

Gateway Quality Review: Wales

Bridgend College

March 2021

Key findings

QAA's judgements about Bridgend College

The QAA review team formed the following judgements about the higher education provision at Bridgend College.

- **There can be confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable.**
- **There can be confidence that the quality of the student academic experience meets relevant baseline regulatory requirements.**

Areas for development

The review team identified the following **areas for development** that have the potential to enhance quality and/or further secure the reliability and/or comparability of academic standards at Bridgend College. The review team advises Bridgend College to:

- ensure that programme specifications for Pearson Higher National programmes meet awarding organisation requirements (FHEQ).

About this review

The review visit took place from 9 to 10 March 2021 and was conducted by a team of three reviewers, as follows:

- Professor Alan Howard
- Diane Rainsbury
- Dr Harry Williams (student reviewer).

The overall aim of Gateway Quality Review: Wales is to:

- provide the Higher Education Funding Council for Wales with an expert judgement about the readiness of a provider to enter, or continue to operate within, the higher education sector.

Gateway Quality Review: Wales is designed to:

- ensure that the student interest is protected
- provide expert advice to ensure that the reputation of the UK higher education system is protected, including the protection of degree standards
- identify development areas that will help a provider to progress through a developmental period and be considered 'established'.

Each review considers a provider's arrangements against relevant aspects of the baseline regulatory requirements, and, in particular:

- the reliability of degree standards and their reasonable comparability with standards set and achieved by other providers
- the quality of the student academic experience, including student outcomes where the provider has a track record of delivery of higher education.

The impact of COVID-19

As a result of the COVID-19 pandemic, the review was conducted online and included meetings with senior management teams, teaching staff and students. The scope of the evidence considered, and the nature of the judgements and operational milestones have remained the same but with some adjustments due to the online format. A risk assessment was carried out prior to the review to identify and mitigate any potential risks.

About Bridgend College

Bridgend College (the College) is a further education college with approximately 10,000 full and part-time students, and around 700 members of staff across five campuses at Bridgend, Pencoed, Queen's Road, Maesteg and Cardiff. There are currently 632 higher education students, of which 622 are on programmes within the scope of this review.

For the University of South Wales (USW), there are 341 students on: higher national programmes in Agriculture and Horticulture, Business Studies, Engineering, Public Services and Care; foundation degrees in Psychology, Care and Music; BA (top-up) in Business and Education; and PcET. For Cardiff Metropolitan University (CMU), there are 49 students on BSc Social Work and FdSc Sports Coaching. For Pearson, there are 242 students on HND programmes in Construction, Engineering and Computing.

Over five years, the confirmed successful completion data for the 2019-20 academic year was: retention at 97%, successful completion at 93%, and completion at 90%.

Judgement area: Reliability and comparability of academic standards

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)

For programmes that are franchised from partner institutions, ultimately the responsibility for setting the quality standards resides with them, as outlined in the strategic alliance documentation provided. These agreements clearly outline each partner's responsibilities and, as the delivering organisation, the College agrees to adhere to their quality assurance processes. These processes include, but are not limited to, compliance with the regulations, appropriate administrative procedures relating to the registration of students and the conduct of examinations, and submission of annual returns and other information as requested.

Programme specifications and handbooks for university-validated awards demonstrate that they are set at the required academic level with clearly defined learning outcomes aligned to the FHEQ which are also mapped against individual modules.

The Credit and Qualifications Framework for Wales (CQFW)

Appropriate references to the CQFW, as well as the FHEQ, were included in programme specifications and handbooks, and staff were able to talk knowledgeably about how they applied these reference points in maintaining academic standards. As these programmes are franchised, the responsibility for programme design and approval (including the specification of learning outcomes and appropriate alignment to the FHEQ and CQFW) and required standards, resides with the awarding bodies and organisation.

The Core and Common practices of the UK Quality Code for Higher Education (the Quality Code)

Core practice: The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.

1 The College works with three awarding bodies, notably University of South Wales (USW), Cardiff Metropolitan University (CMU) and Pearson with ultimate responsibility for the standard of academic awards residing with the relevant awarding body. All awards are subject to the academic regulations and detailed quality assurance frameworks of the relevant awarding body with each providing an effective framework for ensuring prescribed standards are credible and secure in practice.

2 As these programmes are franchised, the responsibility for programme design and approval (including the specification of learning outcomes and appropriate alignment to the FHEQ and CQFW) and required standards, resides with the awarding bodies and organisation. The College is responsible for maintaining quality and standards through its teaching delivery and assessment in accordance with the programme specifications and assessment against learning outcomes and associated marking criteria. In the case of Pearson, the College has direct responsibility for assignment briefs and is reliant predominantly on the Pearson Specification.

3 Students have access to programme specifications, programme handbooks and module descriptors; some of these being directly accessed through the university site with appropriate referencing to the FHEQ and CQFW respectively. The review team noted some

minor omissions in relation to Pearson awards where information appeared to be located disparately across multiple sources with some not being incorporated and/or contextualised in the programme specification itself. The review team therefore specified an **area of development** to ensure that programme specifications for Pearson Higher National programmes meet awarding organisation requirements (FHEQ).

4 There was robust evidence of effective compliance with those areas where the College has delegated responsibility and specifically in relation to maintaining academic standards, and staff were conversant with those requirements. Its academic teams demonstrated active and close engagement with its awarding bodies across a range of staff development and related activities to ensure they understood requirements and assessment conventions. Additionally, they were able to compare against other colleges within the franchise partner and wider college network(s).

5 The checklist of responsibilities of each awarding body provides the detailed operational responsibility for academic standards through the delivery and assessment in accordance with those requirements. The College demonstrated its awareness of its responsibility to maintain academic standards and effective working knowledge of the application of the associated processes and criteria.

Core practice: The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

6 The College's consistent application of its awarding body processes, including arrangements for marking and moderation and the consideration of appropriate external reference points, demonstrate comparability and consistency in the standards of awards and achievements of its students. External examiner reports confirm courses meet threshold standards set out in the FHEQ and standards achieved are comparable with equivalent programmes and sector-recognised standards. The staff whom the review team met, talked knowledgeably about the expectations and mechanisms for maintaining standards and with examples of their wider engagement in applying standards through engagement in sector and awarding body networks. The role of programme progression and completion data, and comparative external data sources were also helpful reference points to ensure delivery of assessment outcomes were in line with sector standards.

7 Responsibility for the setting of standards resides with the relevant awarding bodies with the College having responsibility for the maintenance of those standards. The programme handbooks specify the learning outcomes set by the awarding body. The learning outcomes, assessment methods and associated assessment criteria provide the mechanism for measuring student achievement both at and beyond the threshold level and are reasonably comparable with those achieved in other UK providers. Staff demonstrated familiarity with the required standards, citing the close working relationship with its awarding bodies and the role of staff updating and development, as an important means of ensuring academic staff had the requisite knowledge and understanding to apply these requirements in practice. There was sound evidence of the effectiveness through the marking and moderation process of standards being correctly applied. Arrangements governing placement/work-based learning mirrored the requirements of the relevant awarding body.

8 Detailed assessment feedback and the close academic supervision and guidance facilitate students to achieve standards beyond the threshold level. External examiners are appointed by the relevant awarding body whose responsibility is to assure that academic standards are maintained and meet the relevant threshold standard for the level of award.

External examiner reports also affirm that academic support for students enable them to achieve.

Core practice: Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

9 The College works in partnership with an extensive range of employers either through conventional higher national programmes delivered in conjunction with the relevant university awarding body or those that form part of work-based learning where the provider is directly responsible to Pearson. Appropriate arrangements to secure the standards of awards are governed by university regulatory and procedural frameworks that are being effectively applied in practice or form part of the College's work-based learning framework where ultimate responsibility for standards resides with Pearson.

Core practice: The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

10 The College follows the assessment policies and processes of its awarding bodies and organisation, each of which have detailed requirements governing second marking, moderation, classification and mitigation. University awarding bodies also set the assessment criteria with the College undertaking responsibility for assessment. In the case of Pearson, assignment briefs are developed by the College.

11 Moderation ensures comparability in line with learning outcomes and the relevant marking criteria, ensuring fairness and reliability of assessment which works effectively in practice. Assessment benchmarking is also effectively used to secure consistency of marking standards across different locations. There was evidence of the second marking and moderation processes working effectively in practice with confirmatory statements in external examiner reports.

12 Through meetings with the review team, staff demonstrated a clear understanding of the application of these processes in practice and the importance of the role of external expertise in assessment and moderation, specifically in relation to external examiners and awarding bodies. Staff also commented that their active engagement with awarding bodies was considered a strength that enabled them to participate in deliberative discussions regarding assessment and to participate in classification ratification of decisions. External examiner reports attested to the reliability, validity and consistency of marking standards.

13 The College has effective processes for considering and responding to external examiner reports with actions and responses clearly identified and addressed. The College utilises the feedback from external examiner reports through the immediate development of action plans for implementation by the Programme Leader (the response being forwarded to awarding bodies) and subject to further iteration through the annual course reporting/programme monitoring process.

14 Student representatives have access to external examiner reports and the opportunity to contribute to responses and action plans through participation at course committee meetings. Although students understood the role of the external examiner, they were less clear how they could access them.

15 Students confirmed the detailed summative and formative feedback received and that assessment expectations were clear and accessible even though they were less clear about the formal role of programme specifications.

Common practice: The provider reviews its Core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

16 The College places significant reliance on the policy and procedural frameworks of its awarding bodies to effectively discharge its responsibilities in maintaining academic standards. This is supplemented by effective management and deliberative academic governance processes to monitor academic progression and completion, respond to external expertise and operational practice including initiating changes to its own processes and practice. There are also clear and well-established mechanisms to alert and resolve issues including those relating to academic standards through the Curriculum and Quality Committee, the Curriculum Review Board, and Quality Improvement Boards. The College routinely considers and receives cohort, progression and completion data through its deliberative committees, management structures and cyclical quality assurance activities including, for comparative purposes, across cohorts and locations.

The Expectations for Standards of the UK Quality Code for Higher Education (the Quality Code)

17 The College demonstrated consistent application of the detailed quality assurance and academic regulatory requirements with regard to maintaining academic standards including those of its awarding bodies and organisation.

Judgement

18 The team examined the self-evaluation document, student submission and documentary evidence provided by the College. The team also met with students, senior staff, academic and support staff, and representatives of the awarding bodies. As a result of this, the team came to the judgement below.

19 The review team concludes that there can be **confidence** that academic standards are reliable, meet UK requirements, and are reasonably comparable.

Judgement area: Quality of the student academic experience

The Core and Common practices of the UK Quality Code for Higher Education (the Quality Code)

Core practice: The provider has a reliable, fair and inclusive admissions system.

20 The College delivers programmes awarded and franchised by two universities - the University of South Wales (USW) and Cardiff Metropolitan University (CMU) - and higher national programmes awarded by Pearson. The College is responsible for marketing and recruitment for Pearson programmes and those franchised by USW and CMU. A College Admissions Policy underpins the College's approach to ensuring that it has a reliable, fair, and inclusive admissions system.

21 Prospective students can obtain course information from the Higher Education Course Guide or from the College website and are encouraged to attend an open day or evening prior to applying to the College.

22 Applications are made directly to the College or via UCAS. Following interview, candidates receive either a conditional or unconditional offer or are referred for advice and guidance if unsuccessful. Arrangements for the recognition of prior learning are covered by college policy for Pearson programmes and by partner university policy for franchised programmes. The Admissions Policy outlines arrangements for students with additional support needs and this provides evidence of an inclusive approach to admissions. There is an appeals process for candidates dissatisfied with the applications process.

23 During induction, key documentation is issued including course handbooks, assessment schedules and timetables. Students met by the team praised the personalised support available from the College in making an application. This was particularly helpful to non-standard mature applicants who were re-entering education and/or were seeking to combine study with full-time or part-time work.

Core practice: The provider designs and/or delivers high-quality courses.

24 Signed agreements set out respective responsibilities for various aspects of programme delivery and the academic regulations and assessment frameworks of the universities and Pearson are followed. The College is not directly involved in programme development of franchise programmes, but it can request minor modifications to modules such as to assessment. The structure of new Pearson Higher National programmes are designed by curriculum area staff and approved by the senior leadership team. In developing the portfolio of higher national programmes, the College has taken account of local industry needs.

25 Programme specifications for franchised programmes contain detailed information including an outline of teaching and assessment methods such as lectures, seminars, tutorials, and, where appropriate, work-based learning. For Pearson programmes, the College has not produced a programme specification - for each programme or combined for the portfolio of higher national programmes - in line with the requirements of the awarding partner. Senior staff advised the review team that information sources such as the course handbook and contextualised assignment briefs constitute the programme specification. These sources include some elements of the minimum content requirement for a Pearson Higher Nationals programme specification. The review team, therefore, concluded that an

area of development would be to ensure that programme specifications for Pearson Higher National programmes meet awarding organisation requirements (FHEQ).

Core practice: The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

26 86 teaching staff are involved in delivering higher education programmes on which 718 students (257 full-time; 462 part-time) were enrolled in 2019-20. 27 staff teach exclusively on higher education programmes. The proportion of teaching staff who speak Welsh reflects the local population of Bridgend. Staff teaching on franchised programmes must be approved by the relevant university and all teachers on USW approved programmes must become recognised teachers of that university. Staff are supported to apply for Fellowship of Advance HE with 16 staff having achieved Fellowship or Senior Fellowship status and 11 are in the process.

27 Continuous professional development opportunities are identified through the staff performance development review process. Staff have opportunities to participate in research and scholarly activity and are supported in their development by college teaching and learning coaches. Teaching staff met by the team particularly value the interaction with university staff and the on-the-job development opportunities this provides. Students are very positive about the quality of teaching and support provided by staff and this is reflected in the National Student Survey (NSS) and Pearson Higher National surveys.

Core practice: The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

28 Availability of appropriate facilities, learning resources and student support is checked at the time of programme validation and monitored through programme review processes and student feedback. Dedicated study and teaching space is made available for higher education students and campus success centres contain print and online learning resources, computer facilities and loanable computers. Skills coaches are based in success centres and provide support for literacy, numeracy and study skills. Further advice and guidance are provided by a student wellbeing team. Each curriculum area has dedicated higher education teaching rooms and a budget to spend on learning resources. Students access learning materials through the virtual learning environment and have access to a range of online resources. Students on franchise programmes may also access university library and learning resources. In September 2021, a new building will open to house engineering, science, IT and digital arts higher education curriculum areas. Student satisfaction with learning resources is generally strong (85% satisfied in 2020) and students consider the College to be responsive where reasonable requests are made for additional course resources. The review team, therefore, took the view that College has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

Core practice: The provider actively engages students, individually and collectively, in the quality of their educational experience.

29 Various mechanisms for engaging students, individually and collectively, in the quality of their educational experience are set out in the College's Student Voice Strategy. Learner surveys covering all aspects of the student experience are carried out twice a year with outcomes reported to Curriculum Review Boards and Governing Body. Learner journey surveys are scheduled as part of the annual quality cycle and facilitate senior staff engagement with students inside and outside of the classroom. Student representatives attend course meetings with staff and there is a higher education student governor on the full

Governing Body. Evidence was provided to confirm that when students raise issues about the quality of their educational experience, the College takes it seriously and works hard to resolve concerns.

Core practice: The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

30 The College complaints procedure includes four stages from informal resolution through to the appeal stage where the decision of the Principal is the final stage of the college process. The published procedure includes indicative timescales and students who are dissatisfied with the final college decision may take their complaint to the Office of the Independent Adjudicator (OIA). A record of complaints is held, and 11 were recorded between 2018 and 2020 with all of them being resolved. No student has taken an unresolved complaint to the OIA.

31 The College has an Appeals Policy and Procedure for students on Pearson Higher National programmes while university regulations apply for franchised programmes. The Appeals Policy and Procedure sets out the process for making an appeal against an assessment decision, staff responsibilities and indicative timescale. Students dissatisfied with the outcome of an appeal may complain through the College's Complaints Procedure. Information regarding the complaints and appeals processes is provided to students at induction.

Core practice: Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.

The College does not offer research degrees.

Core practice: Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

32 Work-based and placement learning is integral to many higher education programmes delivered by the College including its foundation degrees. The College has a dedicated work-based learning team that oversees the processes involved in identifying placement providers, undertaking initial site visits, and completing risk assessment and other health and safety procedures. Signed agreements exist with all placement providers which detail the respective responsibilities of the College, the student and placement provider. Course documentation provided to students includes comprehensive information on work-based learning, including how this component of programmes will be assessed. Students consider opportunities for work-based learning to be a positive feature of the student academic experience and value the organisational and academic support provided. The review team therefore took the view that the College has effective arrangements to ensure that the academic experience is high quality irrespective of where it is delivered.

Core practice: The provider supports all students to achieve successful academic and professional outcomes.

33 The College has effective arrangements and resources in place to support all students to achieve successful academic and professional outcomes. Regular two-way communication between tutors and students is considered crucial to supporting student self-development and attainment. All students are allocated a personal tutor with an expectation that one-to-one meetings will occur twice a semester. A one-hour group tutorial is timetabled each week for full-time students and is used to provide academic support such

as specific skills training and feedforward. A Careers and Enterprise hub is located on each college campus where students can access careers guidance and support. Students value the College's 'open door' policy and the easy accessibility of tutors and professional services staff for face-to-face meetings and email communication. Mature students accessing higher education for the first time and others with personal and work commitments, praised the support provided for them by the College.

34 Students receive an assessment schedule at the start of year and a detailed assignment brief and marking criteria for each assessment. Students with additional learning needs are supported through a reasonable adjustment and special considerations policy and procedure, and students have access to advice and guidance provided by a student wellbeing team. External examiner reports indicate that staff provide excellent teaching support, set appropriately challenging practical and written assessments, and provide in-depth feedback. NSS and Pearson Higher National surveys demonstrate high student satisfaction with teaching and support. During the COVID-19 pandemic, the College took steps to support continuation of learning, including delivery of online lessons and virtual student meetings.

Common practice: The provider reviews its Core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

35 The College has a well-established quality cycle and deliberative committee structure with oversight of higher education provision, including the Governing Body's Curriculum and Quality Committee, Standards Committee, Curriculum Review Boards and Course Team Meetings. Annual monitoring reports and action plans are produced for USW, CMU and Pearson Higher National programmes. Detailed data on progression, completion and attainment is collected and considered in monitoring and review processes and by course teams to identify where student support interventions may be required. Where monitoring activity identifies issues with a specific programme, a Quality Improvement Board may be established to develop an action plan to drive improvement. Senior staff described various examples of improvement and enhancement arising from review activity, including provision of dedicated study space for higher education students, workshops on academic misconduct and adjustments to some placement provision to increase the practical component. The review team was therefore satisfied that the College reviews its Core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

Common practice: The provider's approach to managing quality takes account of external expertise.

36 The College takes account of external expertise through considering and responding to external examiner reports and through using employer feedback during Higher Nationals programme design and as evidence in annual course reports and action plans. External examiner reports are scrutinised by the Director of Curriculum and Quality and discussed by curriculum course teams to identify any specific issues or trends. Key points from external examiner reports are included in course and annual programme reports and action plans produced for university and Pearson provision. A response is also sent to the external examiner.

Common practice: The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

37 Higher national programmes are closely aligned with local employer and industry needs. Academic regulations and assessment frameworks of the universities and Pearson are followed and provide the basis for the reliable assessment of student achievement,

which is confirmed by external examiners. The student academic experience is checked at validation and closely monitored through annual review processes required by the universities and Pearson. The review team concludes that courses delivered by the College are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

38 The College has a strategic commitment to inclusivity and its approach to higher education delivery is underpinned by strong support arrangements for students, many of whom come from non-traditional backgrounds and/or are in full-time or part-time work. Students with additional needs are supported in the admissions process and through a reasonable adjustment and special considerations policy and procedure. Students have access to assigned personal tutors, a student wellbeing team, skills coaches, and careers advisers. External examiner reports indicate that staff provide excellent teaching support, set appropriately challenging practical and written assessments, and provide in-depth feedback. NSS and Pearson Higher National surveys demonstrate high student satisfaction with teaching and support. Detailed data on progression, completion, attainment and graduate outcomes is collected and used in monitoring and review processes. In 2019-20, the percentage of completed students who attained was 93% (compared with 90% in 2018-19). Attainment figures for black, Asian and minority ethnic students, and for students with additional learning needs, show year-on-year improvements. HESA graduate outcome data for 2017-18 indicates that six months after leaving the College, 92% of graduates were in employment or further study. The review team, therefore, took the view that, from admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

The Expectations for Quality of the UK Quality Code for Higher Education (the Quality Code)

39 The courses delivered by the College, both developed by them and franchised, have been designed in line with the FHEQ, CQFW and appropriate Expectations of the Quality Code. Courses are regularly monitored to ensure a high-quality academic experience for all students and their achievement to be reliably assessed. This is confirmed by external examiner reports and student feedback.

40 Students are provided with appropriate academic and pastoral support, including support for those with individual support needs, from admission to completion, in order that they succeed in and benefit from higher education at the College.

Judgement

41 The team examined the self-evaluation document, student submission and documentary evidence provided by the College. The team also met with students, senior staff, academic and support staff, and representatives of the awarding bodies. As a result of this, the team came to the judgement below.

42 The review team concludes that there can be **confidence** that the quality of the student academic experience meets relevant baseline regulatory requirements.

Commentary: Welsh Language Standards

43 The College's Governing Body is the ultimate body responsible for academic and quality-related matters. Key documentation from the Governing Body including, for example, the Governors' Handbook, demonstrate a strategic commitment from the College to developing the Welsh medium/language. Meetings with senior staff during the review visit confirmed the College's desire to promote the Welsh language both internally but also within the local area.

44 Bridgend College currently employs 771 members of staff - 285 of these are teaching staff, with 86 delivering on higher education programmes. Among teaching staff, 31 or 10.8% indicate they have advanced or fluent skills in Welsh. Data from enrolment from 2020-21 indicates that 5.6% of the higher education students consider themselves to be fluent in Welsh. The College's population of Welsh speakers is broadly comparable to the area in which the College is found.

45 The College has been compliant with the Welsh Language Standards since April 2018. The College maintains oversight of its responsibilities with respect to the Welsh Language Standards via four key groups, these include: the Welsh Language Steering Group (WLSG), the Curriculum Delivery Team (CDT), the College Operational Group (COG), and the Welsh Team. In accordance with the requirements of the Welsh Language Commissioner, the College produces and publishes an annual report, which outlines its adherence to each of the Welsh Language Standards. This report leads to the development of an action plan, progress against which is reported in the annual College Self-Evaluation Report (SER).

46 The College itself, has identified the need to develop a more targeted approach to developing and upskilling curriculum teams to allow for bilingual delivery. To address this, the College has utilised its peer learning initiative in which members of staff from across the College work together to develop and share best practice. In 2019-20 and 2020-21, one of the themes for the Teaching Triangle programme was Welsh and Bilingualism, evidencing the College's commitment to improving the availability and visibility of Welsh in their provision. The College is also currently reviewing the Welsh Government priority areas, including Childhood Studies, Public and Emergency Services, and Health and Social Care, with a view to increasing the number of higher education modules taught in the Welsh medium.

47 The College has a range of policies and procedures in place to enable the delivery of their higher education provision. The majority of these are provided in both English and Welsh, however, where documentation is only provided in English, the College's full-time translator can provide Welsh copy upon request. Applications are made directly to the College during which applicants may select their preferred language (English or Welsh); all written communication is then issued in their preferred language. During their studies, students are actively encouraged by the College to obtain Welsh language qualifications and, where possible, undertake work placements in Welsh.

This document is also available in Welsh.

QAA2597 - R10874 - Jun 21

© The Quality Assurance Agency for Higher Education 2021
Cambrian Buildings, Mount Stuart Square, Cardiff CF10 5FL
Registered charity numbers 1062746 and SC037786

Tel: 01452 557000
Website: www.qaa.ac.uk