



Educational Oversight-Exceptional Arrangements: report of the monitoring visit of SwaN Global Education LLP, December 2023

Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that SwaN Global Education LLP (the College) is making acceptable progress since the [December 2022 monitoring visit](#).

Changes since the last QAA monitoring visit

2 The College offers 12 foundation undergraduate programmes, 17 year-one undergraduate programmes and 13 pre-master's programmes in a wide range of subjects including management, accounting and finance, marketing, chemical engineering, aerospace engineering, psychology, sociology, biochemistry/genetics, computer science, civil engineering, American studies, education, law, sport and exercise, childhood studies, Chinese and language teaching.

3 Total recruitment in 2021-22 was 354 students which increased to 678 students in 2022-23. There have been 381 students recruited so far in 2023-24 and this is expected to increase in line with the previous year. This year's recruitment includes 177 students on the foundation programme (60 international, 117 home), 106 year-one undergraduate students and 98 pre-master's students. Successful students are able to progress on to programmes of study at Swansea University.

4 The College has focused on international recruitment and has had success in recruiting from the Middle East, Hong Kong, India, Zimbabwe and Nigeria. The College works with Swansea University and is actively looking for new markets for their mutual benefit.

5 The College has five full-time staff comprising the Principal, the Director of Academic and Student Experience, the School Education Lead, the Director of Marketing and Recruitment and the Director of Education. There are approximately 30 academic staff who have part-time input into the programmes including acting as Academic Leads for each of the subject areas. There are also seven full-time and one part-time members of staff in the Academic and Student Experience department, and 10 full-time and two part-time staff in the Admissions and Recruitment department.

Findings from the monitoring visit

6 The College has continued to take action to improve the student experience following the monitoring visit in 2022. College staff are aware of the key areas of development for the College and actions that are ongoing in the Student Experience and College Action Plans. A key focus for the College for September 2024 is a curriculum review which aims to implement more integrated assessment, learning outcomes and feedback into programmes in order to bring about further improvements in retention and transition. The College has

prioritised actions in the Student Experience Action Plan - for example, the peer support action has been paused, given the work to improve student support through the admissions Ambassador Programme and acting on student feedback. Through the Ambassador Programme, students are paired with a buddy who they can use for support, given their experience. Actions relating to transition, student representative engagement, educational talks and pre-departure events are recorded as completed. Other actions remain in progress - for example, the adoption of the Swansea University library search system (iFind) by all academic staff.

7 The partnership with the College and Swansea University continues to develop but is mature given the 15-year partnership between the two organisations. Formal governance boards and sub-committees operate to monitor the relationship and progress against the College strategy. These include the College Academic Advisory Committee, the College Education Committee and the College Student Staff Forum. College staff report that they are members of key university committees (the Education Committee, Education Forum and Student Advisory Forum).

8 The College has continued to work in partnership with Swansea University to provide early transition support for students through the opportunity to engage with university academics and support staff from the beginning and throughout their programmes. This includes providing progression data to Swansea University Student Experience teams to monitor progression, opportunities for students to attend academic integrity workshops at the University's Centre for Academic Success, and students attending lectures delivered by Swansea University Schools of Psychology and Management.

9 Staff with whom the review team met are conscious of the need to have adequate resourcing in place to support the growth in student recruitment at the College. The College has appointed a number of new staff with the aim to ensure that workload does not negatively impact on the student experience.

10 Students who had progressed to Swansea University, spoken to during the review, indicate that lecturers at the College are supportive, help to solve any misunderstandings with academic content, and use a variety of engaging pedagogical approaches to ensure that students understand the academic content. Students report that assessments have clear assignment briefs and assessment criteria and are available on Canvas. However, they also report that there is inconsistency in the qualitative feedback provided to them. The College recently launched minimum standards for feedback across foundation and pre-master's programmes but at the time of the review this work was not fully embedded. This development follows the College's approach to provide consistency of the student experience on the College's virtual learning environment, Canvas, via an agreed Canvas structure and process for Academic Leads, confirming modules are compliant with the minimum requirements.

11 Students are supported from pre-arrival stage via a personal tutor. Students are supported with transition into the College through the study of a 'resilience module' which is now delivered online following student feedback. It is designed to equip students with the tools and skills to be able to support themselves independently. Where students need additional academic support, they can attend drop-ins with academic leads and supplementary support is provided to students who have failed modules and have reassessments to take. Students who had progressed to Swansea University and who were spoken to during the review visit were positive about the student support provided, including the 'resilience module' and support provided by academic leads and lecturers. Students comment that the foundational support provided an appropriate route into higher education so that they have the skills and knowledge to be able to succeed at Swansea University from the very start of their transition. If any student needs specialist support, the College refers

the student to the relevant university support team so that an assessment is made, and the support is provided.

12 Previously, students who had cases of academic misconduct attended the University's Centre for Academic Success for one-to-one support sessions; however, following a review of low attendance, support for avoiding academic misconduct has been embedded into module development sessions. The students spoken to during the review are aware of academic misconduct and how to follow good academic practice.

13 The College has focused efforts on improving student representative processes and engagement in the past year, with the College becoming further embedded in the University Student Representative System, including appointment processes and in the review of the Student Experience Survey results. The College continues to operate a Student Staff Forum. Involving student representatives in promoting the student feedback surveys has led to a 16% increase in students completing the Student Experience Survey but a decrease of 9% in the Your Experience Survey. Thus, the College has identified further action required to improve survey response rates.

14 Staff take part in a range of academic development opportunities and sessions which, this year, also included a focus on assessment, feedback and artificial intelligence (AI). A number of staff have been successful in gaining fellowship of Advance HE as a result of support from Navitas and the College.

15 Current data provided by the College indicates that 200 international students progressed to Swansea University in 2022-23 compared with 137 in 2021-22 and 149 in 2020-21 (Annual Monitoring Report 2022). College evaluations suggest that student achievement in terms of the percentage of students passing modules improved between January and June 2023, but it is too early to identify if this improvement was due to the introduction of the resilience module. The College states that student performance data is monitored by the academic leads, through the assessment boards, the Module and Annual Programme Review process. Actions identified through the review processes are implemented as soon as practicable. Actions have been taken as a result of analysis of graduation data to improve student transition - for example, for programmes progressing to the School of Management. The College reports that students are given support where the College identifies that they could be making more progress or where students have requested additional academic or pastoral support. This includes students who have failed a module and are taking a supplementary assessment.

Progress in working with the external reference points to meet UK expectations for higher education

16 The College reports that it continues to use Swansea University as the main external reference point. Staff state that the University uses Subject Benchmark Statements, *The Framework for Higher Education Qualifications* and Characteristics Statements to inform their curricular and, as a result, through this partnership the College follows relevant external reference points. Reference points relevant to Wales are used by staff - for example, to develop appropriate learning outcomes in the critical thinking modules. Staff indicate that both the College and the University are undergoing Curriculum Review and external reference points will be used to inform the review.

17 Annual Programme Review documents follow some of the principles of monitoring and review set out in the UK Quality Code for Higher Education (the Quality Code) and its associated advice and guidance. Staff and students both gave examples of enhancements that had been made to programmes as a result of acting on student feedback, including the operation of drop-in support sessions. Other enhancements provided by staff with whom the

review team met include enhancing pre-admissions support and screening so that students are enrolled on the most suitable programme, engaging with developments in artificial intelligence (AI) and supporting student use of AI to support their learning. Together, these examples demonstrate that the principles of the Quality Code are being followed to enhance the student experience.

Background to the monitoring visit

18 The monitoring visit serves as a short check on the provider's continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider of any matters that have the potential to be of particular interest in the next monitoring visit or review.

19 The monitoring visit was carried out by Dr Graham Garforth, Reviewer, and Kevin Kendall, QAA Officer, on 19 December 2023.

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