Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

Engaging Students as Partners to build the relationship between Quality Assurance and Quality Enhancement – Redesigning the Programme Design Process

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Question

How can students engagement with quality processes assist in the quality enhancement of their programmes?

Areas where students can engage within quality process

Programme Design Student Staff Liaison Committee's, Programme Committee's, Annual Programme Reports, External Examiner Reports, National Student Survey, Module Evaluation
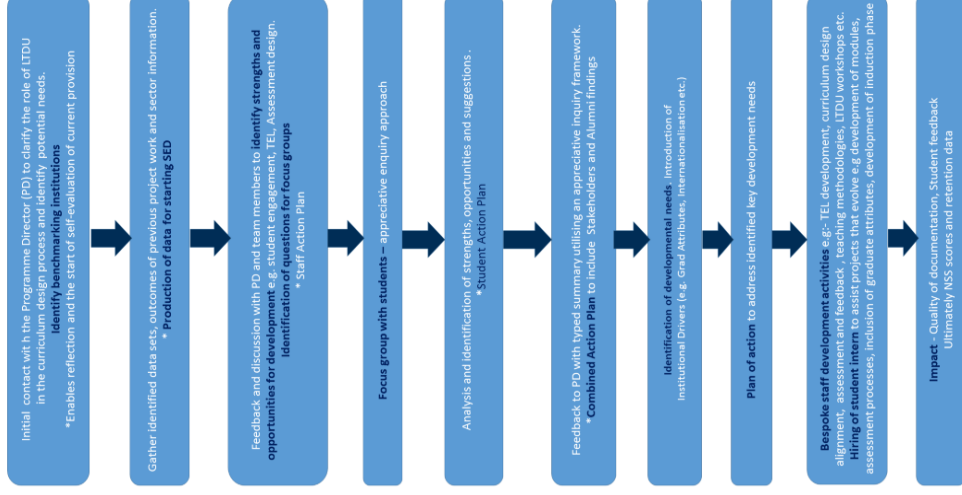
Aim of pilot project

Create a programme design process that allows a developmental approach to enhancement. A process that allows the involvement of Programme Staff, Academic Developers, Students and Quality Assurance practitioners. The process will ensure support is given at the right time and in the right way to have maximum effect.

Method

- Design process created following discussions between ASQU and LTDU
- Five Programmes chosen to pilot the process, all were about to start to prepare for a periodic review. 1 from each School within the University
- Process evaluated through interviews with programme directors of the five programmes, staff that supported the process in ASQU, students involved and Chairs of Review Panels

Pilot Programme Design Process

Initial contact with the Programme Director (PD) to clarify the role of LTDU in the curriculum design process and identify potential needs.
identify benchmarking institutions
*Enables reflection and the start of self-evaluation of current provision

Gather identified data sets, outcomes of previous project work and sector information.
* **Production of data for starting SED**

Feedback and discussion with PD and team members to identify strengths and opportunities for development e.g. student engagement, TEL, Assessment design.
Identification of questions for focus groups
* Staff Action Plan

Focus group with students – appreciative enquiry approach

Analysis and identification of strengths, opportunities and suggestions.
*Student Action Plan

Feedback to PD with typed summary utilising an appreciative inquiry framework.
* **Combined Action Plan** to include Stakeholders and Alumni findings

Identification of developmental needs (Introduction of Institutional Drivers (e.g. Grad Attributes, Internationalisation etc.)

Plan of action to address identified key development needs

Bespoke staff development activities e.g.- TEL development, curriculum design alignment, assessment and feedback , teaching methodologies, LTDU workshops etc. **Hiring of student intern** to assist projects that evolve e.g development of modules, assessment processes, inclusion of graduate attributes, development of induction phase

Impact - Quality of documentation, Student feedback Ultimately NSS scores and retention data

Key Findings

- All staff felt that the new process had helped them see the bigger opportunity for change
- Staff were concerned about the student focus groups but an appreciative enquiry approach allowed for very positive discussions to be held with clear possible actions evolving from the session
- Students also really appreciated the chance to think about the design of their programme – what worked and how it could be enhanced
- All programmes found the involvement of the students invaluable with the Student Action Plan having a major impact in developing the programme changes
- Where student interns were involved clear objectives were needed and a complete buy in from the whole programme team necessary for success
- One of the programmes has already completed their review with no conditions and were commended for their clear articulation of the University's goals and mission statement.

Way Forward

- Review panel findings for the other 4 programmes
- Finalise process steps – the order in which they occur, who is responsible for supporting the different steps
- Formalise process for hiring of student interns – clear contracts for both staff and students
- Review methods for feeding back change to students
- Monitor impact of process

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