

## UNIVERSITY EXECUTIVE BOARD

<b>Document title:</b>	<i>Institutional Review Action Plan</i>
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<b>Date of University Executive Board:</b>	<i>26 September 2016</i>
<b>Sponsor on University Executive Board:</b>	<i>Professor Amanda Coffey</i>
<b>Document History:</b>	<i>Version 1 – Considered by Academic Standards and Quality Committee (ASQC) at its meeting on 29 June 2016 Version 2 - Updated to take account of comments received from student members at ASQC and from the Students' Union President</i>
<b>Paper Classification:</b>	<b>NC – NON-CLASSIFIED</b>
<b>Type of Paper:</b>	<i>For decision-making</i>

**Summary:**

*The 2014 Institutional Review report identified areas of good practice across the University and also made three recommendations. Following the publication of the Institutional Review report, the University, in consultation with the Students' Union officers, produced and published an action plan showing how it is addressing the recommendations in the report and further develop its areas of good practice. The action plan is reviewed and updated annually.*

*The updated 2016 Institutional Review Action Plan was considered by ASQC, at its meeting on 29 June 2016, and is submitted to UEB for approval.*

<b>Relationship to <i>The Way Forward</i>:</b>	<i>N/A</i>
<b>Financial Implications:</b>	<i>N/A</i>
<b>Risk &amp; Assurance:</b>	<i>The action plan provides assurance that the University is addressing recommendations raised in the 2014 Institutional Review report.</i>
<b>Equality &amp; Diversity:</b>	<i>N/A</i>
<b>Approval Route:</b>	<i>N/A</i>

**The Board is asked to:**

- 1. APPROVE the updated Institutional Review Action Plan*



## Annual Update (2016) to Cardiff University Institutional Review Action Plan

<b>Recommendations</b>						
<b>Ref</b>	P5 1.1.2					
<b>Comment from Review Team</b>	<i>Keep under review the potential for unintended consequences for student performance and degree classification of plans to insert modules at levels 5, 6 and 7 into years of study that normally correspond to academic levels 4, 5 and 6.</i>					
<b>Action to be taken</b>	<b>Target Date</b>	<b>Action By</b>	<b>Success Indicators</b>	<b>Reported to</b>	<b>Evaluation</b>	<b>2016 Update</b>
Review as part of the evaluation of the implementation of the new award rules for the one School in question.	Summer 2014	Deputy Director, Registry and Academic Services	Any unintended consequences to student performance and degree classification are highlighted and dealt with appropriately.	Academic Standards and Quality Committee  Senate	Ongoing evaluation through Annual Review and Enhancement (ARE) for the one School in question.	There is no indication from ARE of any unintended consequences for student performance and degree classification.

<b>Ref</b>	P7 1.3.3					
<b>Comment from Review Team</b>	<i>Keep under close scrutiny the production of final year results for medical students until satisfied that the new system for recording and reporting results is error free.</i>					
<b>Action to be taken</b>	<b>Target Date</b>	<b>Action By</b>	<b>Success Indicators</b>	<b>Reported to</b>	<b>Evaluation</b>	<b>2016 Update</b>
Implement the University's Student Information Management System (SIMS) with Standard Operating Procedures to manage the confirmation of Examining Board decisions for the MBBCh medical programme	From the start of the academic year 2014-15	College Associate Dean for Quality and Standards	Assessment marks, award outcome and classification issued to students from SIMS without error  Examining Boards reports produced from SIMS without error	College Dean for Education and Students  Academic Standards and Quality Committee	Monitor through the allocated mentor, reports to ASQC, Annual Report to Senate on Assessment, and Awards and Progress Committee	SIMS has been implemented to manage confirmation of Examining Board decisions for the MBBCh Examining Boards. Oversight of the MBBCh Examining Boards is now consistent with all other Boards: assurances to Awards and Progress Committee; via external examiners reports; ARE; number of student appeals via annual quality report.
<b>Ref</b>	P6 1.3.1					
<b>Comment from Review Team</b>	<i>Move swiftly to ensure comprehensive implementation of the Assessment Matters framework across all provision.</i>					

Action to be taken	Target Date	Action By	Success Indicators	Reported to	Evaluation	2016 Update
Final Steering Group meeting held, legacy statement for the project developed, with final implementation stages planned and scheduled.  Monitoring implementation of the outcomes of Assessment Matters across all Schools.	During 2013-14 and 2014-15  By start of the academic year 2015-16	Deputy Director, Registry and Academic Services	The Assessment Matters framework is used across all modular provision.	Pro Vice-Chancellor Student Experience & Academic Standards  Senate	Impact of Assessment Matters evaluated through Annual Review and Enhancement (ARE) in 2015, redevelop ARE forms to capture information appropriately.	A closure report on the project was received by both ASQC and Senate.  ARE questions have been specifically developed to monitor assessment outcomes and addressed in the annual quality report.  Assessment Leads have been appointed within each School with ongoing enhancement being addressed via the Education Change Portfolio.

## Affirmation

<b>Ref</b>	P19 4.11					
<b>Comment from Review Team</b>	<i>The University's decision to produce an annual review of enhancement from 2014-15.</i>					
<b>Action to be taken</b>	<b>Target Date</b>	<b>Action By</b>	<b>Success Indicators</b>	<b>Reported to</b>	<b>Evaluation</b>	<b>2016 Update</b>
Produce an Annual Report on Enhancement that is reported to Senate in the	Meeting of Senate on 15	Co-ordinated by Head of	Greater awareness across the institution of	Pro Vice-Chancellor Student	Feedback received on the report.	An annual report on enhancement was produced and presented to Senate on 15 <sup>th</sup> October 2014. In

Autumn and disseminated more widely across the University through appropriate communication mechanisms, including our Staff Blas e-newsletter that is distributed to all Staff and to Schools as part of the data provided for Annual Review and Enhancement (ARE).	October 2014	Student Engagement & Education Support	deliberate steps taken to enhance the student experience.  Clearly articulated strategic approach to enhancement, aligned to The Way Forward 2012-17: Education and Students.	Experience & Academic Standards  Senate	Analysing the links made to enhancement activities in ARE.	light of the feedback received from ASQC and Senate, the University produced a single report on quality assurance, enhancement and assessment activities which was considered by ASQC and, subsequently, Senate in April 2015.  The annual quality report will be the basis upon which the University will ensure institutional oversight of academic standards and quality assurance in responding to the requirements of the developing national quality framework
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## Good Practice

<b>Ref</b>	P10 2.1.7					
<b>Comment from Review Team</b>	<i>The appropriate, widespread and responsive staff development opportunities in learning and teaching, including those extended to postgraduate students.</i>					
<b>Action to be taken</b>	<b>Target Date</b>	<b>Action By</b>	<b>Success Indicators</b>	<b>Reported to</b>	<b>Evaluation</b>	<b>2016 Update</b>
Development of the 'Centre for Education Innovation', as approved by University	During academic	Pro Vice-Chancellor Student	Awareness and take up of the support and	University Executive Board	Levels of engagement from staff with the	The Centre for Education Innovation was launched in November 2015 and is led by Dr R

<p>Executive Board in July 2014, to further coordinate expertise and activities around the development of teaching and assessment methods.</p>	<p>year 2014-15</p>	<p>Experience &amp; Academic Standards</p>	<p>resources available to enhance learning, teaching and assessment.</p> <p>Targeting of support to requirements of academic staff and PGRs who teach.</p>		<p>‘Centre for Education Innovation’.</p> <p>Feedback received on the activities provided.</p>	<p>Wilson, Dean for Education Innovation.</p> <p>The Centre has allocated almost k£100 to 12 innovative projects from the first round for the Education innovation Fund and a second round will open in session 2016/17.</p> <p>The Centre is supporting a number of initiatives and services are available to support staff in learning and teaching developments.</p> <p>The Centre is developing a Resource Bank to locate and share practical resources on learning and teaching at Cardiff University. The Centre is also supporting an Annual Learning and Teaching Conference, the Academic Orientation Programme and an Academic Practice for Early Career Staff programme.</p> <p>Projects are underway to develop a comprehensive CPD framework for learning and teaching and to evaluate and refresh the University’s Peer Review of Learning and Teaching Framework.</p>
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<b>Ref</b>	P11 2.3.4					
<b>Comment from Review Team</b>	<i>The University's work in supporting and embedding the positive contributions of students in developing a culture of enhancement for the quality of learning opportunities</i>					
<b>Action to be taken</b>	<b>Target Date</b>	<b>Action By</b>	<b>Success Indicators</b>	<b>Reported to</b>	<b>Evaluation</b>	<b>2016 Update</b>
Further enhancement to the role of students in University-level quality processes, and increased training and briefing for students engaging with these activities.	During academic year 2014-15	Head of Student Engagement & Education Support jointly with the Students' Union Vice President Education.	Increased number of trained students engaged in Periodic Review, Programme Approval Panels and Annual Review and Enhancement.	Pro Vice-Chancellor Student Experience & Academic Standards  Academic Standards and Quality Committee  Students' Union and University Partnership Group	Numbers of students trained and involved in University-level quality processes.	<p>The training of students as reviewers for Periodic Review, the Annual Review and Enhancement process, and Academic Approval events is continuing. In future training will be included in the Sabbatical Officers' formal induction programme and as part of the Students' Union Student Voice team training.</p> <p>Recognition of the work undertaken by the Head of Quality to support students' engagement with the University's academic quality system was given when she received the Vice-Chancellor's award at the Enriching Student Life Awards ceremony in 2016.</p> <p>The Student Voice team has an active training programme for student representatives which is</p>

						<p>reviewed and enhanced annually. There was an increase in the number of induction talks conducted in 2015/16 (83 in total) and an improved video created to raise awareness of the student representative system.</p> <p>A joint action plan has been developed with the Students' Union to raise student awareness of opportunities for involvement in the student representative system.</p>
<b>Ref</b>	P11 2.4.2					
<b>Comment from Review Team</b>	<i>The comprehensive implementation of management information to support quality and standards at all levels and including aspects of enhancement.</i>					
<b>Action to be taken</b>	<b>Target Date</b>	<b>Action By</b>	<b>Success Indicators</b>	<b>Reported to</b>	<b>Evaluation</b>	<b>2016 Update</b>
Improve the usability of the data sets that inform quality processes.	From the start of the academic year 2014-15	Planning Department, with the Head of Quality & Standards	Produce concise and easily usable overviews of the data store information.	Academic Standards and Quality Committee  Senate	Feedback from Schools and Colleges and from Review Teams for Periodic Review	An ARE Task and Finish Group was established, including the College Education Managers and College Data Analysts to ensure that reports better meet school requirements for completing ARE 2016.

						The reports will also be used to provide university-level data for the annual quality report.
<b>Ref</b>	P19 4.12					
<b>Comment from Review Team</b>	<i>The practice of monitoring regularly at university executive level the progress of key university-wide strategies for the enhancement of learning opportunities</i>					
<b>Action to be taken</b>	<b>Target Date</b>	<b>Action By</b>	<b>Success Indicators</b>	<b>Reported to</b>	<b>Evaluation</b>	<b>2016 Update</b>
Continue to report, and gain approval for, University-wide activities to enhance the student experience through University Executive Board.	Ongoing	Pro Vice-Chancellor Student Experience & Academic Standards	Senior-level approval and buy in to key student experience enhancements, ensuring alignment to The Way Forward 2012-17.	University Executive Board		<p>Pro Vice-Chancellor for Student Experience &amp; Academic Standards is the UEB sponsor for the implementation of the Education Change Portfolio.</p> <p>UEB continues to consider and agree key strategic developments including:</p> <ul style="list-style-type: none"> <li>• Centre for Student Life</li> <li>• Centre for Education Innovation</li> <li>• Student Data Lifecycle Programme</li> </ul>