



**Action Plan Response to the Quality Enhancement Review,  
undertaken by the Quality Assurance Agency, Wales, in May 2018**

**Response to the QER Outcome and Technical Reports**

The University is both appreciative of and encouraged by the positive Outcome and Technical Reports received from the QAA’s QER Review Team, which conclude that its “approach to enhancing the student learning experience is effective, student-led and student-focused”. A direct development, in response to the Review, has entailed the reconstitution of the Institutional Review Task Group as the Quality Enhancement Review Group, widening its terms of reference to incorporate the monitoring of enhancement projects.

In terms of ‘capitalising’ on the reports, the University has endeavoured to inform all of its stakeholder groups. A news story was released to the media, posted to the University’s public website (including a link to the QAA’s QER Report webpage) and highlighted on its social media accounts. In addition, the news was posted to the University’s MyBangor intranet site, accessible to all staff and students, and circulated by email, as well as being reported to the University Council, highlighted at internal staff meetings, prospective student open days, and in the annual CELT Learning and Teaching Conference.

**Response to the Commendations**

Aim	Action	Notes	Responsibility	Target Date
<b><i>A. The systematic collection and use of student engagement and performance data to inform and enhance student support and academic progress.</i></b>				
<b>1.</b> Continue to collect, analyse and utilise student engagement and performance data to inform and enhance student support and academic progress.	<b>1.1.</b> Continue with the approach to the challenge of Retention and Student Outcomes, as outlined in the Area of Focus in the Self-Evaluative Analysis document.		PVC (Teaching & Learning), CELT (Centre for Enhancement of Learning and Teaching), and College Directors of Teaching & Learning	Ongoing

	<b>1.2.</b> Establish an approach to the area of Curriculum Reform in order to address challenges around student recruitment and employability, and to clarify teaching and learning processes.	Areas to be covered include reforming the approach to timetabling, the introduction of placements for all programmes, and rationalising the complexity of module choices.	PVC (Teaching & Learning), CELT, and College Directors of Teaching & Learning	Ongoing to 2020
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***B. The extensive, and culturally valued partnership with students, which permeates all facets of university life.***

<b>1.</b> Continue to develop the extensive, and culturally valued partnership with students, which permeates all facets of university life.	<b>1.1.</b> Ensure that the new Student-Led Teaching and Learning Strategy is fully promoted to both the student body and members of staff.		CELT, Students' Union	Ongoing to 2020
	<b>1.2.</b> Ensure that that the enablers in the Student-Led Teaching and Learning Strategy are regularly monitored, evaluated and reviewed.		Teaching & Learning Task Group, CELT, and the Students' Union	Ongoing to 2020
	<b>1.3.</b> Develop innovative curricula in collaboration with students, ensuring input into curriculum design and assessment methods.		Teaching & Learning Task Group, CELT, QAVU, the Students' Union, Heads of School, Directors of T&L, and Directors of Student Engagement	2018/19

	<b>1.4.</b> Establishment of a Student-Led Mental Health Strategy	Utilising the methodology that created the Student-led Teaching and Learning Strategy, the University and the Students' Union have agreed to collaborate during 2018/19 on the creation of a Student-led Mental Health Strategy. Informed by the opinions and experiences of the students, this work will set out a three-year, University-wide strategy for enhancing mental health support, and promoting mental well-being amongst the student body.	Student Services and the Students' Union	2018/19
	<b>1.5.</b> Continue to develop the "Together We..." campaign, by relaunching it explicitly as the "Student Feedback Campaign".	To enable all students, including PGR, to understand what happens to their feedback, and exactly which fora are used to work in partnership.	Student Engagement Unit	2018/19
	<b>1.6.</b> Provide students with the opportunity to access University surveys by different means.	If students are unable to access a survey online, they will be given the option of completing it by telephone or in person.	Student Engagement Unit	2018/19

	<b>1.7.</b> Capitalise on the culturally valued partnership, to further support a distinct and consistent PGR student experience across all schools, as affirmed in the QER Outcome Report.	To ensure that PGRs have the opportunity to actively contribute to enhancing their own experience, and the development of the Doctoral School, facilitated by the PGR Representative system.	Doctoral School and the Students' Union	Ongoing
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<b><i>C. The deeply embedded bilingualism in all aspects of university life which positively impacts on student experience.</i></b>				
<b>1.</b> Embedded bilingualism in all aspects of university life, which positively impacts on student experience.	<b>1.1.</b> With the introduction of Welsh Language Standards, ensure that compliance is grounded in the context of a new University Welsh Language policy, that encompasses the whole student experience with the emphasis on the normalisation of bilingualism.		Canolfan Bedwyr, Heads of School, College Deans, and Directors of Professional Services	Completed. Fully operational from 1 April 2018.

	<p><b>1.2.</b> Ensure that bilingualism is further embedded within the University's academic structures by appointing a Deputy Director for Teaching &amp; Learning (in the three newly-formed Colleges), and Student Representatives (in the newly-formed Schools), with specific responsibility for Welsh Medium and Welsh language matters.</p>	<p>The staff post holders will sit on their College's executive board, thus ensuring the mainstreaming of Welsh medium initiatives and discussions throughout the academic domain. The Student Representatives will meet with the Students' Union UMCB President on a regular basis. This structure will also ensure that Welsh-medium opportunities are fully explored as new curriculum developments are introduced.</p>	<p>College Deans and the Students' Union</p>	<p>All three staff appointments in post by 1 September 2018. Student Representatives being elected for 2018/19.</p>
	<p><b>1.3.</b> Monitor and review the effectiveness of the staff and student representatives with responsibility for Welsh Medium and Welsh language matters.</p>		<p>College Deputy Directors for Teaching &amp; Learning and the SU UMCB President</p>	<p>Ongoing</p>
	<p><b>1.4.</b> Introduce a new procedure for assessing the impact of policies and strategies on the Welsh Language in the University.</p>	<p>Integrate the Welsh Language Impact Assessment into the University's Policy Development Framework.</p>	<p>Compliance Task Group</p>	<p>2018/19</p>

Response to the Affirmations				
Aim	Action	Notes	Responsibility	Target Date
<b>A. Implementation of the Assessment Framework to ensure the consistency of assessment across the University.</b>				
<b>1.</b> Embedded Assessment Framework within all Bangor University academic provision.	<b>1.1.</b> Fully embed the Assessment Framework within all Bangor University academic provision.	The Assessment Framework forms part of the Code of Practice for Programme Approval, Monitoring and Review (Code 08) and already applies to all new modules and programmes, and at revalidation.	Quality Assurance and Validation Unit (QAVU)	2024, within six years; as revalidation takes place at least every six years, all the University's provision will take account of the Framework within less than six years' time.
	<b>1.2.</b> Add the Assessment Framework to the validation/revalidation checklist, including for collaborative provision.	Includes sending the documentation to all Internal, External and Student Assessors, and considering it when validating new programmes and modules.	QAVU and the Programme Approval Group (PAG)	2018/19
	<b>1.3.</b> Disseminate the Assessment Framework to collaborative partners.	Including training in the use of the Framework, and for monitoring. Revalidation at BIBF is a recent example of this having happened already.	QAVU and the Teaching Partnerships Office (TPO)	2018/19
	<b>1.4.</b> Add the Assessment Framework to the next version of the Validation Manual for collaborative provision.		Regulations Officer	2018/19
	<b>1.5.</b> Provide training on the Assessment Framework as part of the CPD portfolio, and for Student Assessors.		CELT, Head of QA, and the Students' Union	Ongoing

<b>2.</b> Annual review and enhancement of the Assessment Framework, to ensure that it meets the teaching and learning priorities of the University, the needs of students, and pedagogic best practice.	<b>2.1.</b> Annually review the Assessment Framework, including consultation with the student body.	As opposed to the quinquennial basis on which regulations and codes of practice are reviewed.	CELT, Teaching & Learning Task Group, Head of Student Engagement, and the Students' Union President	Ongoing, annually
	<b>2.2.</b> Amend the Code of Practice for Programme Approval, Monitoring and Review (Code 08), following each review.		Regulations Officer	Ongoing, annually
	<b>2.3.</b> Disseminate the most recent version of the Assessment Framework to all Schools, following each review.		QAVU	Ongoing, annually

<b>B. The steps being taken to address the deficiencies in the provision at MDIS Tashkent.</b>				
<p><b>1.</b> To address concerns identified at MDIS Tashkent.</p> <p><i>Previously outlined in the Self-Evaluative Analysis document, submitted as part of the QER</i></p>	<p><b>1.1.</b> Appoint dedicated moderators for the MDIS Tashkent programmes.</p>	<p>The Head of QA, and subsequently the CELT Member for Curriculum Design, have prepared detailed Moderator's reports</p>	<p>Head of QA and CELT</p>	<p>Completed</p>
	<p><b>1.2.</b> Convene regular visits to Tashkent, incorporating: meetings between senior staff from MDIS, MDIS Tashkent and the University; training with relevant staff; and focus groups with students.</p>	<p>From summer 2017 onwards, a series of meetings were held, chaired by PVC (T&amp;L). Those present at the meetings included the Moderator, the Academic Lead and staff from the Teaching Partnerships Office. The PVC chaired an Internal Examination Board in autumn 2017 and in March 2018.</p> <p>Regular visits have also included extensive training, meetings with relevant staff and focus group sessions with different groups of students. Along with training for module leaders in Singapore during every Examination Board meeting</p>	<p>PVC T&amp;L and the Teaching Partnerships Office</p>	<p>Ongoing</p> <p>Fortnightly meetings have been timetabled for the next 6 months</p>
	<p><b>1.3.</b> Develop and adopt a marking rubric to be shared with students, in order to foster appropriate preparation.</p>		<p>Academic Lead and Moderators</p>	<p>Completed</p>



	<b>1.4.</b> Enhance the quality of assessment feedback given to students.	Steps to improve the quality of assessment feedback given to students, including moderating a sample of feedback by senior staff at MDIS	Academic Lead and Moderators	Ongoing
	<b>1.5.</b> Introduce measures to increase the communication between MDIS Tashkent tutors and MDIS module organisers around teaching content and teaching logs.		Academic Lead, Moderators and the Teaching Partnerships Office	Completed
	<b>1.6.</b> Review the teaching materials for all high-failure rate modules, including the review of assessments and examinations.		Academic Lead	Ongoing
	<b>1.7.</b> Appoint an External Subject Specialist to review all Tourism modules.		Teaching Partnerships Office	Completed
	<b>1.8.</b> Implement a plan to improve the quality of QA1 annual monitoring forms.	Implemented; including establishing responsibility with those engaged in frontline teaching and providing training and workshops	Academic Lead, Teaching Partnerships Office and Moderator	Completed
<b>2. Revalidation</b>	<b>2.1.</b> Revalidation of MDIS Tashkent provision.	This was agreed in principle by the University Council on the basis of a number of changes being introduced. See the following entries.	QAVU	Autumn/Winter 2018

	<b>2.2.</b> Replace the validated programmes at MDIS Tashkent with franchised programmes.	This will enable the University to assume direct control over the curriculum and teaching materials. It will also enable MDIS Tashkent teaching staff to liaise directly with their Bangor University counterparts on a day-to-day basis to ensure that materials are delivered effectively	Academic Lead	Commence September 2019
	<b>2.3.</b> Ensure Bangor University staff assume primary responsibility for all assessment matters, including designing assignment questions and examination papers, undertaking marking, and preparing feedback for students.	This will address problems raised by the External Examiners relating to the accuracy of marking and feedback. Also, the poor response to suggested amendments to assignments and examination papers.	Academic Lead, Teaching Partnerships Office and Moderator	Commence September 2019
	<b>2.4.</b> Enhance the University's level of oversight, with a continued emphasis on the provision of training for MDIS staff.	There are likely to be conditions relating to staffing and administrative arrangements at MDIS.	Academic Lead, Teaching Partnerships Office and Moderator	Ongoing
<b>3.</b> Ongoing direct liaison	<b>3.1.</b> University staff to continue to work closely with staff in MDIS Singapore and Tashkent to address issues.		Collaborative Provision Sub-Group will continue to monitor progress	Ongoing

<b>C. The development of the Doctoral School to support a distinct and consistent PGR experience across all schools.</b>				
<b>1. Development of Operational Management</b>	<b>1.1.</b> Appoint College Directors of PGR.	Role specified in new PGR Regulations	Deans of Colleges	Completed: August 2018
	<b>1.2.</b> Appoint PGR Administrators to support the new Colleges.		Student Administration	Completed: September 2018
	<b>1.3.</b> Appoint PGR Leads in the newly-formed Schools.	3 discipline leads in the School of Natural Sciences due to the large PGR community	Heads of School	Completed: September 2018
	<b>1.4.</b> Transfer PGR functions from Academic Registry to Student Administration and Doctoral School.		Doctoral School, Student Administration, and Corporate Services	Completed: August 2018
	<b>1.5.</b> Recompose Doctoral School Board and Research Degrees Committee to reflect the restructure.		Dean of PGR and Doctoral School	November 2018
	<b>1.6.</b> Appoint PGR representatives to the Students' Union PGR Representative Council.		Students' Union	October 2018
	<b>1.7.</b> Update PGR Regulations.	Combine Regulations 03 and 05, and Code of Practice 03, to define and specify all PGR-specific roles and practice.	Dean of PGR and Doctoral School	October 2018
	<b>1.8.</b> Ensure the new composition of PGR Supervisory Teams.	All PGRs to have at least 2 Supervisors: Principal and Co-Supervisor	School PGR Leads	New registrations 2018/19
	<b>1.9.</b> Broaden Doctoral Training Partnerships (DTP) / Centres for Doctoral Training (CDT).	1 new DTP and 3 new CDT applications submitted	DTP/CDT Leads and Doctoral School	Awaiting outcome of bids to UKRI Assessment Panels

<b>2. Development of Admissions and Induction</b>	<b>2.1.</b> Continue to work on enhancing the Postgraduate Research Induction to include a specific Students' Union element		Students' Union and PGR Representatives	2018/19
	<b>2.2.</b> Establish direct applications for home and international PGR applications.		Admissions & PGR Leads	Completed
	<b>2.3.</b> Introduce enhanced University and College inductions, in October, January & April.	Emphasis on support, training and parity of processes, recording of induction on Doctoral School and College PGR Blackboard sites	Doctoral School and College Directors of PGR	2018/19
	<b>2.4.</b> Introduction of Year 2 and Year 3 inductions.	Emphasis on relevant processes for PGR stage; recording of induction on Doctoral School and College PGR Blackboard sites	Doctoral School and College Directors of PGR	Autumn 2018
<b>3. Development of Staff Training</b>	<b>3.1.</b> Introduction of mandatory supervisor training for principal Supervisors	Identified in new PGR Regulations. Need for greater guidance on progression, thesis, standards	Doctoral School, Doctoral School Board, Heads of School	Completed
	<b>3.2.</b> Establish new workshops for training in detecting mental health issues.	Recognised growing issue at PGR level	PGR Leads, Supervisors, Student Services	Autumn 2018
<b>4. Development of Information for PGRs</b>	<b>4.1.</b> Update PGR Handbook & update Doctoral School website	Provide clear, concise guidance reflecting new Regulations and guidance on standards expected at all levels of PGR	Doctoral School and Information Services Web Team	2018/19
	<b>4.2.</b> Develop Doctoral School and College Blackboard sites.		Doctoral School and College Directors of PGR	2018/19

	<b>4.3.</b> Define the parameters of the new PGR Representation system, which includes the newly developing PGR Representative Council.		Students' Union and Doctoral School	2018/19
<b>5. Development of PGR Training</b>	<b>5.1.</b> Expand the Training Needs Analysis and the use of Vitae RDF.	Incorporating the Bangor Employability Award (BEA) Researcher scheme and personal career development.	Doctoral School, College & School PGR Directors/Leads, and Skills & Employability Service	Ongoing
	<b>5.2.</b> Expand training opportunities through new DTP and CDT applications	New submissions made – but keep aware of further opportunities arising from UKRI	Doctoral School & DTP/CDT Leads	Ongoing
	<b>5.3.</b> PG Cert HE and PG Cert Research Methodologies	Courses being trialled in Doctoral School training programme or for KESS 2 Programme	CELT and Bangor Business School	Completed; ongoing monitoring
	<b>5.4.</b> Provide access to training for distance PGR		Doctoral School	Develop during 2018/19 academic year
	<b>5.5.</b> Introduce new professional development training courses on impact, publishing, PURE, GDPR Researchfish, and communicating.		Doctoral School	Develop and trial during 2018/19
	<b>5.6.</b> Support PGRs in developing a student-led PGR Conference.		Doctoral School and Students' Union	Ongoing

6. Development of PRES	6.1. Ensure any issues are identified and Action Plans are developed, implemented, monitored and reviewed.		Doctoral School Board, College PGR Directors/Leads, and Students' Union Representatives	PRES meeting held in September 2018. College/School Action Plans to follow, winter 2018/19
7. Strategic Development	7.1. Hold School PGR strategic meetings to ensure parity of experience and opportunity.	To discuss recruitment, staff engagement, PGR engagement, issues and Doctoral School support	Dean of PGR, Manager Doctoral School, Head of School, PGR College Director, School Lead and the Student's Union	Autumn 2018
8. Development of Progression	8.1. Develop the Postgraduate Progress online Review System (PGRS), and continue to reinforce the importance of recording the outcomes of Supervisor/Student liaison.	Updated 2018	IT Apps Team & Doctoral School. PGR Leads and College Directors act on outcomes of individual PGR student	Completed. Continue to monitor (Apr-Sep) and review (Oct each year)
	8.2. Establish Electronic Thesis Submission process in PURE	Described in new Regulations	Doctoral School and Library	Completed. Monitor in 2018/19
	8.3. Review Submission, Completion & Period of Registration	Especially the period of PGR registration, responsibility and fees consideration, with regard to timely submission and completion, and accurate recording of PGR data in Bangor systems	Doctoral School, Student Administration and Planning	2018/19 academic year



**Professor John Hughes, Vice-Chancellor**



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