offering a comfortable environment to complete research, the team is on hand to offer support.

"Our University Graduate College (UGC) supports the work of our Academic Schools and supervisors to provide an enhanced experience for research students," according to Terri Delahunty, who manages the UGC alongside Dr Amanda Rouse.

"An essential part is the University Graduate College Programme, which offers exceptional opportunities for postgraduate researchers to develop themselves.

"We have workshops or courses for postgraduate researchers at every stage in their research degree programme – from first year induction and essential 'starting out' skills through to final year career planning and viva advice as well as everything in between," she adds.

Terri also manages The Graduate Centre – a one-stop shop providing study facilities, services and activities at the University's two sites on the main campus and at the Heath Park based at the University Hospital of Wales.

First opened in 1999, the UGC has recently secured vital additional research space providing 40 allocated work spaces for postgraduate research students to study in the University's flagship Hadyr Ellis Building.

"Whilst we are there to offer training and development activities providing one of the most comprehensive packages in the UK – being a postgraduate student is so much more than just their research, it's also about feeling part of a valued community.

"That's why an essential part of the responsibilities of the team also includes offering social spaces like a café bar, big screen TVs as well as a regular programme of coach trips, weekly quiz and film nights as well as other social activities," Terri added.

With a renewed and greater University-wide emphasis on increasing the number of postgraduate students and enhancing their experience –

the work of the team is only set to get busier.

One of the University's key commitments is to substantially increase postgraduate research numbers with at least 25 per cent of students studying for either postgraduate teaching or research.

Terri adds: "It certainly is an exciting time for the University Graduate College especially given the renewed focus on increasing the numbers of postgraduate students.

"I'd encourage all students to take every opportunity to meet the diverse range of other researchers at Cardiff University and become active members of the University Graduate College community."

Cardiff People - Cari Angharad Davies

Hi there, I'm Cari Angharad Davies and I'm the President of Cardiff University Students' Union.

This is my second year as an Elected Officer at the Students' Union. Last year I was Athletic Union President (the officer whose remit is sport). I was first elected in my final year and begun the role after graduating in 2012 with a European Politics and International Relations Degree – though I spent most of my University life wrapped up in Rowing Club activity.

My proudest achievement from my final year isn't completing my dissertation but winning Henley Women's Regatta. I'm hoping to go back to studying in September and am applying for the Broadcast Journalism masters here at Cardiff University; I aspire to travel the world making documentaries but I'd love to go to Rio 2016 with the BBC.

.....
Dead or alive - who would be your three ideal dinners guests and why?

I'd invite Billie Jean King, she got angry about the unequal treatment of women in sport and did something about it! Stephen Fry, to ask him everything I don't understand about the world and pick up some pub quiz trivia. Finally, Stevie Wonder, in the hope that at some point we'd all end up singing around the piano.

.....
Describe yourself in three words

Sporty.
Activist.
Gregarious.

.....
In Desert Island Discs style, if you were cast away alone on a desert island which three songs would you take with you?

Spin Doctors, *Two Princes*
Mumford and Sons, *I Will Wait*
Sigur Ros, *Hoppipolla*



.....
Who and what inspires you most?

People who aren't afraid to stand up for what they believe in and don't seek recognition in return.

.....
What makes you smile?

At the moment, seeing people benefit from something the Students' Union has changed or achieved.

.....
Tweet or not to Tweet?

Totally Tweet. But especially retweet, particularly those who have brilliant things to say but aren't always able to say them the loudest.

.....
What makes you get out of bed in the morning?

At least six alarms of increasing volume.

.....
If you could banish one thing into room 101, what would it be?

Am I allowed to say Michael Gove...?

.....
Who has been the biggest influence on you during your time at the University?

My parents, they helped pay my rent!

.....
If you were Vice-Chancellor for the day what would you do?

Create a University FOR Cardiff. Open up the University to the local community for the day and allow anyone to use our facilities, go to lectures and seminars, quiz our researchers and observe experiments.

Record breakers



A Cardiff University graduate has set the world record for the longest journey in an auto-rickshaw – as part of a round the world expedition promoting and advancing education.

Nick Gough, a Cardiff graduate BSc Economics (2007) and MSc in International Relations (2008), with Rich Sears has completed the journey in a tuk tuk (a small, open-sided, three-wheeled vehicle)

CARDIFF UNIVERSITY INTRODUCES

Community Journalism

A free online course starting on 14 April



Gain practical skills and insight into hyper-local journalism, learning how to create your own service.

Community Journalism is attracting growing public and academic interest as more and more community and hyper-local sites replace traditional local media. The course, led by Professor Richard Sambrook, Director of the Centre for Journalism and former Director of Global News at the BBC, will give you the practical and transferable skills to:

- Research your area using open data such as census statistics
- Recruit a team including contributors and technical support
- Use social media to build an audience and engage
- Set up your own WordPress site
- Moderate your online community.

Follow the Centre for Community Journalism [@C4CJ](https://twitter.com/C4CJ) #FLCommunityJourno
More information on free online courses at Cardiff visit: www.cardiff.ac.uk/moocs



Sign up at futurelearn.com
futurelearn.com/courses/community-journalism



Cardiff University has been supporting the expedition as the main education sponsor.

Throughout the expedition, the team has visited educational and developmental projects, conducting academic research and documenting the whole experience. By raising awareness of the challenge of improving global access to education during their trip, Tuk Tuk Travels has been raising funds for grassroots, community based educational projects.

One-stop-shop for global study opportunities

Students looking for opportunities to study, work and volunteer abroad will be able to access all the information and support they need with the launch of a dedicated one-stop-shop advice service.

The University's new Global Opportunity Centre (GOC), which opens shortly, will offer advice and information for all current Cardiff and prospective students looking for opportunities to study abroad as part of their studies.

It will also act as the main point-of-contact for incoming study abroad, exchange and Erasmus students. "With such a renewed emphasis on helping students to study abroad for all the benefits that brings – it seemed sensible to set up a dedicated one stop-shop for advice, help and support for all students," according to Rose Matthews, who heads-up the new Centre.

As well as practical advice and support the Centre will also be

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Association of Commonwealth Universities' Newsletter of the Year, 2011.

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Views expressed in 'Cardiff News' do not necessarily reflect those of the University. Items of interest relating to the University and its staff are welcome and should be sent to: Communications and International Relations Division.

Tel: 029 2087 5596

Twitter: @cardiffuninews

Email: newsletter@cardiff.ac.uk

Online: www.cardiff.ac.uk/news/newsletter.html

Cardiff University is a registered charity, no. 1136855

responsible for administering the University's mobility programmes – including study, work and volunteering and monitoring incoming and outgoing students as well as distributing grants and bursaries.

Rose adds: "The University already enjoys a growing community of students who want and are looking for information on studying abroad.

"We hope by having a dedicated centre we'll maximise and develop new opportunities to encourage outward mobility."

Address Label

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