

# CPD Unit Review of the Year

2022



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THE CPD UNIT

**L-R:**  
Jessica Gasson, Project Officer | Kate Sunderland, BDM - PSE College / CPD Project Manager - CSconnected | Charlotte Stephenson, BDM - BLS College | Gail Thomas, Administrative Officer | Phil Swan, BDM - AHSS College | Clare Sinclair, Head of CPD Unit | Mukta Khan, Administrative Assistant | Claire Scott, Marketing & Communications Officer

KEY

To illustrate the breadth of work and range of team members involved in many projects, we use icons throughout this report to indicate additional support.

MARKETING

**Social media**  
Sharing on all channels, tagging in relevant contacts

**YouTube channel**  
Adding to our suite of recordings

**Google Analytics**  
Creating and managing advertising campaign

**Flyer/promotional material**  
Designing bespoke leaflet to support campaign

NEWS

**News article**  
Writing and publishing article/sharing to other Cardiff University web pages

**eNewsletter**  
Creating tailored emails to our database and identified targets

**Case study**  
Writing case studies for our web pages to promote programme

**Journals/printed press**  
Creating adverts/advertorial for magazines/journals

ADMINISTRATION/PROJECT WORK

**Collaboration**  
Working with Course Lead to reach their industry contacts

**Course bookings**  
Enrolments via our Course Management System/Learning Central

**Research**  
Identifying target contacts/organisations for promotion

**Administrative support**  
Creating course packs/liaising with learners

**Video**  
Working in collaboration to create asynchronous video content

**Event management**  
On the day coordination - online hosting via Zoom/Teams, or face-to-face

Front page photo credit Will Scott: Hawkins\Brown

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## Introduction



Clare Sinclair  
Head of CPD Unit

**We approached 2022 feeling optimistic and enthusiastic for the year ahead, particularly in comparison to the challenging past couple of years. This was a special year, starting in the first quarter with our move to sbarc|spark on Maindy Road.**

This flagship new building is at the centre of the University's Innovation Campus and has been purpose-built to stimulate new possibilities between academia and industry. Almost two years to the day since the team started to work from home in that frightening March of 2020, we moved into our impressive new premises. To come back onto campus to such an inspiring, friendly, and cheerful environment is a welcome fresh start that has made us feel valued and excited for the future.

You will see from this Annual Review that we offer a service covering a vast breadth of activity; our objectives remain the same: supporting academic schools to create and promote opportunities and pathways for CPD learners, and engaging with businesses and organisations to develop learning solutions that meet their needs.

Challenges (and opportunities) such as increasing uncertainty regarding the economy, rapidly changing technologies, and a drive for net zero, have each affected the skills environment. We have experienced a growing interest and demand for online learning from several sectors preparing themselves for change.

Lessons learned and skills gained from the required pivot to online delivery due to Covid-19 ensured we were well-placed to meet this demand.

The speed of change has been palpable and, although forced on

us, it has brought with it some beneficial ways of working which we have continued to build on in 2022. Online or blended delivery creates a more flexible learning experience for organisations and their staff; learning can be delivered across various settings or delivery modes, empowering participants to learn at their own pace, when and where they want. We supported all three Colleges with excellent examples of this throughout this year.

This continuing momentum has also generated new, complex projects that the team has embraced; they have shown enthusiasm, commitment, and a willingness to learn new skills to accomplish tasks and provide an excellent service, and their 'can-do' attitude is evident throughout.

I am proud that this hard work and dedication has led to our team gaining 23 compliance plus awards for our Customer Service Excellence® (CSE®) assessment, a truly special achievement. Other highlights include our successful two-week Virtual Summer School, and a service transformation for the Police Station Representative Accreditation Scheme (PSRAS) – read more about these projects in the coming pages.

As the year progressed, more face-to-face CPD activities were delivered on campus and at organisations. We expect to see this delivery mode return to pre-Covid-19 levels during 2023, although we also anticipate increased demand for the development of blended courses. These benefit from the best features of both online and face-to-face delivery, resulting in highly impactful courses accessible to learners and sectors with varying characteristics and individual requirements.

In 2023, aided by our new home in sbarc|spark, we will

position ourselves to engage with emerging sectors aligning with the University's research strengths. We are part of a community that generates opportunities to deepen our connections and broaden our collaborations with colleagues and businesses.

Our increasing online CPD provision has helped us engage internationally; however, we hope to revive our face-to-face international CPD activities in 2023. We want to return to the times when we could welcome international CPD participants and immerse them in their subject area and all that Cardiff and Wales have to offer.



The sbarc|spark building - our new home in the heart of the University's Innovation Campus. Credit: Will Scott: Hawkins\Brown





Dr Phil Swan  
Business Development Manager  
AHSS College

A crucial professional development trend in 2022 was a focus on community skills engagement and green recovery.

In line with the University's upskilling, new skilling and reskilling agenda, we are driving an increase in courses that develop expertise in specialised professions as well as more transferrable skills.

Emerging sectors and a pivot towards green recovery certainly influenced one of our largest projects in 2022: a cross-College eVehicle and eMobility training programme for Cummins to upskill and reskill 8,600 staff as they move towards electrification of their products. We worked closely with academics and the Learning and Teaching Academy (LTA) to create a suite of training videos that will be rolled out to the client's entire workforce. (More on pages 18-19.)

With our support, the School of Social Sciences expanded their innovative suite of courses for teaching staff (more details on page 9). These courses emphasise the importance of tailored, collaborative working, encouraging reflective thinking about professional practice, which in turn benefits the young people they teach.

An important addition to the Understanding Mental Health FutureLearn course was accreditation from the Royal College for Psychiatrists; we assisted in securing an application for civic mission funding to achieve this.

We supported Cardiff Business School in securing a contract for Scottish Fire and Rescue Service. We used a recording from our Virtual Summer School in support of our bid to demonstrate the breadth of additional expertise across the University.

A regular weekly activity is to monitor tender portals, review opportunities, and lead with developing responses. This can involve writing proposals, costing activities and coordinating delivery teams.

## KEY COURSES



**E-VEHICLE AND E-MOBILITY**  
For Cummins (formerly Meritor) | A cross-College collaboration between AHSS and PSE academics | Using Learning and Teaching Academy filming studios, we produced asynchronous video content for client that can be rolled out to large numbers of learners.



**PROFESSIONAL LEARNING AND EDUCATIVE MENTORING**  
For Roath Park Primary School | Tailored programme helping teaching staff to have reflective conversations in a supportive professional learning and educative mentoring context.



**DEVELOPING EXPERTISE PROGRAMME FOR NEWLY QUALIFIED TEACHERS**  
Programme of six online evening sessions, hop-on hop-off format, supported by asynchronous learning.



**COLLABORATIVE ENQUIRY FOR PROFESSIONAL LEARNING**  
For Neath Port Talbot Local Authority | Working with teaching staff at 12 schools | Flexible, highly tailored content, encouraging staff to reflect on professional practice.



**FOCUS GROUP TRAINING**  
For Healthcare Inspectorate Wales | Two half-day sessions in conducting focus groups and data analysis.



**UNDERSTANDING MENTAL HEALTH IN MUSLIM COMMUNITIES**  
FutureLearn course | In collaboration with Learning and Teaching Academy | Participated in Stakeholder Steer Group.

Produced  
10 training  
videos on 5  
key subjects



## TENDERS WON

**PARTNERSHIP TRAINING PROGRAMME (THEME: GENDER EQUALITY)**  
Advised on British Council tender with Global Wales | For Da Nang University of Science and Technology, Vietnam.

**IMPROVEMENT SKILLS**  
Drafted a proposal | For Scottish Fire and Rescue Service.

**DATA JOURNALISM PROJECT**  
Assisted with proposal and costing for Bro365 (community journalism project in Mid Wales) | Providing Golwg Cyfyngedig staff with Data Journalism training.

**FOCUS GROUP TRAINING**  
Led proposal | For Healthcare Inspectorate Wales | To develop skills and confidence in conducting focus groups and data analysis.



## SPOTLIGHT ON MARKETING AND COMMUNICATIONS SUPPORT

**Working with the School of Law and Politics to transfer their Police Station Representative Accreditation Scheme (PSRAS) programme to our course management system (CMS).**

A crucial part of the PSRAS project was a complete review of communications throughout the customer journey.

Over eight months, we looked at every aspect of the programme. We broke down the various routes to accreditation, immersing ourselves in the complex process to ensure a smooth customer journey no matter which route they chose. We then mapped each possible path and incorporated it into the CMS.

We redesigned web pages and wrote new bilingual email communications for every step of the PSRAS process.

We created a suite of branded materials in line with the University's guidelines. These included guidance notes, assessment instructions, and accreditation paperwork.

The PSRAS is a complex programme with many pre-requisites, including exemptions and requirements set out by the Law Society. We solved the problem of over-burdening candidates with information by stripping back the web pages and creating a user-friendly, visually stimulating Welcome Pack brochure, which captured all the relevant information in one place.

We also designed a helpful step-by-step booking guide, to provide additional assistance for candidates as they start their journey with us.

Training the School of Law and Politics team was another essential aspect of our work. We created a training schedule, which included guidance documents, how-to videos and written processes to aid their transition to the new system.

This project has created a smoother customer journey, considerably reduced administration, and ensures all University governance is followed. We were delighted when, in late 2022, the Customer Service Excellence® assessor commended our approach and results.

### PROJECT INCLUDED:

**CUSTOMER EXPERIENCE**  
Analysed and rationalised customer journey

**STREAMLINED, CLEARER COMMUNICATION**  
Wrote/edited all communications for the whole customer journey

**SUPPORTING INFORMATION**  
Created suite of branded, bilingual supporting documents, in line with university's brand guidelines

**DESIGN**  
Created new welcome pack and booking leaflets to aid customer journey and reduce queries

**TEAM SUPPORT**  
Provided staff training and support as they navigated new system



## PLANNING FOR 2023

**SERVICE DESIGN**  
1-day face-to-face course | Cardiff Business School | Due to run in March 2023.

**MUSLIMS IN BRITAIN**  
Sponsored online course, designed for RE teachers | School of History, Archaeology and Religion (UK Islam Centre) | Due to run in January 2023

**ePRODUCT INTEGRATION & DEVELOPMENT TRAINING**  
Face-to-face course, spanning 6 modules. Led by the School of Engineering and drawing on expertise from the School of Computer Sciences and Informatics.

VIRTUAL CPD

## SUMMER SCHOOL



Top  
YouTube views:



## 7 SESSIONS FROM RESEARCH CENTRES IN AHSS COLLEGE:

THE FUTURE OF SKILLS IN THE FOURTH INDUSTRIAL REVOLUTION

INNOVATION IN SOCIAL CARE: PARADOXES, CHALLENGES AND CREATING AN ENABLING CULTURE

THE 'THINGS' BEHAVIOURAL MARKER SYSTEM

INNOVATION IN PROCUREMENT AND SUPPLY CHAIN MANAGEMENT

UNDERSTANDING MUSLIM MENTAL HEALTH

THE SHOCK OF THE NEW: JOBS AND SKILLS IN OUR ELECTRIC MOBILITY FUTURE

CREATIVES MEAN BUSINESS: THE GROWTH AND DEVELOPMENT OF THE UK'S CREATIVE ECONOMY\*\*

\*\*Session rescheduled due to speaker illness; planned for May 2023







## College of Biomedical and Life Sciences (BLS)

As we emerge from the pandemic, many businesses and organisations are beginning to request more face-to-face training. However, they remain keen to retain the benefits experienced from online courses during Covid-19, leading to a more blended delivery approach.

Working closely and listening to the sector is vital to create CPD activities that work for them and their employees.

Organisations within the biomedical and life sciences sector continue to work under considerable time restraints, particularly those on the medical and healthcare front line. We see this reflected in demand for primarily online or blended CPD, which can be highly flexible.

For example, the academic team was aware of a clinical need for upskilling rehabilitation in the critically ill, particularly during Covid-19. We supported the adaptation of MSc content (from the MSc in Critical Care) to suit CPD learners and offered the programme in the most flexible way possible; a week-long self-directed study course with a live online session incorporated into the programme.

We secured two separate funding pots to continue Palliative Care and Community Oncology free-to-attend webinars. These popular programmes saw combined attendance and subsequent YouTube views of over 1,500. Webinar content was adapted to reflect the changing landscape of clinical practice – the return to more face-to-face appointments and the impact of the pandemic.

Following the palliative care webinars, we submitted an abstract to the European Association of Palliative Care (EAPC), evidencing how effective online webinars can be.

The graphic on page 13 illustrates how demand (and challenges during Covid-19) influence CPD provision and delivery.



**Charlotte Stephenson**  
Business Development Manager  
BLS College

### KEY COURSES AND TENDERS

- INTRODUCTION TO DERMOSCOPY**  
12-week online course, designed for doctors and specialist nurses caring for dermoscopy patients.
- INTRODUCTION TO HAIR & NAILS DERMOSCOPY**  
Launched 16-week online course, developed in response to need for skills in diagnosing melanoma in hair and nails.
- PROBLEM SOLVING IN PAEDIATRIC PALLIATIVE CARE**  
Converted from face-to-face to blended learning course as Covid restrictions were still in place. Allowed key course to run during challenging time for practitioners.
- CRITICAL CARE SERIES**  
Online courses in obstetrics and rehabilitation of the critically ill
- DIAGNOSTIC IMAGING FOR NON-MEDICAL REFERRERS**  
1-week online course combining self-study and a live taught session. Providing specialised knowledge to make referrals for diagnostic imaging investigations.
- COMMUNITY ONCOLOGY WEBINARS**  
Kindly funded by Macmillan, this set of 5 webinars ran over a month, led by practitioners from Velindre Cancer Care, Cardiff University and Macmillan.
- PALLIATIVE CARE WEBINARS**  
Various lunchtime online sessions, including those funded by Cardiff & Vale University Health Board.
- JB1 (THE JOANNA BRIGGS INSTITUTE) COURSES**  
Launched two new courses to promote and support evidence-based decisions that improve health and health service delivery.
- POSTGRADUATE MODULES IN GENOMIC MEDICINE**  
Assisted in securing a tender delivering six 20 credit Masters modules for HEIW.

**177 delegates across 2 intakes**

**100% good/excellent customer care rating**

**1,200 total YouTube views to date**

**Won tender worth £77k, commencing 2023**



## SPOTLIGHT ON MARKETING AND COMMUNICATIONS SUPPORT

**We supported the School of Medicine to promote the new Introduction to Hair and Nails Dermoscopy programme.**

As well as the UK, this programme was specifically targeted at hot climate countries, where the majority of hair and nail cases are found.

The brief was to create and implement a marketing plan targeting new customers, as well as engaging with existing contacts, having run Introduction to Dermoscopy for several years.

Taking into account the budget and required reach, we centred the marketing plan around an international Google Ads campaign, supported with advertisements in medical journals, social media, targeted e-newsletters, and improved search engine optimisation.

The investment we have made in our new CMS enables us to send strategic, streamlined marketing communications to customers; we supplemented this with e-campaigns to relevant organisations and health

boards. We also optimised the web course page to improve organic reach, and added delegate testimonials to encourage engagement on the course page. In order to further improve engagement and diversity, we commissioned new photography, which was used in promotional materials as well as the Google Ads campaign.

### CAMPAIGN INCLUDED:

- GOOGLE ADVERTISING**  
1 month campaign, targeting 9 countries; generated 4,687 visits to course web page, and 7 bookings. ROI of approximately 248%.

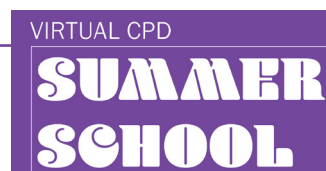
We targeted the following countries:



- INTERNATIONAL JOURNALS**  
We identified and liaised with two medical journals, creating a campaign including digital and in-print adverts.

- SOCIAL MEDIA**  
We created a 3-month campaign across our various platforms, tagging relevant accounts and generating interest in the programme.

- TARGETED & PERSONALISED E-NEWSLETTERS**  
We included the programme in our monthly e-newsletter to over 2,000 users, as well as more targeted e-newsletters to those interested in medical courses, previous dermoscopy delegates, and local stakeholders such as health boards and GP surgeries.



**5 SESSIONS FROM RESEARCH CENTRES IN BLS COLLEGE:**

**COLLABS: NOT JUST FOR INFLUENCERS**

**MOTIVATIONAL INTERVIEWING FOR WORKING WITH FAMILIES AND CHILDREN**

**THE POWER OF EMBEDDING THE ARTS IN HEALTHCARE**

**EXPLORING THE DEVELOPMENT OF REMOTE CONSULTATION SKILLS IN HEALTHCARE TRAINING**

**DEVELOPMENT OF PUBLIC AND PATIENT INVOLVEMENT (PPI) IN CLINICAL TRIALS RESEARCH**



**Most popular topics registrants tell us they are interested in:**

**SKILLS RESEARCH IN HEALTH DATA SCIENCE**  
**HEALTHCARE**  
**SOCIAL CARE RESEARCH**  
**HEALTH AND SOCIAL SKILLS**  
**DATA EDUCATION**  
**MANAGEMENT**  
**INNOVATION AND LEADERSHIP**  
**MENTAL HEALTH SOCIAL SCIENCE**  
**PUBLIC HEALTH WORK**

353 people registered for Virtual Summer School 2022

**Most viewed video in VSS programme:**

**MOTIVATIONAL INTERVIEWING FOR WORKING WITH FAMILIES & CHILDREN**

**338 views**

\*Data from date of upload to 6 January 2023



## SPOTLIGHT ON: An Introduction to Dermoscopy

We spoke to Dr Pippa Bowes, who has completed both the Practical Dermatology Postgraduate Diploma and An Introduction to Dermoscopy CPD course. Pippa shared why she chose the course and how it has impacted on her professional practice.

### Why did you choose to study the introduction to dermoscopy course?

I was halfway through the Dermatology Diploma when I heard about the Introduction to Dermoscopy course. I decided to enrol as I really wanted to supplement my diploma with the skills of Dermoscopy but didn't know where to start.

I needed a structured course that covered everything from the basics to more specialist knowledge. I needed to feel confident that I could safely assess patients' moles and lesions in my own workplace on a daily basis. I felt the course would match this need, and it certainly did.

### How did you find the booking process?

The booking process was very easy. It was similar to the Diploma and Masters courses, accessed via simple-to-follow online instructions and excellent administrative help via email if needed.

### What did you find impactful about the course - in particular, the content and structure of the programme?

I really enjoyed the course, as I felt it was structured well for beginners with no prior knowledge, as well as being suitable for those who simply wanted to refresh their skills.

The course started with how dermoscopy works, why it is important and the basics of interpreting moles and lesions, before moving onto the finer details and trickier cases.

It was a part-time online course, which was important to me so I could study flexibly around my working commitments.

### How has completing the course benefitted your practice?

I now use dermoscopy daily in my practice, and help to run local dermoscopy clinics where patients are referred for assessment of a worrying mole or lesion. It all started with this course. It really did change the way I practice.

I personally found the exam at the end of the course really reassuring. When I passed, I knew I had learned how to safely assess moles and lesions with a dermatoscope. This will help me improve patient care, diagnose skin cancer earlier, and help to avoid unnecessary skin surgery or biopsies.

## MORE ON THIS

In 2022, we worked with academics to launch a new course in Hair and Nails Dermoscopy.

This course is a response to feedback from learners on the Introduction to Dermoscopy course, who identified the need for skills in diagnosing lesions in hair and nails.

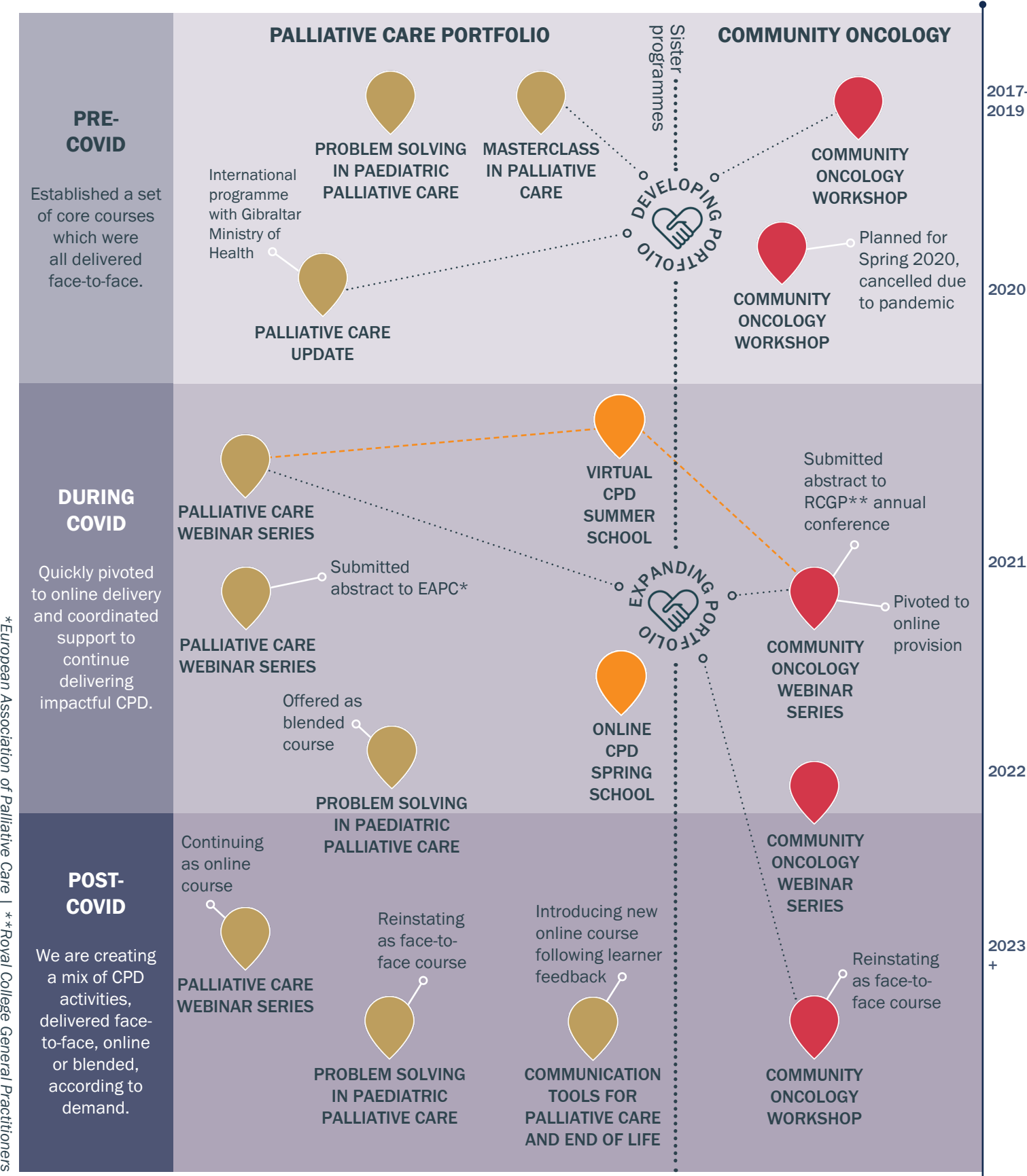
We are working to achieve professional body accreditation to recognise the quality and impact of both Dermoscopy courses.

Developments in 2023 include a bespoke taster version of the Introduction to Dermoscopy course for a local health board, tailored to their specific needs.

Using a dermatoscope.

## ADAPTING CPD TO A CHANGING SECTOR

In 2020, we had established a portfolio of Palliative Care and Community Oncology courses, with plans to expand both programmes. When the pandemic hit, the team knew there was a demand for knowledge and skills to meet the challenges of Covid-19, and worked hard to offer accessible and relevant CPD to those on the frontline. This graphic charts how we have collaborated with academics to adapt the courses pre-, during and post-pandemic.



As we emerge from the pandemic, we are using learner feedback and our enriched understanding of sector challenges to offer CPD to a broader audience. We are working collaboratively with academics and learners to ensure courses are delivered in impactful and relevant ways, whether online, blended or face-to-face.



## College of Physical Sciences and Engineering (PSE)

CPD is a valuable tool for organisations to support growth and match skills demand with supply. In line with the University's strategic priorities, we support the development of CPD activities to meet the upskill, reskill, new skill agenda.

This is an essential part of the CSconnected UKRI Strength in Places Fund (SIPF) project, in which we lead the CPD work package. The objective is to address the shortage of workers with appropriate skills to support the growth of the compound semiconductor sector in South Wales. There is an urgent need to increase skills capability, and the region requires a robust plan for accelerated organic growth and inward investment. Our focus is on developing CPD activities to help meet this need.

CPD plays an important part by up-skilling existing employees, re-skilling professionals from related sectors and by providing new skills in latest research and technology developments.

CPD also support outreach/engagement/inclusivity through activities for teachers, careers advisors and youth influencers, who are all essential to feeding the pipeline of the future workforce.

In 2022, the project's Chief Technology Officer (CTO) Management Group endorsed our CPD Scoping Report, and we worked in collaboration with the CSconnected cluster to develop the first five training courses, all led by Cardiff University. Filming took place at KLA's cleanrooms and at the University's Institute for Compound Semiconductors, and we used the Learning & Teaching Academy's new podcast studios to create online course materials.

Other key achievements included the re-development and launch of a new online course in Geographical Information Systems (GIS) Techniques for earth and environmental scientists, as well as a new cross-College online course in eVehicles and eMobility for Cummins (see pages 6-8 for details).



Kate Sunderland

CPD Project Manager: CSconnected  
Business Development Manager:  
PSE College

### KEY COURSES

- eVEHICLES AND eMOBILITY**  
For Cummins (formerly Meritor) | A cross-College collaboration, led by the School of Engineering. More information on pages 6-8.
- INTRODUCTION TO STRUCTURAL GEOLOGY FOR EXPLORATION & MINING**  
Online course introducing structural geology in the context of exploration and mining.
- Also offered as an annual closed course for Newmont USA Ltd since 2020.
- WEB APPLICATION SECURITY**  
Online course for software developers to help them improve skills in cyber security. Run by the University's Academic Centre of Excellence (CoE) in Cyber Security Education, in partnership with industry. The course was also made available to School of Computer Science and Infomatics students.

### PLANNING FOR 2023

- INTRODUCTION TO GIS TECHNIQUES FOR EARTH AND ENVIRONMENTAL SCIENTISTS**  
Piloted in 2022 | Initially developed for UNESCO | Online course to equip earth and environmental scientists with skills to use Geographical Information Systems (GIS).
- ONLINE/BLENDED COURSES DEVELOPED WITH CSCONNECTED CLUSTER PARTNERS**  
First five CPD activities in development (as part of CSconnected Strength in Places Fund (SIPF) project):
  - Cleanroom Protocols
  - Introduction to Compound Semiconductor Electronics
  - Introduction to Compound Semiconductor Photonics
  - Introduction to Etching: Theory
  - Introduction to Wire Bonding

Total **388** delegates have taken course since 2020

Contract now in 3rd year with **141** employees participating

Funded by HEFCW

Open course running in January 2023

World's first compound semi-conductor cluster

\*Interaction rate = number of interactions divided by impressions. Measures how often users interact with adverts.



## SPOTLIGHT ON MARKETING AND COMMUNICATIONS SUPPORT

### Promoting a new Geographical Information Systems (GIS) course for the School of Earth and Environmental Sciences.

This online course initially launched in 2021 as a closed programme in partnership with UNESCO, designed for geoscientists in the Southern African region. Following this success, the course is being launched on an open basis, and will run in early January 2023.

We supported the academic School to promote both iterations of the course; whilst UNESCO took the lead in promoting their closed course, we designed a promotional flyer for their members, provided information for their website, and created presentation slide templates and certificates.

We led on marketing for the open course, preparing and implementing a bespoke marketing plan to reach an international audience as well as make the most of the lead academics' existing contacts.

The marketing budget was limited so we needed to make smart decisions and generate as much reach as

possible. We chose to create a paid-for Google Ads campaign, supplemented by e-campaigns, social media and organic reach. Engagement was key to attracting customers; we assisted the Learning and Teaching Academy (LTA) in creating a marketing video, which we embedded into the webpage as well as sharing on social media.

The academic School has a long history of running CPD activities for earth and environmental scientists, so we created several e-newsletters aimed at previous attendees, as well as stakeholders/contacts identified by the lead academics. We also researched relevant societies and organisations and created a separate e-newsletter encouraging them to share with their members.

The Google Ads campaign, despite a limited budget and time period, generated an additional 144 visits to the webpage and had an interaction rate\* of 23.16%.

We generated 10 bookings as a result of our marketing campaign, equating to an ROI of approximately 66.67%.

### CAMPAIGN INCLUDED:



#### TARGETED & PERSONALISED E-NEWSLETTERS

We included the programme in our monthly e-newsletter to over 2,000 users, as well as targeted e-newsletters to those interested in similar courses, previous structural geology delegates, and geological societies.



#### GOOGLE ADVERTISING

2-week campaign; generated 10,835 impressions, 2,513 clicks on the advert, and an interaction rate of 23.16%



#### SOCIAL MEDIA

We created a 6-month campaign across our various platforms, tagging relevant accounts and generating interest in the programme.



#### MARKETING VIDEO

We assisted the Learning and Teaching Academy in creating a video to promote the course; we wrote the script and attended filming.

VIRTUAL CPD

# SUMMER SCHOOL



## 2 SESSIONS FROM RESEARCH CENTRES IN PSE COLLEGE:

INSIDE THE MYSTERIOUS WORLD OF COMPOUND SEMICONDUCTORS

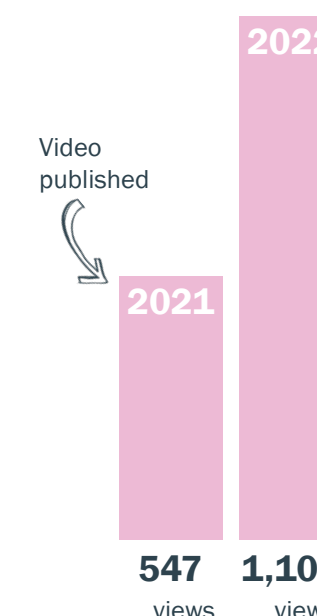
THE EXCITING WORLD OF DATA SCIENCE!



## YOUTUBE CHANNEL

We have created a library of bite-sized free CPD on our YouTube channel that showcases expertise and research from across the University. Videos can have long-term impact, generating views over several years.

The most viewed video on our channel is from the PSE College: Introduction to Structural Geology for Exploration and Mining.



\*January - December 2021 and 2022.





## SPOTLIGHT ON: Flexible Postgraduate taught provision - MDataGov Programme

Angela Watkins, Head of Climate Change Insight at the Office for National Statistics (ONS), spoke to us about studying the MDataGov qualification via the flexible CPD route.

### What drew you to study data science at Cardiff University?

I heard about the opportunities with Cardiff University, which was favourable because of its location but also because of the opportunity to build links with relevant people at the University and get a feel for the data science community there, with a view to potential future job prospects.

### What is your current job role and what data science skills do you need to do that role effectively?

When I started the MDataGov programme in Autumn 2020, I was working in the Welsh Government and not in a data science role. I decided to enrol onto the MDataGov programme to gain some skills and a qualification to help support my future ambitions.

Although not working in data science, I found a few opportunities to integrate my

learning in automations and pipelines in Python into my role.

Then an opportunity came up for promotion in ONS (again not in a data science role), however the ONS has a much bigger data science community with more opportunity for career progression in this area.

I am now Head of Climate Change Insight – largely a coordination and analysis post – but I'm hoping to focus more on developing ideas on projects that might look at integrating data science technologies and methodologies.

### Have you attended both online and face-to-face tuition?

### What's been the most helpful delivery method for you?

I have quite enjoyed the blended learning approach and the flexibility it's provided has been really, really helpful, enabling me to go back over lectures or to be able to

miss a live lecture in place of an important work meeting without losing out on my learning.

As I am working alongside studying, I don't feel I would have got as much out of the experience had the teaching all been face-to-face.

### Overall, what's your experience been of managing study alongside existing work and life commitments?

On a week-by-week basis it's been good. I've found it more challenging around the exam period and when coursework is due – it has sometimes been difficult to juggle in those moments but generally it hasn't been any easier or harder than I expected it to be.

I would definitely recommend Cardiff University to anyone considering studying this qualification.

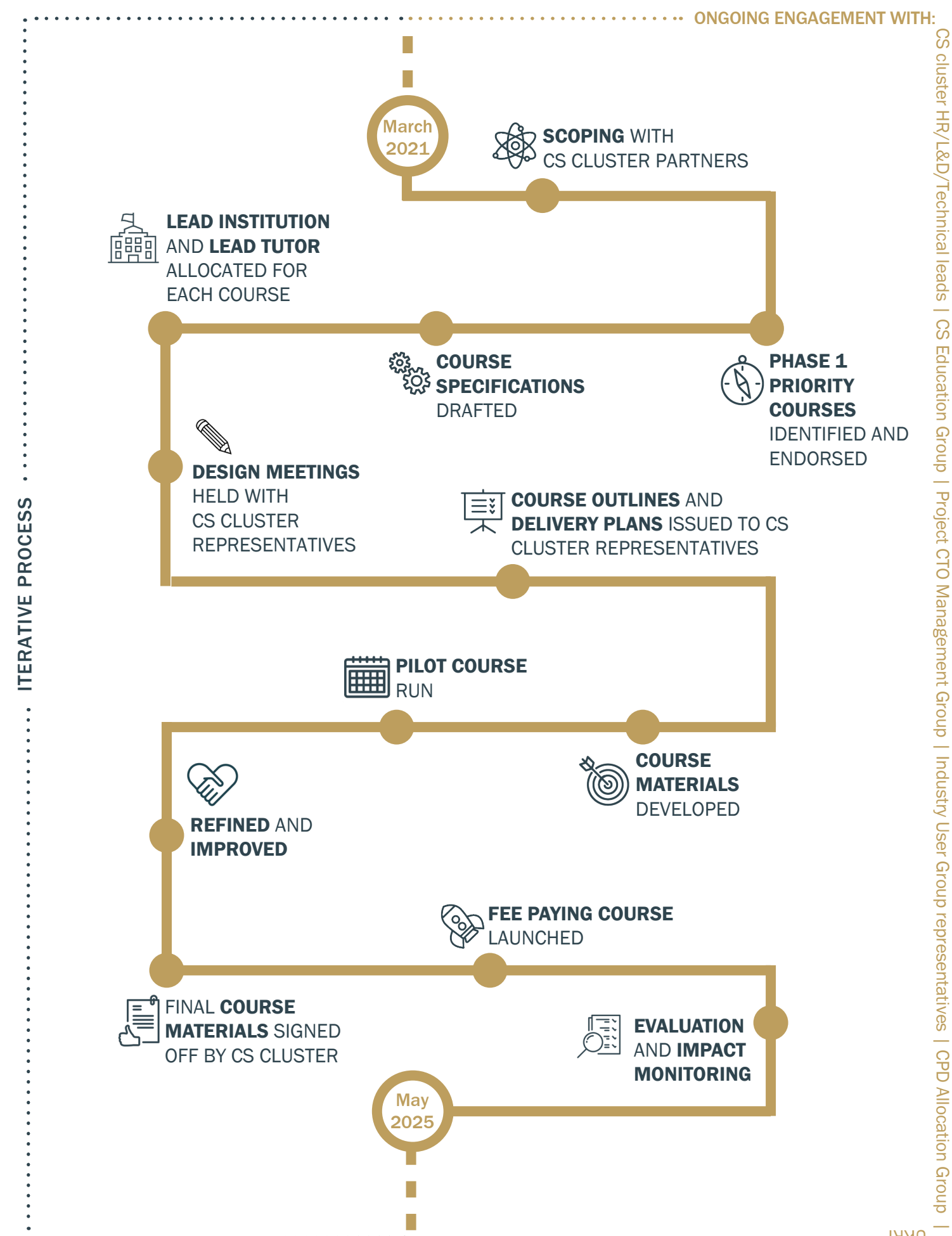
## MORE ON THIS

The MSc in Data Analytics for Government (MDataGov) is one of the first flexible postgraduate taught programmes at the University, allowing CPD students to choose modules to study on a standalone basis.

CPD students can choose to study a single module through to a PG Certificate, Diploma or full Masters. This flexible study route allows professionals to engage with higher education in a way that fits around their existing commitments. Credits can be accumulated over a period of up to 5 years.

## DEVELOPING CPD COURSES WITH THE CSCONNECTED CLUSTER

The world's first compound semiconductor cluster





## Online and recorded CPD activities

Over the past few years there has been a huge shift to online and blended professional development.

Although we hope the pandemic is largely behind us, several changes in business practice and ways of working established during that time remain, and it looks likely that online or blended CPD will continue to be a key trend.

Feedback from businesses and organisations suggests that the flexibility afforded by online provision can be a real benefit, particularly in professions such as medicine or healthcare where it can be challenging to commit to a specific training date.

Blending asynchronous content with live online or in-person sessions certainly has a place in the modern professional development portfolio, and this is something we have embraced more than ever in 2022.

The School of Medicine and School of Healthcare Sciences have incorporated insights gained during the pandemic to inform their future programmes; programmes that were forced online during Covid-19 are returning to blended or face-to-face provision but the team is keen to retain flexibility for learners and are including online or independent study elements that can be completed around other commitments.

The School of Medicine and School of Healthcare Sciences have also produced several online webinar programmes, funded by local health boards and charities, and provided free for the end user. We worked with the course teams to apply for and secure funding, administered bookings, hosted the sessions, and added the recordings to our YouTube channel.

Recordings of free webinars are a fantastic promotional resource, providing a bite-sized idea of research and innovation being carried out at the University.

For the last three years, we have run a free Virtual Summer School programme that is open to all. The programme gives us an opportunity to collaborate with academics and research centres across the University, and introduce them to the CPD Unit and the service we provide. All programme sessions are available on our YouTube channel; we also encourage academics to repurpose these videos to use in their teaching and to showcase their expertise.

We have also seen an increase in demand for pre-recorded training videos tailored to a particular organisation's specific requirements. We have worked with organisations to create virtual training content focused on incorporating interactive content underpinned by cutting-edge research.

This approach provides a flexible, expert-led training programme in cases when a live element is unnecessary. We have developed close links with the University's Learning and Teaching Academy (LTA), working in partnership to create video packages for several bespoke clients. The LTA has state-of-the-art video labs across the University, enabling teams to create videos in-house with support from the LTA.

We have worked with the LTA and academics to develop content, edit each video (working on areas such as subtitling, branding and signposting to additional resources) as well as finessing content to focus on key learning outcomes.

Online and recorded content are vital tools to create CPD at a pace and place to suit the learner; we can engage with shift workers, and attract customers juggling work and life commitments. In addition, we can reach a wider, often international audience.



Find us on YouTube!  
Scan this code or visit  
[@cardiffuniCPD](https://www.youtube.com)  
and search for



We successfully delivered our third annual Summer School programme of free CPD webinars, this year from the University's Research Centres and Institutes.

The programme explored critical success factors around the University's contribution to rescue, revive and renew following the COVID-19 pandemic. Sessions focused on areas of up-skilling, re-skilling and new-skilling, and how research happening across the University can translate into helping people improving professional skills and knowledge.

13 SESSIONS FROM:

15 RESEARCH CENTRES, INSTITUTIONS, ACADEMIC SCHOOLS AND STRATEGIC PARTNERS, INCLUDING:

Experimental Cancer Medicine Centre (ECMC)  
CSconnected  
Y Lab  
Nesta  
Social Care Wales  
ONS  
CASCADE  
Centre for Innovation Policy Research (CIPR)  
Digital Futures of Work

353 PEOPLE REGISTERED FOR THE VIRTUAL SCHOOL, MANY FOR MORE THAN ONE SESSION

318 (90%) SIGNED UP TO CPD E-NEWSLETTERS

4,024 VIEWS OF 2022 VIRTUAL SUMMER SCHOOL VIDEOS ON YOUTUBE

YOUTUBE CHANNEL

569 HOURS WATCHED

5.8k VIEWS

Our YouTube channel provides a useful CPD resource for academics to showcase their professional development work.

Our video library is also a valuable source of bitesized CPD for individuals and organisations, and can be used to promote the research and expertise available at the University.

We have created several playlists, which we promote via social media and targeted eNewsletters.

January - December 2022.



WEBINARS AND ONLINE COURSES

We facilitated several webinar programmes, including those sponsored by Macmillan and Cardiff & Vale Health Board, in order to keep them free for attendees.

Our team also supported several academic Schools to plan and deliver online courses. We prepared learning platforms, supported the production of asynchronous teaching materials, including editing and subtitling the recordings.

Additional services we provided included marketing and promotion to secure bookings, event management on the day, and post-course impact analysis.



VIDEO CONTENT

2022 has been a pivotal year for creating exciting, innovative video content for CPD activities.

We have worked closely with and learned from the LTA to develop skills in creating valuable video content.

Our largest project was for Cummins (see pages 6-8 for more) and we also provided significant assistance to refine content for several other courses.

We are currently working with colleagues in the School of Medicine and CSconnected Strength in Places Fund (SIPF) to develop video content for courses launching in 2023.



## Achievements in customer service

**Exceptional customer service is at the heart of everything we do. We are delighted to have been awarded 23 Compliance Pluses at our Customer Service Excellence® (CSE®) assessment, a record result that showcases our continuing high standards of customer care.**

CSE® is a rigorous assessment scheme, backed by the Cabinet Office, and comprises 57 standards across five key areas of customer service.

Achieving the CSE® standard involves the annual completion of a comprehensive application and collation of supporting evidence, followed by a day-long assessment. In order to be awarded the standard, organisations must pass each of the 57 standards; if they demonstrate achievements over and above the required threshold, an organisation can be awarded a 'compliance plus' for that standard.

We have improved each year, increasing our compliance plus standards from 15 in 2020 to 23 in 2022. We are thrilled to hold so many compliance pluses, as it truly marks how hard we work to provide an excellent experience for all our customers.

Throughout the year, we set challenging measures for all aspects of our work, meeting regularly as a team to discuss customer experiences and expectations, and share insights and good practice. We constantly monitor what is working and what could be improved.

This collaborative process is incredibly valuable to ensure all team members feel empowered to make changes or improvements to maintain an excellent level of customer service. In 2022, we also made time for a team away day, giving ourselves time to explore our service in a productive, informal way.

We are evolving how we work with academic Schools. Advising, coaching, and in a growing number of cases helping them improve customer experience by streamlining and analysing the booking and course management process. For example, we partnered with the School of Law and Politics professional development team on an ambitious, complex project involving several team members, to transfer their PSRAS programme to our course management system. (Read more about this on page 7.)

We also administer bookings for teams such as Executive Education and Cardiff Business School's Help to Grow programme. We are in early talks with Welsh Institute for Minimal Access Therapy (WIMAT) to transfer one of their programmes to our course management system in 2023.

We continue to implement marketing strategies to reach our different target customer groups, including our internal customers. For example, in 2022 we have developed closer links with colleagues, particularly since our move to the University's flagship sbarc|spark building. Here, we are part of a community with many opportunities to deepen our connections and broaden our collaborations with colleagues and business.

Our Virtual Summer School programme also deepened our relationships with internal colleagues and partners, particularly at the University's research centres and institutes.

We continue to support and engage with academics to promote our service; we are updating our 'CPD toolkit' resources to include a how-to booklet for new starters at the University. We are also in the planning stages of relaunching the CPD Network, which provides an informal opportunity for colleagues interested in developing and delivering CPD.



### SPOTLIGHT ON: Achievements in Customer Service Excellence® assessment

The CSE® Standard covers 5 areas, comprised of 57 standards which must be passed to achieve the assessment. We were allocated the highest possible award (Compliance Plus) in 23 of these standards, demonstrating our deep and continued commitment to customer service that is recognised as exceeding expectations.





## CPD activity across the University

This overview provides details of the annual Higher Education Business and Community Interaction (HE-BCI) survey, which reports on CPD across the University. In the 2021-22 period\*, we have seen an increase in Learner Days and Income; both are now above pre-Covid-19 figures.

The CPD Unit is responsible for collating and reporting data in relation to all Cardiff University CPD provision and submitting to Research and Innovation Services (RIS) for the final University submission.

The HE-BCI survey is an annual statutory return, which all Higher Education Institutions in UK are required to submit to HESA.

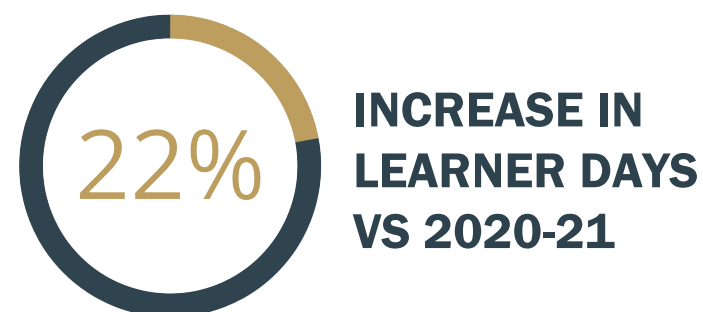
It measures the volume and direction of interactions between UK Higher Education Institutions and business and the wider community. The survey covers six broad areas: strategy, infrastructure, intellectual property, social community and cultural regeneration, education, and CPD.

CPD is defined as 'training programmes for learners already in work who are undertaking the course for purposes of professional development/up-skilling/workforce development'. For the purposes of reporting CPD for HE-BCI, this can include both credit and non-credit bearing courses.

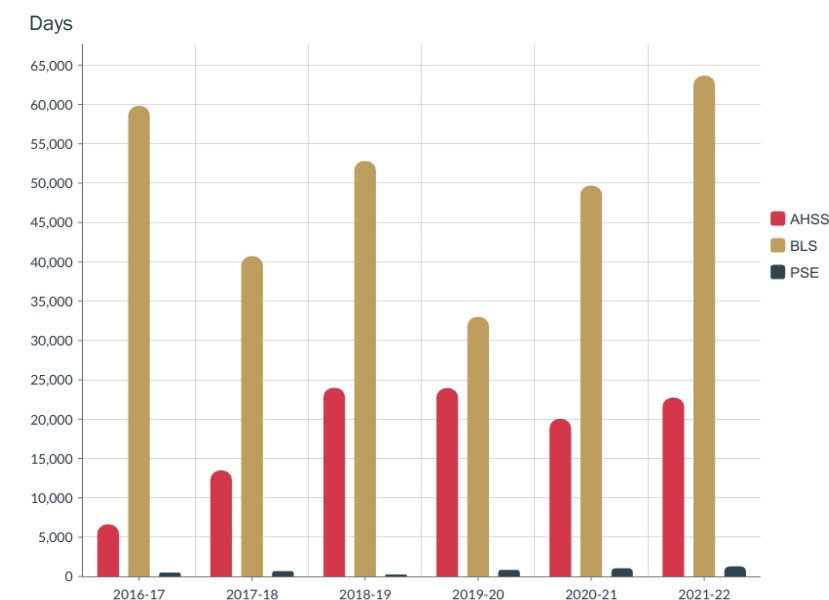
Summary of CPD learner hours and income across the University during 2021-22 academic year vs previous years:

	Learner hours (8 hours per day)	% difference	Income	% difference
2021-22	89,629	22%	£7,209,159	20%
2020-21	73,240	20%	£6,008,763	22%
2019-20	61,136	-23%	£4,943,351	-24%
2018-19	79,861	39%	£6,470,192	33%
2017-18	57,436	-18%	£4,881,130	-11%
2016-17	70,020	106%	£5,497,922	83%
2015-16	33,919	96%	£2,998,670	17%

\*Please note, we refer to HE-BCI data for an academic year, rather than the calendar year that we are reporting on in this annual review.

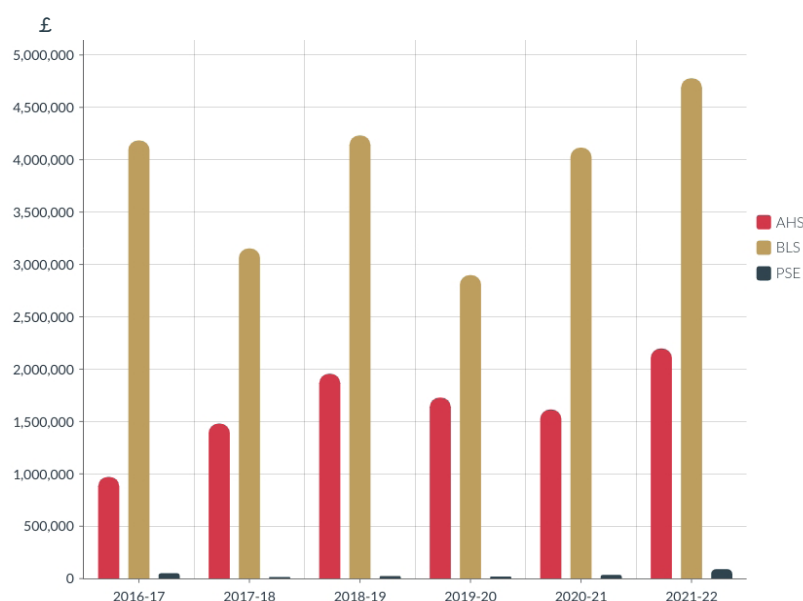


## Learner Days



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	% difference
AHSS	6,621	13,486	23,991	23,946	20,033	22,745	14%
BLS	59,826	40,721	52,804	33,004	49,691	63,669	28%
PSE	517	695	275	852	1,069	1,287	20%

## Income



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	% difference
AHSS	£971,650	£1,479,913	£1,955,487	£1,727,809	£1,614,865	£2,196,455	36%
BLS	£4,184,313	£3,152,409	£4,232,047	£2,898,145	£4,115,907	£4,777,395	16%
PSE	£51,465	£15,920	£25,410	£20,834	£35,497	£90,452	155%

Wales Centre for Pharmacy Professional Education (WCPPE) and Postgraduate Medical and Dental Education (PGMDE) transferred into the NHS as part of the new organisation Health Education and Improvement Wales (HEIW) in Sept 2018. Their figures have been removed to aid comparison across the years.



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