



Gateway Quality Review: Wales Cardiff and Vale College

March 2023

Key findings

QAA's judgements about Cardiff and Vale College

The QAA review team formed the following judgements about the higher education provision at Cardiff and Vale 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 did not identify any **areas for development**.

Specified improvements

The review team did not identify any **specified improvements**.

About this review

The review visit took place from 14 to 15 March 2023 and was conducted by a team of three reviewers, as follows:

- Professor Alan Howard
- Sally Dixon
- 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.

About Cardiff and Vale College

Cardiff and Vale College (the College) delivers further and higher education across Cardiff and the Vale of Glamorgan. Founded in 2011, the College aims to be a 'leading educational business' and currently serves a diverse region with significant pockets of high deprivation which feeds through into their student population - half of which come from some of the most disadvantaged areas in Wales.

The College's *3 Year Plan 2021-2024* outlines several key priorities including: 'developing skilled and employable people, each making a positive contribution to society through their lives' (Quality Priority no. 3); 'working with partners to maximise our collective impact and support a sustainable future' (Efficiency Priority no. 2); 'engaging employers, developing workforces and providing a skilled talent pipeline to support economic recovery and growth' (Growth Priority no. 1); and 'celebrating Welsh identity, language and culture, growing opportunities to enhance our lives and our country' (Wellbeing Priority no. 3).

The College has developed its higher education provision rapidly since 2017 and now delivers a range of higher education programmes in collaboration with the University of South Wales, Cardiff Metropolitan University, Kingston University, and the University of West London. The College also offers its own HNC/D programmes in partnership with Pearson. From September 2023, the College will also be offering programmes awarded by the University of Wales Trinity Saint David.

As at March 2022, the College ran a total of 37 full-time higher courses, and 27 part-time courses organised into several departments, including: Aerospace and Aviation Science; Building Services; Business, Finance, Professional Studies and IT; Construction; Creative Industries; General Education; Hair and Beauty; Hospitality and Catering; Health and Care; and Sport, Tourism and Public Services. As of the review visit, there were 354 students studying for higher education qualifications at the College.

Judgement area: Reliability and comparability of academic standards

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

1 The College delivers 11 Higher National (HNC and HND) programmes validated by its awarding partner, Pearson, which produces the overall programme documentation and specification, and takes into account and references *The Framework for Higher Education Qualifications* (FHEQ). The College is responsible for producing its own validation document, tailored specification and unit descriptors for each Higher National programme delivered. Example specifications indicate clear mapping of curricula to levels in the FHEQ and module descriptions detail learning outcomes and arrangements for assessment.

2 The College also delivers 46 programmes validated by its four awarding body universities, which retain ultimate responsibility for the setting and maintenance of academic standards. While the universities retain overall responsibility for programme design and validation, the College is involved in review of existing awards leading up to revalidation and can make proposals for modifications to programmes. Programme specifications include appropriate reference and mapping made to the levels in the FHEQ and utilise other external reference points including the QAA foundation degree standards and relevant QAA Subject Benchmark Statements. For both higher nationals and university-validated awards, external examiners confirm that academic standards are comparable with those of other UK higher education providers.

The Credit and Qualifications Framework for Wales (CQFW)

3 The *Credit and Qualifications Framework* (CQFW) applies to programmes validated by the two university awarding bodies in Wales and the Higher National programmes awarded by Pearson. Appropriate references to the CQFW, as well as the FHEQ, are included in programme specifications, and staff were able to talk knowledgeably about how they applied these reference points in recent development of higher national programmes. For example, module descriptors incorporate the CQFW principles, such as detailing the knowledge, skills and understanding the student should gain and how credit will be awarded and accumulated.

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.

4 Programmes validated by the four partner universities are subject to the academic regulations and assessment policies of each university as the awarding body. Signed agreements confirm that the universities retain ultimate responsibility for the conferment of awards and for ensuring that threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks, including the FHEQ and CQFW. The College contributes to this process by participating in the development of university awards, assisting in the review of existing awards leading up to revalidation, and assessing whether students have achieved the learning outcomes of modules contributing to an award, as set out in programme documentation. For example, the College is responsible for first-marking coursework, providing feedback to students, and attending university assessment boards in

line with the academic assessment regulations of each university.

5 For Higher National programmes awarded by Pearson, assessments are designed and marked by the College in line with the Pearson assessment regulations. Example assessment briefs include appropriate mapping of learning outcomes to each level of the FHEQ and college staff described how the CQFW was used to guide programme development. External examiners appointed to each programme confirm that qualifications are consistent with qualifications' frameworks.

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 Marking and moderation procedures follow the academic and assessment regulations of each university and Pearson - as the College's awarding bodies and awarding organisation respectively. Assessment briefs developed with the universities include criteria determining what is required for a student to achieve above the threshold. For Higher National programmes, Pearson produce a set of generic merit and distinction grade descriptors which are included in qualification specifications. For each unit of a programme, the College designs a set of learning outcomes and associated assessment with marking criteria that inform a student what they must demonstrate to achieve the higher merit and distinction grades.

7 Students on Higher National and university-validated programmes expressed the view that information on assessments is easily accessible in handbooks and on the virtual learning environment, and that assessment criteria clearly signposts what is required to achieve higher marks. Students also expressed praise for the level of support received from staff, including developmental feedback and targets set for improving marks in subsequent assessments.

8 Samples of student work covering a range of levels of achievement are sent to external examiners for moderation. External examiner reports confirm that levels of student achievement are comparable with those achieved in other UK higher education institutions. Working with its awarding partners, the College therefore ensures that students who are awarded qualifications have had the opportunity to achieve standards beyond the threshold level.

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 Signed agreements and associated assigned responsibilities set out how the College works with the universities and Pearson to ensure that academic standards are credible and secure. These arrangements are underpinned by the academic and assessment regulations of the universities and Pearson. The universities retain ultimate authority for awards made in their name and Pearson maintains oversight through centre approval and appointment of external examiners. Credible and effective arrangements are therefore in place to ensure the maintenance of academic standards.

10 Link tutors are appointed by each university to support the partnership with the College including in relation to maintaining academic standards. They attend College Programme Board meetings and facilitate, for example, cross-college marking and moderation events, and assessment board training. College staff attend relevant university

meetings, assessment boards and professional development events. The College also engages with the annual monitoring and periodic review processes of each university, including production of an annual report and action plan.

11 The College works with industry partners providing placements on 11 programmes including Higher Nationals and foundation degrees. Employers are not usually involved in assessing student work leading to the award of credit and any related academic summative assignments (for example, reflective portfolio) are assessed by college tutors. In one instance, assessment of professional practice is undertaken by an external mentor (Foundation Degree in Healthcare Play Specialism) as an accreditation requirement and the requirements of the awarding body are clearly followed. Therefore, partnerships with placement providers do not have a bearing on the credibility, security and maintenance of academic standards at the College.

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

12 The College follows the assessment policies and processes of its awarding bodies and organisation, each of which have detailed requirements governing second-marking, moderation and classification. These policies are made accessible and transparent to students through the College's HE online induction and on the Student Portal.

13 The awarding bodies stipulate the College's responsibilities regarding the design, marking and moderation of assessments. The College is responsible for first-marking of assessments, using the criteria set out in each assessment brief. Depending on the requirement of the individual university, moderation may involve review of a sample of assessed work or double-marking. College staff understand their responsibilities and how these differ between awarding bodies. Decisions on progression of individual students and the award of qualifications are made by the relevant university assessment board at which the College is represented. External oversight of assessment processes is provided by external examiners appointed for each programme. These arrangements are therefore fair and reliable and well understood by the college staff.

14 For Higher National programmes, the awarding organisation sets learning outcomes and associated generic grade descriptors that the College must contextualise and operationalise through the design and setting of assessments. The College is responsible for internal verification of marking standards, and this is undertaken by an Internal Quality Assessor (IQA) for each programme. The IQA monitors assessor marking, ensures consistency across the programmes, and acts as the link between assessors and the external examiner appointed by Pearson. This role helps to ensure that assessment processes and responsibilities are undertaken fairly and reliably. External examiners then moderate a sample of student work and internal assessment boards are held in accordance with regulations covering Pearson Higher National programmes and the guidance provided in Pearson's BTEC Centre Guide to Quality Assurance and Assessment.

15 Students expressed satisfaction with the assessment processes operated by the College, including the provision of clear assessment information, marking criteria, and the useful and developmental feedback typically received well within the College's target of 21 working days. Teaching staff described how assessment arrangements with different partners worked effectively in practice, how goals were set for students, and how they were supported to achieve them.

16 External examiners are the primary source of external expertise in relation to maintenance of academic standards. External examiners attend university and internal assessment boards, and their formal reports are discussed at Programme Board meetings

and the Quality and Academic Standards Committee. In response to feedback, for example, the College has now adopted the standard Pearson assessment brief templates to ensure consistency between programmes. Outcomes and actions arising from external examiner reports are also included in annual programme monitoring reports submitted to each partner university.

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

17 The College has a well-established deliberative committee structure and associated processes that support a culture of student-focused review, reflection and improvement within its higher education provision. The College is subject to annual monitoring and periodic review processes of the universities as set out in signed agreements. The College notes that university processes for monitoring and evaluation, which while slightly different, focus on analysing similar data, reports from external examiners and require a formal report and action plan to be produced by the College. For Pearson programmes, programme review involves internal analysis of data, such as retention and success rates, as well as responding to external examiner recommendations. Programme specific data is also considered at Programme Board meetings which are attended by the relevant university link tutor. The College Quality and Academic Standards Committee (QASC) meets five times a year and looks at data more broadly across all the College's higher education provision and reports to HE Academic Board which has overall internal responsibility for oversight of provision. Targets are set in relation to retention, award success and progress alongside a range of quality indicators.

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

18 The College works with four awarding bodies and one awarding organisation which have ultimate responsibility for the academic standards of the awards. However, the College contributes to review and development of programmes at the awarding bodies and is responsible for developing its own validation document, tailored specification and unit descriptors for each higher national programme awarded by the awarding organisation. Programme specifications and other course documents demonstrate clear alignment with the FHEQ, CQFW and other reference points such as the QAA Subject Benchmark Statement for foundation degrees. College staff demonstrate knowledge about their application and fully understand the responsibilities delegated to them for maintenance of academic standards, including requirements for assessment design, marking and moderation. Assessment and classification processes follow the requirements of the academic regulations of the awarding bodies and partner. These are well understood by college staff and are used fairly and reliably to assess student achievement of learning outcomes. External examiners further confirm that academic standards are in line with sector-recognised standards and that the academic standards of programmes meet the requirements of the relevant national qualifications frameworks.

Judgement

19 The review team concluded that the College is effective in the delivery of Core and Common practices and maintains the standards of the awards, thereby meeting the Expectations for standards of the Quality Code. In order to reach the following judgement, the review team was able to explore a wide range of documentary evidence, including a self-evaluation document; and the review team was able to meet with a wide range of college staff and students. The meetings and documents allowed the review team to see robust evidence which demonstrates that the academic standards of courses meet the requirements of the relevant national qualifications frameworks (*The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* and the Expectations, Core and Common practices for standards as set out in the UK Quality Code for Higher Education); and that the qualifications awarded are in line with sector-recognised standards.

20 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.

21 The College Admissions Policy, which was revised in August 2021, and the Recognition of Prior Learning Policy are available on the college website and are overseen by the Quality and Academic Standards Committee (QASC). The policies cover responsibilities, equality and diversity, and the appeal process. Students stated that they were given course information from the Higher Education Course Guide or from the college website and any queries were quickly answered.

22 Applications are made directly to the College or via UCAS. Staff involved in the recruitment and admission of applicants are sufficiently trained and understand their role in the process. This involves timely processing and communication with the applicants, checking entry qualifications and, if required, signposting the applicant to relevant advice and guidance. Applicants unsuccessful or not satisfied with the way their application has been dealt with, can make a complaint using the College's complaints procedure, which is available via the website.

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

23 Where the higher education provision is on a franchise basis, the formal programme design, development and approval processes are those of the relevant partner university. Development of the Pearson Higher Nationals follows a similar process, which the College is responsible for in liaison with the awarding organisation. This involves course proposals being scrutinised by the Quality and Academic Standards Committee (QASC) and approved for development by the HE Academic Board. Approval to offer a new course is sought from Pearson, via the Quality department. The development of higher education courses is driven by the College mission and strategic goals, articulated in the HE Strategy document.

24 Programme specifications contain detailed information including an outline of teaching and assessment methods such as lectures, seminars, tutorials, and, where appropriate, work-based learning. Students spoke highly of the quality of courses delivered which they consider are meeting their learning needs. A range of processes are in place to help monitor and maintain high-quality courses including annual monitoring at programme and college level.

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

25 Teaching staff are involved in delivering both higher education and further education provision. A range of processes are in place to help support staff to deliver higher education courses. These include peer observation, lesson walks and lesson observations, which is a requirement for all teaching staff. Feedback on observations is provided and records kept. Staff described the peer observation process as supportive and beneficial, and provided examples where it had led to enhanced practice. Staff are supported to apply for Fellowship of Advance HE with 22 staff having achieved Fellowship.

26 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. Teaching staff can submit a scholarly research proposal and publish articles in the College HE Journal. Teaching staff met by the team particularly value the development opportunities and the links with the universities. Students are very positive about the quality of teaching and support provided by staff and this is reflected in the National Student Survey (NSS).

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

27 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. Students spoke positively about the access to specialist subject resources. The College is aware that its levels of satisfaction on the NSS in respect of resources, although showing an improving trend, are lower than the sector average. There is evidence that the College is reflecting on the access to resources on some programmes and is addressing the issues raised by the students.

28 Students are made aware of the academic and pastoral support available at induction including the Success and Skills Centres, Student Services, the Additional Learning Needs team, Learning Coaches, Wellbeing Officers, and Careers and Ideas team. Students were positive about the support that they received in and outside the classroom. Students have access to partner university resources which supports their learning.

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

29 The College has various mechanisms for engaging students, individually and collectively, in the quality of their educational experience, which are set out in the College's Learner Involvement Strategy. Specific higher education learner surveys covering all aspects of the student experience are carried out annually with outcomes reported to Programme Boards and feed into the Student Experience Group, and Quality and Academic Standards Committee. Student representatives attend programme boards with staff and there is a higher education student governor on the full Governing Body. The HE Sabbatical Officer

attends a range of meetings including the HE Academic Board, and HE Quality and Academic Standards Committee. 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 three stages from informal resolution through to the appeal stage where the decision of the Assistant Principal (Quality, Teaching and Learning) and the Vice-Principal (Quality and Learner Journey) is the final stage of the college process. The published procedure includes indicative timescales and opportunities to take complaints to the Office of the Independent Adjudicator (OIA). A record of complaints is held; in 2021-22, five were recorded with all of them being resolved or closed. There were no stage 2 complaints in 2021-22 and no student has taken an unresolved complaint to the OIA. Students confirmed that they understand how to raise a complaint if required and that this was covered in the induction and student handbook.

31 The Procedure for Appeal against assessment decisions is available on the website, which sets out the process for appealing module marks or final awards. Students stated that they knew how to find information about submitting an academic appeal, were it required, including at induction and in student handbooks.

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

32 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.

33 No provision is delivered by partners.

34 Work-based and placement learning is integral to many higher education programmes delivered by the College including its foundation degrees. The Careers and Ideas team are responsible for helping students source work placement opportunities and academic staff also support students to source placements if required. The College has responsibility for the assessment of placements except for the Foundation Degree in Healthcare Play Specialism which requires students to organise their own placements prior to starting the course with a registered Healthcare Play Specialism Education Trust (HPSET) mentor and provide confirmation upon enrolment of their support for the duration of the course. Assessment is linked to placement but is managed by the HPSET. The portfolio is managed by the HPSET registered mentors and externally moderated by the HPSET representative. The HPSET mentor is required to sign a contract for the two years. 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.

35 The College has effective arrangements and resources in place to support students to achieve successful academic and professional outcomes. The review team heard

universally positive views from both students and student representatives with respect to the breadth and depth of the support provided by the College.

36 Students have one-to-one or group sessions with their course tutors on a regular basis. Students reported that their course allowed them to develop independently and are positive regarding academic support with high levels of satisfaction in the NSS and internal higher education surveys.

37 The College provides support both in and outside of the academic course which includes support from Success and Skills Centres, Student Services, the Additional Learning Needs team, Learning Coaches, Wellbeing Officers, and the Careers and Ideas team. The College provides opportunities for students to develop employability skills and collaborative working through links with other providers and employers.

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

38 The College has a deliberative committee structure and associated processes that support a culture of student-focused review, reflection and improvement within its higher education provision. The College uses student feedback to inform its decision-making processes and has student representation on several cross-college committees. Where monitoring activity identifies issues with a specific programme, this is discussed at programme boards. The programme boards feed into the Quality and Academic Standards Committee which then feeds into the HE Academic Board which has responsibility for quality of learning detailed in its terms of reference.

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

39 The College has external examiners in place for its programmes. External examiner reports viewed by the team confirm that standards are appropriate for the awards and meet relevant external benchmarks. The reports also confirm that student work is of an appropriate quality and assessment demonstrates that they meet the learning outcomes. Upon receipt, external examiner reports are considered by programme teams and discussed at Programme Boards, and overseen by the Quality and Academic Standards Committee.

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

40 The college higher education provision is closely aligned to local employer and industry demand. The College currently works with several awarding bodies and organisations with differing academic regulations and assessment frameworks followed to provide the basis for the reliable assessment of student achievement. The quality of the student academic experience is monitored on an ongoing basis by the College's awarding partners and by the College's internal quality assurance processes and deliberative committee structure. 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.

41 The College is committed to making a positive difference to its community and the review team heard several examples from both students and staff of non-typical students achieving good outcomes at the College. Students are supported throughout the student lifecycle, from admissions to completion, by a comprehensive support network. External examiner reports indicate that staff provide good teaching support, set appropriately

challenging practical and written assessments, and provide in-depth feedback. Detailed data on progression, completion, attainment and graduate outcomes is collected and used in monitoring and review processes. 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)

42 The College has clear and fair processes for admissions which include consideration of recognition of prior learning and non-standard applications which reflects the nature of their students. Academic staff are well-qualified, engaging in research and with the wider academic community. There is close crossover with support staff to meet pastoral and academic needs of students. The process for monitoring and reviewing the student experience has recently been improved as confirmed by awarding body and external examiner reports. Students' views are considered and acted upon, and students expressed overall satisfaction with their experience.

Judgement

43 To reach the following judgement, the review team was able to explore a range of documentary evidence, including a self-evaluation document and a student submission; the review team was also able to meet with a range of staff and students. The evidence allowed the review team to explore the provision offered to students from the point of admission through to completion. The review team was able to see robust evidence demonstrating well-designed courses, providing a high-quality academic experience; and support, both academic and pastoral, allowing students to succeed in, and benefit from, higher education. The evidence enabled the review team to see that the provision meets the Expectations, Core and Common practices for Quality as set out in the UK Quality Code for Higher Education.

44 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

45 The Welsh language standards impact the College's delivery of higher education under several areas, including service delivery, policy making, as well as record keeping. The College publishes an annual report under the title 'All things Welsh' detailing how it is currently meeting its requirements under the Welsh Language Standards by supporting a growing bilingualism across all aspects of its work and by promoting opportunities for all staff and students to speak, learn and live in Welsh. The College Principal is ultimately responsible for ensuring the College adheres to the Welsh Language Standards but is supported in this by the Director of Marketing and Communications, who oversees the College's day-to-day work relating to the Welsh Language Standards, and the Vice-Principal (Higher Education and International), who chairs the Welsh Strategic Group.

46 The College promotes the Welsh language and culture in several ways. All marketing is provided in both English and Welsh, with students encouraged to engage with the College in Welsh. Key policies refer to the Welsh Language Standards or are available entirely in Welsh. The College holds numerous celebration events throughout the academic year to celebrate the Welsh language and culture, engaging staff and all learners including Shwmae Su'mae Day (in October) and Welsh week (in March). These celebrations include live Welsh language lunchtime performances, guest speakers, workshops, and classroom-

based activities. The College also works with a wide range of external partners to promote the Welsh language and culture including, for example, Coleg Cymraeg Cenedlaethol.

47 The College also employs several Welsh HE Champions, who report to the Welsh Curriculum Manager. Their role is to encourage, support and develop the Welsh language, culture and curriculum within their area as well as planning and providing extra-curricular opportunities, guest speakers and celebrations for all learners to participate, with some opportunities exclusively for fluent Welsh speaking staff and learners. The Welsh HE Champions and Welsh Curriculum Manager meet fortnightly, as well as monthly one-to-one meetings, to explore further opportunities for promoting the Welsh language and culture at the College.

48 Staff and students who are interested in learning Welsh are supported to do so via an online beginner's Welsh programme. The College also supports those with more advanced Welsh-speaking abilities to progress further by offering bespoke Welsh classes depending on level and need. These are available on a weekly basis throughout the academic year. The College provides further external opportunities for staff to enrol in a mentoring programme, or to seek an MA in Bilingual Teaching, and seek further training on bilingual teaching methodology. There is internal staff training provided to all staff twice a year to support the Welsh language and bilingual teaching. At the time of review visit, the College had 50 students and eight staff members who self-reported some Welsh-speaking ability. During the review visit, the team met with staff and students who confirmed that there were opportunities to communicate in the Welsh language and that the College supports those interested in developing their Welsh-speaking skills further.

QAA2761 - R13412 - May 23

© The Quality Assurance Agency for Higher Education 2023
Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

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