

cardiffmet  metcaerdydd

2018-19 ANNUAL REPORT

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EXECUTIVE SUMMARY



Cardiff Met Students' Union (SU) Annual Report 2018-19 was drawn together from student feedback gathered throughout the academic year 2018/19. Using a range of sources including the student representative structure, and more informal mechanisms such as student societies and social media, the SU aims to represent the views of the diverse student population.

The range of sources used include:

- Survey results
- School Rep Reports
- Student Staff Liaison Committee (SSLC) Minutes
- Student Led Teaching Fellowship (SLTF) Nominations

The SU begin this year's report by reflecting on the recommendations and action plan from 2018 to show enhancements at Cardiff Metropolitan University (the University) and SU, and to highlight those areas where further work is required. The action plan has been monitored throughout the year, with the SU President liaising with those staff assigned responsibility for actions.

This year's report has been put together to reflect the areas most commonly arising from student feedback, which have also influenced the priorities of the SU.

Throughout the report a set of actions have been highlighted to be undertaken by the SU along with recommendations for the University. In order to ensure this report is representative the arising actions and recommendations were shared with the student representatives at all levels of the structure for a period of consultation. SU Officers were also able to contribute and view drafts throughout the process and the final document was signed off by the SU Board of Trustees.

This report enters the University structures through the June Learning, Teaching and Student Engagement Committee. Where the SU ask the University to respond to the arising recommendations and work in partnership to create an action plan to implement in the next academic year.

This report was considered and approved by the Students' Union Board of Trustees in May 2019.

Hannah Reilly
Director of Student Engagement
Cardiff Met Students' Union

EXECUTIVE SUMMARY



CONCLUSION

It has been a pleasure to represent our students as President of the SU this year. Throughout the year students have raised feedback through the representation structure and the range of opportunities for student voice here at Cardiff Met. All of the areas of good practice and issues raised in the Annual Report have come through these student voice mechanisms and some may have begun to be addressed as a result. The SU has raised particular concern this year around the reoccurrence of student communication as an issue, and with the need for an improved relationship between the University and SU at a strategic level. The SU hopes that, through the resulting action plan of this report, positive steps will be taken in partnership with the University to address these and other recommendations arising from student feedback.

Ieuan Gardiner
Students' Union President 2018/19
Cardiff Met Students' Union



REVIEW OF 2017/18 ACTION PLANS



Looking back over the recommendations and actions of the 2017/18 SU Annual Report, highlighting some of the key developments. The full action plan can be seen in Appendix 1

ACTION 2017/18:

Cardiff Met SU to play a role in all Open Days and Applicant Days offering a student perspective on studying at Cardiff Met.

SU staff and officers have been running an SU branded area at Open Days to welcome students and provide information. Where possible SU societies have been joining to offer a student perspective.

The Belonging section of the 2018/19 SU Annual Report introduces the SU's plans to build on this work in the form of a summer transition project.

ACTION 2017/18:

Students' Union to implement a compulsory membership registration system for all societies, using the data collected to monitor and enhance student engagement.

A compulsory membership fee, minimum £5, was introduced to all societies. An update on society membership can be seen in the Student Experience section of the 2018/19 SU Annual Report.

RECOMMENDATION 2017/18:

By September 2018 the University must identify responsibility for student communications and by 2019 have created a student communication plan reflective of the new student engagement strategy, covering the whole student journey and taking into account student feedback.

The University agreed an action to implement a Project Board for Student Communications in the Autumn Term of 2018/19 which would create a university wide student comms cycle, rationalise communication methods and provide guidance/templates for student comms.

The Project Board was not established in the Autumn Term, an update in the Student Experience section of the 2018/19 SU Annual Report shows plans for a Student Communications Policy beginning in April 2019.

RECOMMENDATION 2017/18:

A set of minimum standards for work placement to be agreed and implemented across the University, the design of the curriculum and timetables must also be updated to reflect these.

The University agreed to review and evaluate current work placement provision during the 18/19 academic year. And to implement a set of new standards for the 19/20 academic year applying to all new programmes and work placement modules.

ACADEMIC EXPERIENCE



PEER ASSISTED LEARNING

This academic year saw the launch of a Peer Assisted Learning (PALs) pilot at Cardiff Met delivered by the Quality Enhancement Directorate (QED) and the SU. The scheme involves returning students being trained as PAL Leaders to design and deliver fun, facilitative sessions to students in the year below. The project scheme, designed by QED, is bespoke to Cardiff Met and although intended for Level 5 leaders to facilitate sessions for Level 4 students, the pilot also gave the opportunity to develop a masters level PALs group. Six programmes were involved in the initial stages of the pilot with three going on to offer regular sessions. This scheme has supported PAL attendees to enhance their learning, further explore topics taught in class with their peers and build their course communities. This has also helped PAL Leaders who, as well as feeling a strong sense of belonging to the course, have developed leadership and facilitation skills. PALs will continue into 2019/20 with current PAL Leaders taking on the role of Senior PAL Leader and supporting staff to continue the scheme as it expands to more programmes across the University.



RECOMMENDATION:

Following approval from LTSEC to continue the PALs scheme, the QED and SU should ensure the profile of PALs is raised to involve more programmes and to share best practice across the University

ACADEMIC EXPERIENCE



STUDENT LED TEACHING FELLOWSHIPS (SLTF)

SLTF now in its 8th consecutive year, is a joint venture between the QED and the SU, all winners are acknowledged at the SU Student Achievement Awards (April) and graduation (July), winners then work with the QED and SU to share good practice with colleagues and students. As well as celebrating the winners all nominees get notified by receiving a gift indicating which category they were nominated for, this is again an example of a Cardiff Met partnership where the FabLab design and make the gifts as well as the winners trophies each year.

Since the launch of the Fellowships in 2011, there have been:

- 2933 student nominations
- 602 individual members of staff nominated
- 42 winners

This year staff were nominated across 7 categories:

- Personal Tutor
- Student Voice
- Preparation for the Future (EDGE)
- Teaching Excellence
- Authentic Learning
- Use of Technology
- Team Category: Teaching Excellence

'Has encouraged me to be independent in my learning and there is a mutual respect between us... helpful and encouraging advice and guidance during my top-up year had been invaluable...a fantastic role model for students.'
SLTF Nomination for Teaching Excellence

'Always goes above and beyond to ensure all of our needs are met. She really values our opinion and is constantly taking it into consideration when planning our lessons ... clearly cares very much about my University experience.'
SLTF Nomination for Student Voice

STUDENT VOICE AND REPRESENTATION

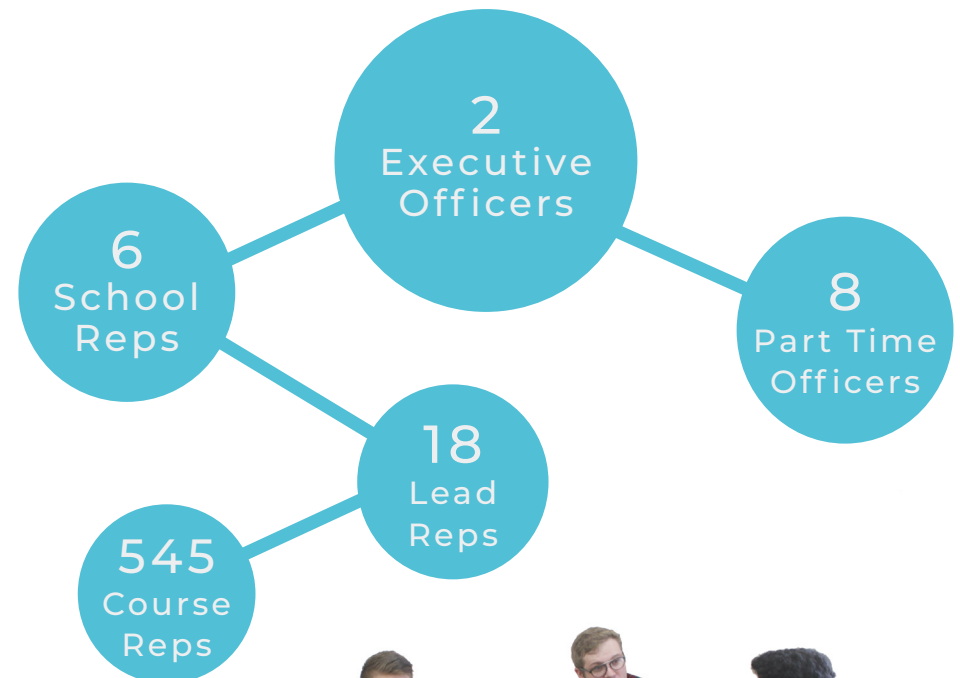


REPRESENTATIVENESS

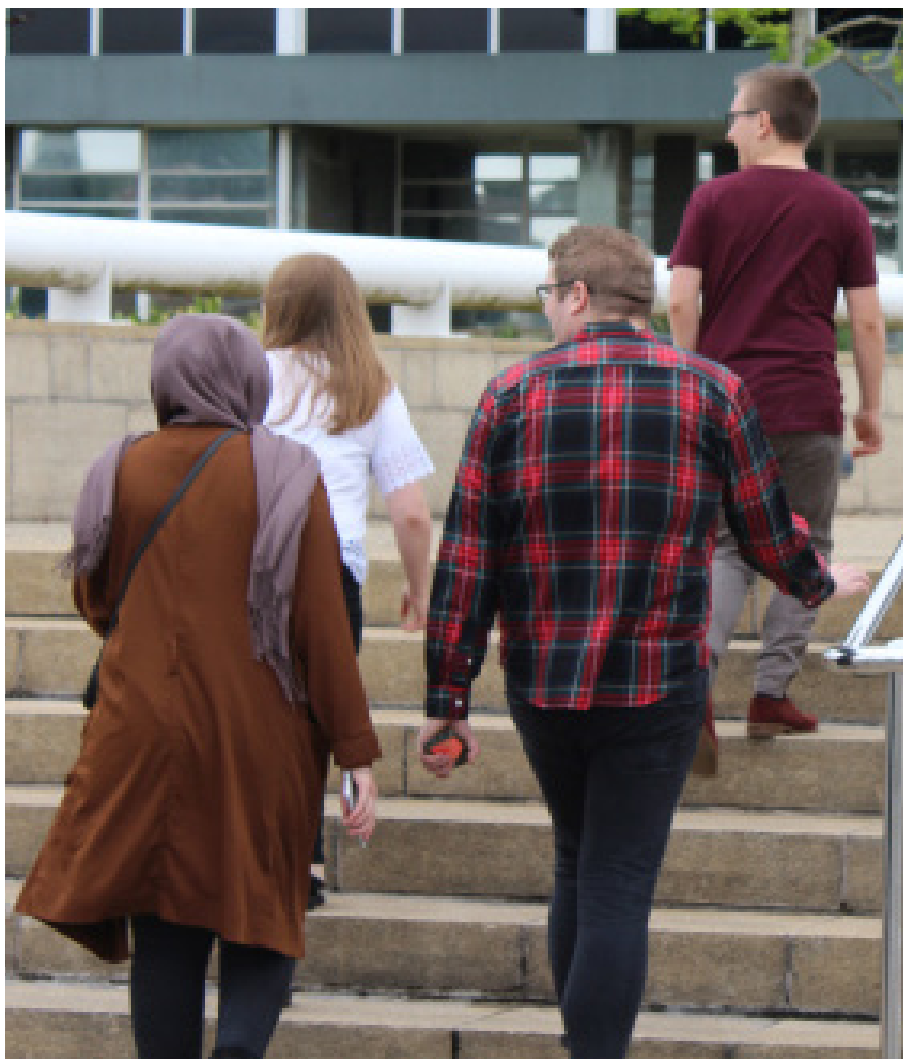
One of the guiding principles of student engagement in the UK Quality Code for Higher Education states that 'Providers recognise and respond to the diversity of their student body in the design and delivery of student engagement, partnership working and representation processes.' (QAA, 2018)

At present the SU does not have information on Cardiff Met's student demographic in order to measure the representativeness of the rep structure, and to identify the under-represented areas. Anecdotally the SU are aware of mature students as a group who have different representation and engagement needs and have made steps to supporting this through the 'Return to Learn' Society.

'Only one complaint from the society [Return to Learn] regarding 'Study First', the 'postcode bursary' was not communicated to students in time and so a lot of students who would have been eligible were unable to apply before the deadline due to not being made aware.'
CSSHSLI SSLC Oct 2018



STUDENT VOICE AND REPRESENTATION



The SU also believe that Cardiff Met has a high proportion of commuter students but have been unable to find data confirming this, and therefore how many SU members fall into this category. Data on the different student groups making up Cardiff Met's student demographic could be used by the SU not only to ensure the representativeness of the rep structure, but also to target campaigns, projects and opportunities to meet the needs of different students and to break down the barriers to student engagement.

RECOMMENDATION:

The University and SU to work collaboratively to identify student groups which are underrepresented in higher education and their proportions within the Cardiff Met community, review the current data sharing agreement and make any appropriate amendments to allow access to appropriate levels of data.

ACTION:

The SU, using the information on student demographics identified in partnership with the University, to review the representativeness of the rep structure and seek opportunities to engage the 'not yet reached' student groups.

STUDENT VOICE AND REPRESENTATION



STAFF SUPPORT

The 2017 –2018 academic year saw the addition of a Rep Liaison in each academic school, these were often staff in non-academic roles who took on responsibility for aiding the SU to support the rep structure. The Rep Liaison role was suggested by the SU to become the central point within each academic school to maintain the directory of student reps, manage the process of inviting student reps to committees and ensuring they receive minutes and information essential to their role.

Some schools have now also introduced a Principle Lecturer for Student Experience or Student Engagement. These staff members have taken a lead on enhancing student voice within the schools and offering support to the student representatives, they have also become a key contact for the SU.

Whilst these developments show examples of good practice across the University, practice is inconsistent. In some schools the Rep Liaison remains an essential role for administering the representation structure in partnership with the SU and School Representative, whilst other schools have a number of staff fulfilling these responsibilities and therefore no central contact. Where schools have a Principal Lecturer for Student Experience or Engagement these have become very useful contacts for the SU and key partners in enhancing student voice and representation, a role that would be useful across the University.

RECOMMENDATION:

A clear and consistent outline of staff responsibilities for student voice and representation to be centrally established and applied consistently across the University.

RECOMMENDATION:

The University and SU to work in partnership to develop and deliver training and resources for staff to develop student voice and representation.

RECOMMENDATION:

QED and the SU continue to work in partnership to develop the Student Voice module on Moodle. This module should be developed to provide an example of best practice for Moodle use and should be well communicated to staff and students as a key resource.

ACTION:

The SU annual evaluation process of student representation to be reported at the final SU Board of Trustees of the year.

STUDENT VOICE AND REPRESENTATION



STUDENT SATISFACTION

Survey Season was introduced at Cardiff Met offering all students the opportunity to complete one survey during the Spring Term. Level 4 and 5 students complete the Student Satisfaction Survey (SSS) developed by the University, Level 6 complete the National Student Survey (NSS) and Level 7 either the Postgraduate Taught Experience Survey (PTES) or Postgraduate Research Experience Survey (PRES). A Student Voice Group, made up of key staff from the University and SU, discusses Survey Season, response rates and survey outcomes. Promotion of surveys occurs during academic sessions where students are given time to participate. Within academic schools student reps work with staff on Student Experience Action Plans and as part of the Annual Programme Review process to respond to survey outcomes.

In 2018 the Overall satisfaction score in NSS dropped by 1% to 83%. This decline in satisfaction was seen across the range of NSS questions, with only Student Voice and the Students' Union question seeing a positive improvement. SSS saw Level 4 students responding with 85% overall satisfaction in 2018, and Level 5 77%. Postgraduate Taught students showed higher levels of overall satisfaction at 88% whilst 77% of the Postgraduate Research cohort were satisfied with their experience. During this time the University also saw a drop in League Table places, with student satisfaction being one of the metrics commonly used to calculate rankings.

RECOMMENDATION:

The University and SU work in partnership to raise awareness of Survey Season, ensuring student reps play a key role in encouraging their peers to provide feedback during this time.

NSS OVERALL SATISFACTION 83% 2018 -1% ON 2017

NSS SU SATISFACTION 56% 2018 +3% ON 2017

SSS LEVEL 4 OVERALL SATISFACTION 85% 2018

SSS LEVEL 5 OVERALL SATISFACTION 77% 2018

PTES OVERALL SATISFACTION 88% 2018

PRES OVERALL SATISFACTION 77% 2018

SUPPORT



HOW TO BE HAPPIER

#HowtobeHappier- An SU campaign that helps students build resilience, empower them to take control of their mental and physical health and wellbeing, boost self-esteem and enjoy their university journey.

- Bi-weekly Walk and Talk
- Old School Sports Day
- Bench Ball Tournament
- Campus Canines
- Use Your Voice campaign
- We Wear the Same Shirt

The SU have offered Resilience Workshops for students delivered by Dr Jo Soldan, a Clinical Psychologist who has worked around the world helping people build resilience to the changes they face. Jo is also a mindfulness teacher and, in her workshops, covers:

- Key areas known to contribute to resilience
- Practical ways to maintain resilience
- Personalised resilience toolkit for each attendee

4 RESILIENCE
WORKSHOPS

48 STUDENTS
ATTENDED

5 STUDENTS ATTENDED FOLLOW UP SESSIONS



SUPPORT



STUDENT MINDS

Student Minds is the UK's student mental health charity that operates through the SU. Dedicated student facilitators have been trained to offer peer support on our campuses by delivering the six-week 'Positive Minds' course for students experiencing low mood or mild depression. The course covers topics such as building a support network, establishing healthy routines and exploring different relaxation techniques.

An additional four sessions were delivered over the exam period with a specific focus on tackling this pinch point of student mental health disclosures.

'Working with Student Minds has really helped me to become more confident at university. It has helped me to enhance so many skills that I'll be able to use for a long time. The students that we have reached as well as the facilitators have gained valuable knowledge of mental health and some ways to deal with it.'

Student Minds Facilitator

RECOMMENDATION:

Implement a whole university approach to tackling mental health, with Student Minds as a key service profiled and supported by both the University and SU.

student minds

9	FACILITATORS	+6	ON 2017/18
16	POSITIVE MINDS SESSIONS	+10	ON 2017/18
30	HOURS OF PEER SUPPORT PROVIDED	+21	ON 2017/18

STUDENT ENGAGEMENT POLICY

In the 2016/17 Annual Report the SU supported the University's commitment to enhancing the Personal Tutor system as part of the new Strategic Plan. Since then there have been many improvements with more consistency in Personal Tutoring, additional training for staff and the development of an online system that supports this. Personal Tutoring is now set to be enhanced even further with the introduction of Learner Analytics and the Student Engagement Policy.

The Student Engagement Policy was developed by the University in partnership with students and aims to ensure that students have fair and equitable access to opportunities that promote and encourage academic engagement. It also provides opportunity through the Personal Tutoring system to support students who experience academic disengagement. Learner analytics and data dashboards will be used to enable evidenced based conversations between staff and students to support their academic engagement. A working group has been established to support implementation of this project, with student and staff members. Further consultation has also taken place at SSLC's, offering an introduction to the project allowing students and staff to ask questions and offer insights.

Learner Analytics will be available at Cardiff Met from September 2019, with use of and discussions about data largely centering around students' Personal Tutor meetings. Whilst students have been able to engage in the development process through the working group and SSLC's, the SU believe it is vital to continue working with students to embed and enhance the new system and data use.

RECOMMENDATION:

The University to regularly seek student feedback throughout the academic year on the use of Learner Analytics for data informed conversations on student engagement.

SUPPORT



SU ADVICE AND SUPPORT

The SU Advice and Support Service offers independent and impartial advice and support on a number of aspects relating to university processes and procedures. It aims to ensure students are fully informed of their options and signposted to the best places to seek additional support if needed. Over the past few years the service has grown both in numbers of students accessing the service, and in the diversity of the cases supported.

ACADEMIC YEAR (SEPT-AUG)	CASES
14/15	148
15/16	153
16/17	200
17/18	247

**As of 10/6/19 192 students have accessed the Advice and Support service, this is before the summer peak of unfair practice and exam boards. Another foreseeable increase in cases for the end of the year.

Through supporting students inconsistencies in practice across the schools has come to light:

- The content of exam board letters, particularly for students required to re-sit/retrieve can be confusing and difficult to navigate. Expectations are not always clear to students as some correspondence remain as general advice, signposting students to The Student Room for tailored information. Best practice has been seen in the letters provided by CSESP (Appendix 2) which are clearly laid out with actions for individual students.

- Where each academic school has a separate committee for Mitigating Circumstances, inconsistencies have arisen in the evidence accepted to support applications from students. The University are currently undertaking a review of the Mitigating Circumstances Procedure, a process that the SU is involved in and aims to improve consistency and fairness across the University.

Students accessing SU Advice and Support

'The SU made a very difficult, challenging academic year less lonely, less judgmental and definitely a lot more comforting than I could have ever expected when suffering such chronic anxiety.'

'I cannot honestly thank the Students' Union enough for everything that they do. They play such a vital role in students' lives and their wellbeing. If I didn't have the SU to turn to for advice, or have their continuous support, I am not sure I would be here as everything was reaching a crisis point. I definitely would not have suspended my studies, I would have likely dropped out instead. They have been absolutely wonderful to me; have answered every question I've had, provided support time and time again.'

BELONGING



The Higher Education Academy's 'What Works? Student Retention and Success' project places belonging at the heart of improving student retention and success. (Thomas, 2012)

The SU focuses student engagement efforts on supporting student transition to the Cardiff Met community and providing opportunities to build a sense of belonging. This has more recently been included in the draft Cardiff Met Student Mental Health Action Plan, assigning the SU as lead for supporting students to feel a sense of belonging within the University and the wider Cardiff community.

As part of the SU's student engagement work, the Student Life Coordinator will lead a project aiming to build a sense of connectedness, resourcefulness and belonging. In the 2017/18 Annual Report the SU noted an action to develop an online platform for incoming students to engage with each other and the SU pre-induction, this project now builds on and enhances this work. A toolkit will be developed to prepare students for the transition to University life and opportunities to meet the SU team will be offered over the summer break. Together these will draw on a wide range of information

across the University, signposting students to support and information to ease their transition into University life and study. Whilst this pilot project focuses on the initial transition into University, the aim is to develop beyond this to engage current students and build on the wider Cardiff Met community.

ACTION:

The SU to pilot a summer transition project, building in an evaluation of impact which will be reported to the SU Student Engagement meeting in the Autumn Term.

BELONGING



MET RES LIFE AND SU STUDENT LIFE

Met Res Life is a programme of activities delivered by the University for, and with, students living in Cardiff Met halls of residence. The programme has a social and pastoral focus to contribute to the development of a cohesive living / learning student community, in which cultural diversity and inclusivity is promoted to enable students to have broader life skills.

Met Res Life profile their own programme of activities alongside many other opportunities from across the University and have worked closely with the SU on this. Working with the SU's Student Life Coordinator joint projects have included...

- Quizzes
- Retro Gaming
- Beach Clean
- Fairtrade Football Tournament
- Global Week Table Tennis Tournament
- Exam and Revision Sessions for Students



INDUCTION

'Feedback for 2017 induction was not great as students referred to the week being boring, too much time being spent in a lecture hall with too much information and not enough interaction.'
Student rep 2018/19

This feedback was widespread for 2017/18 and so the University, SU and students worked together to enhance induction for 2018 resulting in a more positive student experience.

'Students found that induction week this year was engaging and interactive. Multiple different courses introduced new events that allowed students to interact with each other outside of the lecture theatre which created a relaxed environment for the students and allowed them to feel less stressed about the changes they face when starting university.'
CSM School Rep 2018/19.

Students felt a shift in focus from information to integration where opportunities were given for students and staff to interact in informal settings, developing a sense of belonging to programmes and the University. Many of these opportunities were at programme level offering students opportunities to explore their campus and the city, and were centrally complemented by the Freshers Fayre and Met Fest which presented opportunities beyond the academic experience.

PARTNERSHIP



RELATIONSHIP AGREEMENT

Each year the University and the SU sign a Relationship Agreement (Appendix 3), providing a clear and concise account of the relationship between each party based on best practice guidance provided by the Higher Education Funding Council for Wales (HEFCW).

The Relationship Agreement outlines a number of student centred shared principles which aim to enhance the strategic effectiveness of the University, and to support a strong independent SU that contributes to the success of the University.

At the start of this academic year, the SU provided the University with a revised version that would fit with the strategic aims of the University and the SU, moving away from the more generic statements in the guidance from HEFCW. A new Relationship Agreement signed by the SU President was submitted in the Autumn Term but was not co-signed by the University until March 2019, after the Annual Governors Assurance Process.

In addition to the principles of the agreement, arrangements are outlined for the working relationship between the University and SU. These arrangements include the representation of student voice on University Board of Governors, Management Board, Academic Board and other committees and working groups. Whilst these arrangements are embedded in the formal committee structures of the University, the SU has raised concerns that the meetings

between the SU Officers and senior management, and the Vice Chancellor and Executive have not been fulfilled.

These meetings provide an essential opportunity for both senior teams to provide a more general update on their respective developments outside of the formal committee structure of the University. They help to build a relationship, enhance communication and feedback on student experience. They also provide opportunities to discuss strategic enhancements on both sides as well as developments taking place in Wales and the Higher Education sector.

RECOMMENDATION:

A schedule of meetings must be established for the 2019/20 academic year, with the first to take place in early September. These meetings will be between the Officers and senior staff of the SU and the Vice Chancellor and Executive.

RECOMMENDATION:

The Relationship Agreement is to be reviewed and will include an appendix providing a more detailed structure of the working arrangements, this will be submitted jointly, signed by the SU President and Vice Chancellor, to the first Board of Governors of the academic year.

PARTNERSHIP



COLLABORATIVE PARTNER INSTITUTIONS

The Quality Assurance Agency (QAA) recognised the work carried out by the SU with students in collaborative partnerships as a 'Feature of good Practice' in the institutional review 2013/14 and again in the UK HE provisions in Greece 2016. Each year the SU continues to grow and develop our relationships with our partner students.

At the start of the academic year, a contact at each partner institution is sent resources/presentations to outline what is available to students on their campuses; this includes advice and support services, student voice and representation.

To continue an SU presence at partner campuses, each year it is agreed that an Executive Officer visits one partner institution. This year the President visited ICBT campus in Sri Lanka to celebrate student success at graduation and talk with the student body President and Vice President at ICBT Campus (Kandy) on the importance of Student Voice.

The second term sees our Annual Partner Event. In 2019, Students Reps from nine campuses attended the event in Cardiff to equip them with the skills they need to be a Cardiff Met Student Rep, no matter where in the world they study. They are given training, opportunities to visit local campuses and network with staff and students. In turn, this provides a sense of belonging to the wider Cardiff Met community.

Throughout the year we invite local partner students to attend on campus events and workshops and offer SU team visits to their campuses to provide further information and training. Unfortunately, uptake on these offers has been limited resulting in low engagement from local partners.

'I got to realise this partnership holds many many opportunities that we can all benefit from and exploit. I learned so many new things.'
Cardiff Met Partner Student 2019

ACTION:

The SU and University will together seek to identify key contacts within FE Partners in order for the SU to offer partner students opportunities to engage in their Union.

PARTNERSHIP



STUDENT PANELLISTS

Every programme at the University undergoes an initial Validation to ensure it meets the University's mission and is fit for purpose, it then undergoes a Review every 5 years. Each of these processes involves a panel to consider the evidence and each panel requires a student member. Student Panellists ensure the student voice is considered at Validation and Review.

The SU and QED have worked in partnership to re-develop the training and support for Student Panellists to increase recruitment and engagement in the role.

Training was adapted to take a more facilitative approach with group activities to develop students' skills and understanding. Positive feedback from the new Student Panellists shows they have enjoyed this approach and valued the opportunity to practice elements of the role in a training setting.

An area of the Student Voice Module within Moodle has been utilised to share resources with Student Panellists and a discussion forum created to bring this group of students together in sharing ideas, questions or concerns. By encouraging Student Panellists to share their experiences and concerns in this way we aim to create a supportive environment to improve retention of those in the role and to aid the induction of new panellists.

PARTNERSHIP



ANNUAL PROGRAM REVIEW PROCESS

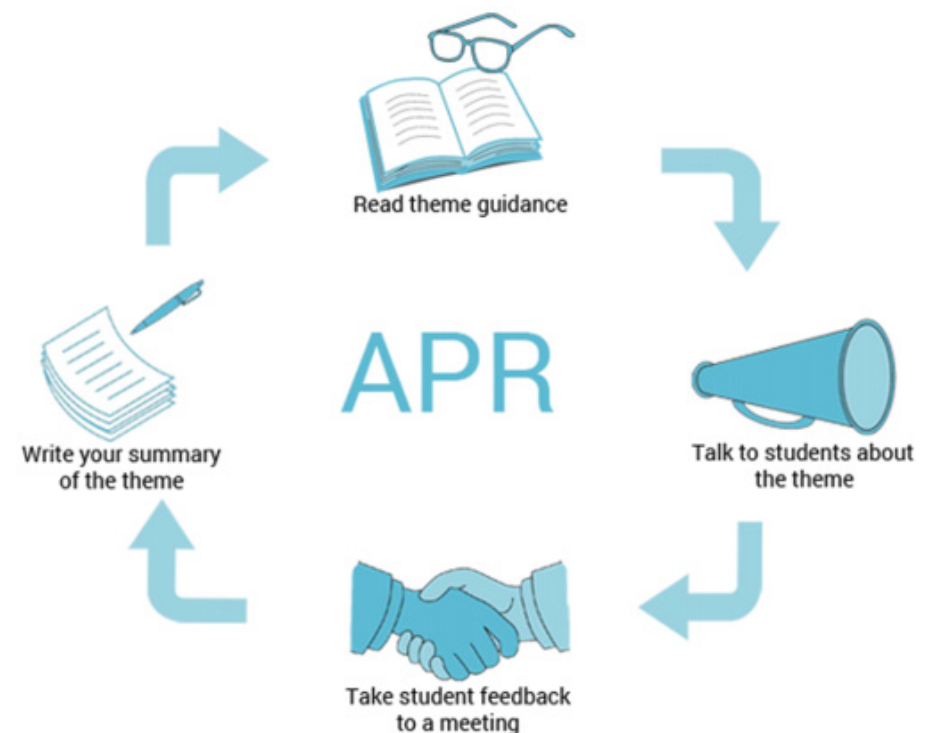
All programmes at Cardiff Met with a formal recognised qualification undergo annual monitoring as part of the University's quality assurance processes. This is centred around an Annual Programme Review (APR), completed by Programme Directors, with emphasis on identification of issues and action taken to address them.

QED and the SU have been working with the APR Working Group to identify enhancements in the APR process in relation to student engagement. Student feedback showed that often student reps were presented with a final APR for sign off in the first Programme Committee of the year. Despite student voice being integrated from other channels throughout the APR, this wasn't a meaningful way of engaging students in the final stages of the review process. A new process was designed to embed ongoing discussion points within the Programme Committee cycle, providing students with the opportunity to engage with the process in a more impactful and clear way, ensuring their voice is heard throughout the process.

By guiding Student Representatives through themes relevant to the student lifecycle, they are empowered to have meaningful conversations with their peers and staff. The feedback discussed can be used to build APRs and to support Student Reps to understand the ongoing work that has resulted in the findings of the APR. Initial guidance and training was provided to student reps and staff through the Student Voice Handbook and SU Rep training. Feedback was welcomed at the APR Working Group which has suggested that a more thorough pilot including additional training and resources for staff who lead Programme Committees and APR's is needed.

RECOMMENDATION:

The University to integrate the Student Engagement in APR process into APR training and guidance enhancing the process based on feedback gathered in the initial pilot.



STUDENT EXPERIENCE



SOCIETIES

This year, following an action in the previous SU Annual Report, saw the introduction of a compulsory minimum membership fee for all societies at £5. The intention of the membership fee is to provide societies with the resources to effectively fund their activities and offer these to their members, allowing them to build annual budgets in order to benefit from SU funding. Introducing the fee has also meant that for the first time the SU can centrally record society memberships, and therefore going forward will be able to monitor and work to enhance the engagement of societies.

42 REGISTERED
SOCIETIES

339 SOCIETY
MEMBERS

'As a student, I have noticed the increase in the CU's [Christian Union's] presence on campus this year, organising a wide variety of interesting events such as movie screenings, socials and talks. The society has also become increasingly inclusive and I think a lot of that is down to [their] hard work and friendly attitude.'
Student Achievement Awards Nomination 2019

'Being part of our society can help to progress to future employment, several of our members have gone on to secure placements, and paid employment using our society as their hours. For example, our former members have now gone on to secure graduate positions at Sport Wales and Welsh Cycling'
Cardiff Met Higher Education Young Ambassadors (HEYA) Society of the Year 2019



STUDENT EXPERIENCE



SU SPORT

The 1300 SU Sport members have had many reasons to celebrate this year with a whole host of achievements across a range of sports, these include:

- Cardiff Met WFC won the FAW Cup, Welsh Premier Title & Welsh Premier Cup to complete their season domestic treble, whilst also again securing their place in next season's UEFA Champions League qualifying rounds.
- Cardiff Met FC won the Nathaniel Cup and are through to the Europa League qualifying rounds.
- Cardiff Met RFC were winners of the WRU Youth Cup.
- BUCS Medallists in Triathlon, Boxing, Karate, Athletics, Waterpolo, Basketball, Netball, Tennis and Volleyball.

Stand-out performances for the University during BUCS and National Leagues have also seen some of our students signed up on professional contracts in Cricket and Rugby.



30 SU SPORT
CLUBS

1300 SU SPORT
MEMBERS

STUDENT EXPERIENCE



Our annual Sport Awards' evening was held in May 2019, which allowed us an opportunity to celebrate another year of our club's sporting achievements and recognise those involved in student sport. SU Sport Awards highlights and celebrates the achievements of Cardiff Met students, including recognising top sporting achievement, improved performance, club organisation and community work. The event encompasses all aspects of University sporting life and the evening was a fantastic display of the talented and dedicated students of our SU Sport clubs.

April 2019 saw Cardiff Met host the University of Bath for the annual Varsity event. This year's event was our biggest one yet, with over twenty fixtures across fifteen sports. As well as supporting their teams, spectators were able to enjoy refreshments and entertainment in our Fan Zone area. Fantastic event which brought students from across the University together.

Pinnacle Campus Sport saw the introduction of a new sport to this year's programme; Welsh Baseball. These recreational sessions were hugely successful in bringing female students from different courses and in particular sports together to socialise and participate in Welsh Baseball. The interest was such that we entered the team into the local Cardiff Welsh Baseball league and have so far had over 30 different students play.'

STUDENT EXPERIENCE



CARDIFF MET AWARD

This year we have seen the highest number of applications to the Award programme. 79 students in all have engaged with the Award, with 42 of those picking up their Award this summer, the rest, still ongoing.

This year Award students have logged well over 4000 hours of work experience, be it paid or voluntary work. This exposure ensures understanding of team working, client liaison, time management, and personal development.

The vast majority of these hours have contributed to the local Cardiff community - providing excellent connection to the locality we work and live in. From hospitals, clinics, retail, hospitality and to students running their own businesses alongside their studies, we have had the honour to get real insight into how the whole 'University experience' is played out.

On top of this, our Award students have attended over 200 extra personal development workshops from Social Media, to Cultural Awareness, to Resilience in the Workplace from entrepreneurship, to auditing to conference networking. Hopefully, much of this training will set the foundations to getting our graduates into employment - but moreover, the increase in confidence and self-awareness which we see is priceless.

42 STUDENTS REACHING
FINAL PRESENTATION

20 STUDENTS ACHIEVING
EXTRA LEVELS

4000+ WORK EXPERIENCE
HOURS COMPLETED

200+ (HOURS) PERSONAL DEVELOPMENT
WORKSHOPS ATTENDED



STUDENT EXPERIENCE



STUDENT COMMUNICATIONS

Since 2015/16 the SU have continued to raise concerns around student communications from the University. Student feedback suggests they receive a large number of emails which they don't feel are necessarily relevant to them, and this seems to result in messages not reaching students.

'Students receive a lot of marketing emails for different departments of the university. For students who are already disinterested in these types of emails they just get deleted or never opened.'

CSM School Rep Report Nov 2018

Whilst some attempts have been made on a local level to improve this, students continue to report at SSLCs across the University that they receive too many emails.

'The number of emails students receive from University departments has drastically increased with the introduction of bilingual communications, with numerous departments sending the same email twice; one in English and one in Welsh.'

CSAD SSLC November 2018

'Had a chat with Esysllt George about ways in which we can summarise the information that goes to the students via emails from the school in order to cut down the volume of emails.'

CSAD Rep Report Nov 2018

'Lead Reps are receiving the information from Esysllt George (Careers Consultant) and forward it to the Course reps in order for it to get to the students on the weekly course meetings.'

CSAD Rep March 2019

In 2017/18 the SU recommended that by September 2018 the University identify responsibility for student communications and by 2019 have created a student communication plan. At the April University Management Board, the PVC for Student Engagement presented a project brief for a Student Communications Policy (Appendix 4). The policy will include mapping communications for home students across their student life-cycle from enrolment through to graduation, it does not include pre-enrolment, alumni or partner students. Key milestones of the project include mapping of the student life-cycle and associated communications in March and April 2019, with a draft policy to be presented to Management Board in July 2019. Due to the proposed completion date of the project in July 2019, the policy should be completed before the end of this cycle of the SU Annual Report and arising action plans. Therefore, the recommendations and actions of this report in relation to the Student Communications Policy will reflect the timing of submission to University committees.

RECOMMENDATION:

Implementation of the Student Communications Policy to include evaluation of the benefits, using in-year student feedback, over and above the measurements outlined in the project brief.

STUDENT EXPERIENCE



SUSTAINABLE TRAVEL

Availability of on-site parking for students is often raised at SSLCs on both campuses, however with the carparks at capacity no additional parking can be allocated. Despite this, the University are taking steps to improve more sustainable transport options for students and staff.

The University have worked with Cardiff Bus for a number of years to offer students a discounted rate on bus travel in Cardiff using the Met Rider scheme. Cardiff Bus work with the University to offer routes that help students to access campuses, accommodation and the city centre and students are encouraged to give feedback on the service. The SU were happy to see a response from Cardiff Bus which not only acted on student feedback but gave information to close the feedback loop.

'In the short-term we can look at allocating a larger vehicle to accommodate the capacity issues. With regard to reviewing the intermediate times this will take a little longer to resolve as I will need to review exactly what's causing the delays, and then submit a timetable change.' Cardiff Bus

The University were named the Most Cycle Friendly Business in the Cardiff Cycling Awards 2018. The University have introduced all weather cycle storage with secure card access, shower and locker facilities for cyclists and hold regular 'Dr Bike MOT' sessions for free. In addition to this both campuses became stations for Cardiff's Next Bike scheme, connecting with sites across the city and promoting opportunities for students and staff to sign up.



RECOMMENDATIONS AND ACTIONS 2018/19



ACADEMIC EXPERIENCE

RECOMMENDATION:

Following approval from Learning Teaching Student Engagement Committee to continue the PALs scheme, the QED and SU should ensure the profile of PALs is raised to involve more programmes and to share best practice across the University.

STUDENT VOICE AND REPRESENTATION

RECOMMENDATION:

The University and SU to work collaboratively to identify student groups which are underrepresented in higher education and their proportions within the Cardiff Met community, review the current data sharing agreement and make any appropriate amendments to allow access to appropriate levels of data.

ACTION:

The SU, using the information on student demographics identified in partnership with the University, to review the representativeness of the rep structure and seek opportunities to engage the 'not yet reached' student groups.

RECOMMENDATION:

A clear and consistent outline of staff responsibilities for student voice and representation to be centrally established and applied consistently across the University.

RECOMMENDATION:

The University work in partnership with the SU to develop and deliver training and resources for staff to support student voice and representation.

RECOMMENDATION:

QED and the SU continue to work in partnership to develop the Student Voice module on Moodle. This module should be developed to provide an example of best practice for Moodle use and should be well communicated to staff and students as a key resource.

Action:

The SU annual evaluation process of student representation to be reported at the final SU Board of Trustees of the year.

RECOMMENDATION:

The University and SU work in partnership to raise awareness of Survey Season, ensuring student reps play a key role in encouraging their peers to provide feedback during this time.

RECOMMENDATIONS AND ACTIONS 2018/19



SUPPORT

RECOMMENDATION:

Implement a whole university approach to tackling mental health, with Student Minds as a key service profiled and supported by both the University and SU.

RECOMMENDATION:

The University to regularly seek student feedback throughout the academic year on the use of Learner Analytics for data informed conversations on student engagement.

BELONGING

ACTION:

The SU to pilot a summer transition project, building in an evaluation of impact which will be reported to the SU Student Engagement meeting in the Autumn Term.

STUDENT EXPERIENCE:

RECOMMENDATION:

Implementation of the Student Communications Policy to include evaluation of the benefits, using in-year student feedback, over and above the measurements outlined in the project brief.

PARTNERSHIP

RECOMMENDATION:

A schedule of meetings must be established for the 2019/20 academic year, with the first to take place in early September. These meetings will be between the Officers and senior staff of the SU and the Vice Chancellor and Executive.

RECOMMENDATION:

The Relationship Agreement is to be reviewed and will include an appendix providing a more detailed structure of the working arrangements, this will be submitted jointly, signed by the SU President and Vice Chancellor, to the first Board of Governors of the academic year.

ACTION:

The SU and University will together seek to identify key contacts within FE Partners in order for the SU to offer partner students opportunities to engage in their Union

RECOMMENDATION:

The University to integrate the Student Engagement in APR process into APR training and guidance enhancing the process based on feedback gathered in the initial pilot.