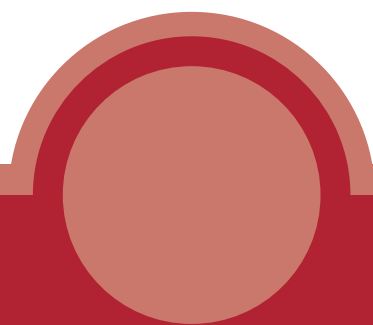




Q E
R v w



The QAA website explains the method for [Quality Enhancement Review \(QER\)](#) and has links to the QER handbook and other informative documents.¹ You can also find more information about the

The University can trace its origins back to 1865 when the School of Art first opened in the Old Free Library in Cardiff. During the 20th century, a number of Cardiff colleges - specialising in teacher training, technology, nautical studies, commerce and food technology -

Based on the information presented, the review team judges that:

- Cardiff Metropolitan University meets the requirements of the ESG Part 1 for internal quality assurance.
- Cardiff Metropolitan University meets the relevant baseline regulatory requirements of the Quality Assessment Framework for Wales.

This is a positive judgement, which means the provider has robust arrangements for securing academic standards, managing academic quality and for enhancing the quality of the student experience.

The QER has identified several commendations, which are summarised below

- The strong contribution made by the Associate Deans Student Engagement (ADSE) in consolidating student engagement and partnership between students and the University.
- The particularly proactive approach of the Library and Information Services (LIS) to further increase the level of support to students, particularly during the pandemic.
- The impact of the Quality Enhancement Directorate (QED) initiatives in ensuring the consistent management and enhancement of the quality of the student learning experience.
- The well-embedded and robust oversight of TNE partnerships which ensures that academic standards and the quality of the student learning experience are not at risk.
- The consistent and highly-effective organisation and management of placement activity across the institution.

The QER has identified several affirmations, which are summarised below.

- The steps being taken to further develop and expand the current doctoral academy in order to strengthen the postgraduate research community.
- The significant progress in the use of data sources to support the student experience.
- The actions being taken to address concerns raised by students on a franchised programme in one further education partner in relation to the quality of their learning experience.

The QER makes the following recommendations.

- That arrangements for supporting student representation in partnership institutions are applied consistently and effectively.
- That the University ensures that all postgraduate research students who teach undertake appropriate formal training before taking responsibility for teaching including specific training for online delivery where appropriate.
- That the University ensures that its requirements for handling academic complaints and appeals are fully understood by all partners and that these requirements are clearly and consistently communicated to all partner students.

A more detailed [Technical Report](#) is also available for this review. The Technical Report sets out the team's findings under each heading in the QER method.

This review and its findings relate to the provider as a whole and do not supply information about individual programmes of study or subjects. For further information about those, contact the provider or [visit its website](#).

Further information about QAA and QER can be found on the [QAA website](#).