



This review method
is ESG-compliant

Educational Oversight Review

SwaN Global Education LLP

March 2025

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About this review

This is a report of an Educational Oversight Review (EOR) conducted by the Quality Assurance Agency for Higher Education (QAA) at SwaN Global Education LLP (the College).

EOR consists of a number of components. The Core component is a review of a provider's arrangements for maintaining the academic standards and quality of the courses it offers against nine of the Sector-Agreed Principles contained within the UK Quality Code for Higher Education (2024) (the UK Quality Code). This subset of Principles has been mapped to the core requirements that have been set out by the Home Office in relation to educational oversight. Further information about the Core component of EOR can be found in the [Educational Oversight Review Guidance for Providers](#).

The review took place on 12 March 2025 and was conducted by a team of three reviewers, as follows:

- Dr John Deane (Reviewer)
- Dr James Freeman (Reviewer)
- Miss Annie Willingham (Student reviewer)

The QAA Officer for this review was Chris McIntyre.

In Educational Oversight Review (Core component) the QAA review team:

- determines an outcome against a subset of the Sector-Agreed Principles outlined in the UK Quality Code
- identifies features of good practice
- makes recommendations
- identifies areas of enhancement activity
- determines an overall judgement as to whether the provider meets the Home Office's quality assurance requirements for educational oversight.

The QAA website gives more information [about QAA](#) and its mission. A dedicated section explains the method for [Educational Oversight Review](#) and has links to other informative documents. QAA reviews are evidence-based processes. Review judgements result from the documents review teams see, and the meetings they hold, and draw upon their experience as peer reviewers and student reviewers.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) provide the framework for internal and external quality assurance in the European Higher Education Area. QAA's review methods are [compliant with these standards](#), as are the [reports we publish](#). More information is available on our [website](#).

This review was conducted in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Executive summary

The College, Swansea University is the trading name of SwaN Global LLP, a limited liability partnership, and Joint Venture, set up in 2018 between Swansea University and Navitas. The College operates under the joint venture entity that is equally owned by Navitas and Swansea University and governed by a Board of Directors (Executive Committee) with equal Navitas and Swansea University representation and an independent chairperson. The new entity is formally known as Swan Global Education LLP.

From September 2018 onwards, students were enrolled at The College, Swansea University and from October 2018, the College occupied a new purpose-built academic building based on Swansea University Bay Campus. In the 2017-18 academic year, work was undertaken on the migration of systems from those used by the College under Navitas, to those used by Swansea University. This work continued in the 2018-19 academic year, with staff of the College and several departments in Swansea University (Admissions, Academic Services, Student Services, Student Compliance) working in collaboration to ensure continued integration of processes and procedures.

The College is Swansea University's dedicated international pathway provider offering undergraduate and postgraduate pathway options to international students. Courses are delivered on a dedicated site at the Swansea University Bay Campus and progression to Swansea University programmes is guaranteed upon successful completion of one of the courses.

The College offers 20 foundation undergraduate pathways, 19 year one undergraduate pathways and seven pre-master's pathways in a wide range of subjects including accounting and finance, marketing, a number of engineering disciplines, psychology, sociology, biochemistry/genetics, computer science, American studies, education, law, sport and exercise, childhood studies and politics.

The total number of students in 2024-25 was 327 and the 2024-25 cohort includes 218 students on the foundation pathway (99 international, 119 home), 60 year-one undergraduate pathway students and 49 pre-master's pathway students.

The College has focused on international recruitment and has had success in recruiting from the Middle East, India, Zimbabwe and Pakistan. The College works with Swansea University on recruitment and is actively looking for new markets for their mutual benefit. The College also works closely with and actively supports Swansea University in their home foundation recruitment.

The College has approximately 41 staff including four full-time senior staff comprising the College Director/Principal, the Director of Academic and Student Experience, the Director of Learning & Teaching and the Director of Marketing and Recruitment. There are approximately twenty-five academic staff who design and deliver the pathways, and these include nine Academic Leads for each of the discipline areas, plus a lead for under-18s. There are also five full-time and one part-time members of staff in the Academic and Student Experience team, and six full-time and two part-time staff in the Admissions and Recruitment team.

In reaching conclusions about the extent to which SwaN Global Education LLP (the College) meets the Sector-Agreed Principles, the QAA review team followed the evidence-based review procedure as outlined in the guidance for Educational Oversight Review (July 2024). The College provided the review team with a self-evaluation and supporting evidence. During the review visit, which took place on the 12 March 2025, the review team held a total

of three meetings with the senior management team, academic and professional support staff, students and alumni.

In summary, the team found three examples of good practice and identified four recommendations for improvement.

Conclusions

The QAA review team reached the following conclusions about the higher education provision at SwaN Global education LLP.

The QAA review team determines that SwaN Global Education LLP:

- **meets** the Home Office's Quality assurance requirements for educational oversight.

Good practice

The QAA review team identified the following features of **good practice**:

- The College and University embedded governance structures and business planning cycles effectively support the allocation of appropriate resources to enable the delivery and enhancement of a high-quality learning experience for students (**Sector Agreed Principle 3**).
- The personal tutor system which provides support throughout the academic year and is highly valued by students (**Sector-Agreed Principle 10**).
- The College's engagement with students and its commitment to hearing the student voice, for the enhancement of the student experience (**Sector-Agreed Principle 10**).

Recommendations

For recommendations that relate to areas for development and enhancement that do not impact on the Sector-Agreed Principle being met the QAA review team makes the following recommendations:

- Systematically implement the use of a range of external expertise within 12 months as a key part of the strategic approach to managing quality and standards to more fully align with the 2024 UK Quality Code. This should build upon proposals to include industry expertise in monitoring and evaluation activity relating to both quality and standards (**Sector-Agreed Principle 5**).
- Raise student awareness of programme outcomes so that it is clear to all students how outcomes of study are recorded and certified (**Sector-Agreed Principle 7**).
- Ensure that all staff and students are aware of the University's rules on the use of artificial intelligence to generate written English when translating from a first language (**Sector-Agreed Principle 11**).
- Review the complaints and appeals procedures to include a mechanism to raise and resolve internal complaints (**Sector-Agreed Principle 12**).

Financial sustainability, management and governance

The financial sustainability, management and governance (FSMG) check has been **satisfactorily** completed. The outcome of the FSMG check for the **institution** is that **no** material issues were identified.

Explanation of the findings – Sector-Agreed Principles

Principle 1: Taking a strategic approach to managing quality and standards

Providers demonstrate they have a strategic approach to securing academic standards and assuring and enhancing quality that is embedded across the organisation.

Findings

1 Swansea University (the University) as the awarding body for the College has overall responsibility for the strategic approach taken to secure academic standards and to assure and enhance quality. The governance structure comprises of an Executive Committee, known as the Swan Global Board (The Joint Venture) which with the University receives reports from the College's Academic Advisory Forum (AAF) (formerly Academic Advisory Committee) and Recruitment, Marketing and Admissions Advisory Committee (RMAAC). The AAF is a sub-committee of the University Education Committee. The College delivers programmes according to specifications approved by the University and assesses students and awards credits under the University's regulations. The College's students can access the University's support services and resources and the College 'buys-in' teaching for all English Language modules from the University's English Language Training service. While overall responsibility rests with the awarding body, the College has shared responsibility for the effective delivery of the teaching, learning, assessment strategies and quality assurance procedures that secure academic standards. Similarly, while the College operates within the University's wider quality enhancement and monitoring activities, it also initiates its own strategic change projects and local quality assurance mechanisms.

2 A University Education Strategy aims to develop students as professionals, researchers, and creators through inspiring staff, student partnership, future-facing curricula, and activities that foster belonging. This Education Strategy is comprehensive and identifies enabling cross-cutting themes such as spaces, sustainability, digital, personalisation, and opportunities.

3 The College has developed Overarching Aims and Intended Learning Outcomes that define its overall educational purpose and strategies. These aims demonstrate a strategic approach to standards and quality because they explicitly map the College's Learning Outcomes to its institutional aims and in turn to the wider University's Education Strategy. The Overarching Aims also demonstrate good alignment with the College's practices on equity, equality and diversity because they recognise the flexibility in teaching, engagement and assessment required to support a diverse student body.

4 The College's Executive Committee approves an annual Business Plan and Strategy which demonstrates a strategic approach, particularly in relation to planning against the College's aims. For example, it projects how the student population is intended to change over time between undergraduate, foundation and masters cohorts. The Business Plan also demonstrates that improving retention and progression are strategic priorities. The Plan articulates a range of actions and initiatives, including reviewing admissions criteria, using post-enrolment surveys, a curriculum review, the introduction of pre- and post-supplementary assessment support, enhanced revision week activity, personal tutoring, student-friendly timetable, and early intervention. Changes to progression rules (abolishing the need for mid-year progression from semester one to semester two) are a further example of strategic change to regulations that will impact progression. This indicates a

strategic approach to quality enhancement because it is a defined programme of activity with clear aims that link to the College's strategic priorities.

5 This strategic approach is embedded within the College and its working practices. A College Action Plan enumerates detailed actions to progress initiatives within the Business Plan and Strategy. The Action Plan is broadly effective because it shows detailed planning to deliver large-scale change, such as the provision of training, recruitment of local champions, and the use of student focus groups to deliver the University's policy of recording all lectures. The Action Plan is also used to deliver strategic approaches initiated by the College. For example, it details a seven-step curriculum review that has worked through from setting up the task and finish group to carrying out an assessment of current provision, using staff/student focus groups, examining best practice research, and then resetting programme aims/outcomes, assessments, teaching and materials. As discussed under Sector-Agreed Principle 7, this review has resulted in significant curriculum reform. The Action Plan is also used to take forward smaller actions in pursuit of wider strategic aims. Example actions include delivering new approaches to promote academic integrity, promotion of student voice module evaluations, and the introduction of more transition events and Progression Awards to recognise success. The Action Plan contains sufficiently detailed actions, which are attached to strategic areas, assigned to individuals, and updated to reflect progress. The Action Plan includes clear 'success criteria'. Nevertheless, it is not always clear whether the success criteria have been met, and not all success criteria are written in a measurable way.

6 The University's strategic approach to academic standards is nearly always embedded in the College's working practices. For example, the College moderates its assessments designs using an effective two-stage peer-review process, drawing upon its Link Tutors for advice when necessary. The College also operates a system of internal marks moderation following the University's procedures. This is a detailed and effective process that includes both overview of marks profiles and a series of assessment checks. Progression and Award Boards operate under the University's terms of reference and have the management information needed to efficiently oversee the award of qualifications. Awareness of the University's academic integrity rules on the use of artificial intelligence (AI) in summative assessments is an isolated instance whereby the University's strategic approach to standards needs to be further embedded (see Sector-Agreed Principle 11).

7 Strategic approaches to standards and quality have been clearly communicated to relevant stakeholders through training, resources, and clear minimum expectations of staff. For example, a range of training and resources on personal tutoring training and securing assessments in the context of AI have been provided to staff although it was acknowledged that further work needed to be done to ensure complete understanding of the institutional approach by staff and students. The University has developed clear minimum standards for education practice across areas such as organisation, learning and teaching, assessment, personal tutoring and professional conduct. The College has effectively translated these into College Minimum Standards that specify baseline practices that will ensure continuous enhancement and improve the student experience, for example, assessment brief minimums and professional behaviours. Minimum requirements for Virtual Learning Environment (VLE) sites aim to ensure a consistency of content, navigation and presentation. These minimums include key principles around equality and inclusion but also specify what content each section of a site should contain and include a random audit process. Staff are aware of these expectations, know how line managers would address issues, and slides from a team meeting show that these standards are well explained.

8 The College has effectively engaged its staff in its strategic approach to enhancing quality. This is because it has not only communicated the strategy and related initiatives but also involved staff in their development. For example, a Student Journey slide deck shows that the College ran staff sessions which involved mapping the student experience

throughout their time at the institution and matching support interventions. The slides show a principled approach to this exercise that connected staff with the College's strategic approach to quality enhancement. More broadly, the Academic Leads Group is used to organise several task and finish groups within the College covering student assessment, AI, personal tutoring, curriculum reform, and student feedback.

9 When enhancement needs have been identified the College has arranged workshops to examine the issues. For example, a workshop on assessment explored student and staff perspectives in detail and led to new minimum standards for assessment and feedback (see also paragraph 7). These standards promote effective and consistent assessment practices because they identify good practices in assessment briefs, feedback provision and define expected turnaround times. Moreover, as part of the curriculum review project, staff have been encouraged to investigate the scholarly literature and sector practice in relation to a given strategic theme and then report and make recommendations. For example, a Global Citizenship Education research paper informing the curriculum review project brought together definitions and example frameworks and developed examples of this approach applied to subject areas.

10 This strategic approach is supported by a transparent governance framework. The University's Education Committee is accountable for quality and standards as well as responsible for the development, delivery and oversight of the University's Learning and Teaching and Student Experience strategies, as well as continuous enhancement of programmes, oversight of regulation and policies, sharing good practice, embedding student partnership. The University's Regulations, Quality and Standards Board (RQSB) exercises operational oversight over the College's programmes. The College has representation on the RQSB through its College Director / Principal or nominee.

11 Within the College, the Executive Committee of the Joint Venture Board has overall responsibility as the governing body. Minutes of the Executive Committee demonstrate strategic oversight. The Executive Committee is effectively linked with the university's governance structure, as the Chairs of the advisory forum/committee described below attend the Executive Committee and the latter receives the minutes of these subcommittees.

12 The Executive Committee delegates executive responsibilities to a Senior Leaders Team headed by the College Principal/Director (who is also a member the University's Professional Services Leadership Team). A School Education Lead takes lead responsibility for monitoring the College's roles in securing academic standards.

13 The AAF is chaired by Swansea University's Pro Vice-Chancellor for Education and reports into University Education Committee. AAF is mostly effective in exercising oversight and reporting but has sometimes seen weaker engagement from Link Tutors (who were either absent or not in post) and so unable to report. However, AAF minutes shows some oversight of these roles, such as the amendment to the Link Tutor role descriptor and guidance, and staff reported that the arrangements have improved. Staff understood the role of the Link Tutor and were aware of the individual in post for their subject.

14 RMAAC exercises oversight on admissions, compliance, marketing and agents. RMAAC is chaired by Swansea University's Associate Director of Marketing Recruitment & International. RMAAC minutes show future plans to introduce detailed data tracking and reporting of student recruitment and outcomes throughout their degree journey. Staff confirmed that this was underway. RMAAC minutes also demonstrate some oversight of the curriculum review in the College and its aim to improve student outcomes.

15 The College's Education Committee has responsibility for education matters within the College and implementation of the College's learning and teaching strategies as well as its assessment strategy. It meets once per semester and reports to the AAF. Its minutes show

that it appropriately considers the annual monitoring and review for learning and teaching as well as academic reports made to the AAF and Executive Committee. The Committee has clear responsibilities in relation to reviews of assessments, reviewing student and staff forum minutes/actions, and considering new programme proposals or changes to pathways.

16 Within the College, the Education Committee monitors the Annual Programme Review (APR) and Student Experience Action plans. A 2023-24 APR overview presentation shows the oversight of progression/retention data and strategic initiatives such, as the curriculum review. A narrative submission document further demonstrates monitoring of progression and identifies a weakness relating to progression in previous years, with progression rates as low as 41.3% and 28.6% on the Level 4 provision. The monitoring led to successful interventions which resulted in an improvement back to percentages in the mid-70s for progression rates. The 2024 semester 2 cohort has seen a dramatic improvement in progression to around 80% which staff regarded as resulting from the ongoing approach to monitoring.

17 At an operational level, an Academic Leads meeting action log illustrates the College's system of academic leadership. Actions are effectively described, owned, and updates or completion recorded. Team meeting slides show that Academic Leads are used to moderate assessments, moderate exams, answer queries around VLE checks, and run events with Link Tutors, student socials and transition events. A system of module reviews ensures that student feedback and changes to courses are considered on a regular basis. These are detailed and effective reviews.

18 The College's strategic approach is monitored and evaluated on a regular basis. At University-level, policies that effect the College and its provision are routinely evaluated. At College level, AAF minutes show monitoring of strategic changes such as restructures, and ongoing issues like attendance as well as allowing the College to interact with University Service leaders.

19 As discussed under Sector-Agreed Principle 5, the use of independent peers and external experts is not currently an element of the College's strategic approach to managing quality and standards. The College designs its programmes in accordance with external reference points, such as the Credit and Qualifications Framework for Wales (CQFW) and the QAA International Pathway Courses Characteristics statement. As considered under Sector-Agreed Principle 7, the College's staff also make extensive use of pedagogic research and sector best practices to inform the design of their programmes.

20 Overall, the review team concluded that there is a strategic approach to the management of academic standards and quality. This is demonstrated by clear priorities, a recent and thorough curriculum review process, and detailed and effective action planning. Internal monitoring takes place at all levels of the clear governance structure. As recognised under Sector-Agreed Principle 5, the College only engages with external expertise indirectly through sector reference points and research. However, in reaching an overall conclusion in respect of Sector-Agreed Principle 1, the team balanced this limitation in respect of one key practice against the full scope and meaning of the Principle and concluded that on balance the College's practices within its responsibilities had demonstrated a strategic approach to securing academic standards and assuring and enhancing quality that is embedded across the organisation. The College therefore **is aligned** with the Sector-Agreed Principle.

Principle 3: Resourcing delivery of a high-quality learning experience

Providers plan, secure and maintain resources relating to learning, technology, facilities and staffing to enable the delivery and enhancement of an accessible, innovative and high-quality learning experience for students that aligns with the provider's strategy and the composition of the student body.

Findings

21 The College governance structures provide strategic scrutiny on the provision of effective resources for the delivery of student learning. The review team noted that the College moved in 2018 into its own dedicated building which was provided as part of the Joint Venture with the University. The College is responsible for both the appointment of staff while the University is responsible for the provision of technology and facilities for teaching. The College, through its governance structures and committees, is consulted and engaged in discussions on technology and facility upgrades. Students the review team met stated that through the College's Student and Staff Forums they had requested an additional social space on campus and the College provided the resources to offer this new student social space and in doing so effectively improved the student experience.

22 The College both appoints and supports the development of academic and professional services staff to support student retention, progression and attainment. The College provides access to a range of learning and teaching professional development opportunities for staff. In addition, staff are supported to become Fellows of AdvanceHE. The College provides an effective system and process in place for the appointment and development of staff. There are a range of continuous professional development (CPD) opportunities for staff from peer observation, in-house training and the use of away days to provide a positive student experience.

23 The College IT facilities are reviewed as part of the University annual cycle upgrade process. At present the College IT facilities are designated as satisfactory and under ongoing monitoring. The College AAF and RMAAC consider the academic and marketing resources required to recruit students and deliver the student experience and report into the Joint Venture Executive Board Committee.

24 As outlined under Sector-Agreed Principle 4, through the Student and Staff Forums, the College provides education that is accessible to all and is responsive to students' needs through the provision of new timetables, a social space for all students and changes to welcome week. Furthermore, the College, through the provision of a range of staff CPD and support for staff recognition via the AdvanceHE Fellowship scheme, encourages staff to innovate in their practice. The College supports innovation and a high-quality learning experience for students through the embedding of the RMAAC retention and progression workstream across all College provision.

25 The College governance structures and business planning process (see paragraphs 4 and 5) set out an approach which considers resourcing and working practices in the context of planned change. Developments are resourced through training, local champions and the use of student focus groups. There is evidence of a continuing professional development approach to support the learning experience and there is regular review of resourcing. The review team found the College and University embedded governance structures and business planning cycles that effectively support the allocation of appropriate resources to enable the delivery and enhancement of a high-quality learning experience for students to be **good practice**.

26 Overall, the review team concluded that the College plans, secures and maintains appropriate resources relating to learning, technology, facilities and staffing. The College is solely responsible for the appointment and development of staff. The University through consultation with the College is responsible for the facilities and technology resources. The College effectively appoints and develops staff to support the delivery of positive outcomes for students and through its governance structures and annual planning cycle ensures sufficient resources are provided to enable the delivery and enhancement of an accessible, innovative and high-quality learning experience for students. The College therefore **is aligned** with the Sector-Agreed Principle

Principle 4: Using data to inform and evaluate quality

Providers collect, analyse and utilise qualitative and quantitative data at provider, departmental, programme and module levels. These analyses inform decision-making with the aim of enhancing practices and processes relating to teaching, learning and the wider student experience.

Findings

27 Through its governance structures, noted in paragraph 1 above, the College collects, analyses and reports on a range of strategic data sets including key data sets related to student recruitment, progression and the student experience. Data updates are a standing item at the College Education Committee. The College considers module data and trends at Progression Boards and the review team found these processes to be appropriate and effective (see paragraph 18 above).

28 College Student and Staff Forums and student module evaluations are the main formal methods used to gather data on the student voice. The University, following a review of its system for collecting student voice data, has adopted a new system involving the appointment and training of student representatives and student ambassadors. The College is required to follow this system and students commented positively on its early implementation.

29 The Student and Staff Forum ensures that students' data and views are reported and have resulted in improvements. Students from across the College reported that the feedback they had provided had led to positive changes being made by the College. The College has used the student feedback data to make improvements to student timetables, the addition of a student social space and changes to welcome week.

30 The College, in responding to student feedback data, provided a new personal tutoring system that had an effective impact on the student experience. Students commented positively on the support and guidance offered by their personal tutors.

31 The College manages the collection and analysis of withdrawal and completion data through its RMAAC and has developed a retention and progression review group and workstream that has resulted in improved progression and retention rates. The College has embedded the lessons of the outcomes of the retention and progression workstream across its provision and the cross-College approach to retention and progression is now part of the annual planning cycle.

32 The review team found that through its RMAAC, Education Committee and Strategic Business Plan the College considers progression data and takes action to address challenges through the Annual College Action Plan which is monitored through the College governance structures.

33 The review team concluded that data is collected, analysed and utilised at the College, at programme and module level to improve student learning and teaching and the student experience. The Student Staff Forum, student module evaluations and students themselves all confirm that their data is being acted upon to make positive changes to their experience. The College collects, analyses and utilises the data through its governance structures and Strategic Business Plan and Annual College Action Plan. The College therefore is **aligned** with the Sector-Agreed Principle.

Principle 5: Monitoring, evaluating and enhancing provision

Providers regularly monitor and review their provision to secure academic standards and enhance quality. Deliberate steps are taken to engage and involve students, staff and external expertise in monitoring and evaluation activity. The outcomes and impact of these activities are considered at provider level to drive reflection and enhancement across the provider.

Findings

34 The College in 2022-2023 produced an Annual Programme Review that was considered at the AAF, the Joint Venture Executive Board Committee which has an independent chair, and the University Education Committee. The College Annual Planning Review process is being replaced by Programme Enhancement Plans in academic year 2025-26. During this transition year and with agreement through its governance structures, the College has been undertaking a review of the curriculum and produced a Performance Review which was considered by the College Education Committee. Through the curriculum review process the College has ensured that the new curricula are approved against appropriate external benchmarks and has engaged with relevant University faculty staff and acted on their feedback. A paper on the outcomes and planned enhancements of the curriculum review is to be presented to the March 2025 AAF.

35 The College has taken the Foundation programmes through the curriculum review process and has made positive changes to the programmes. Through the curriculum review the College has engaged with university stakeholders and external benchmarks in the development of new curricula. The College in establishing its curriculum review of the foundation programmes had as a key reference point the extent to which the programmes are aligned to QAA External Benchmark Statements. As part of the Foundation Curriculum Review external research was undertaken in terms of a review of the literature on global citizenship, authentic assessment, feedback, AI and internally the strategic alignment with Navitas and University Education strategies and external benchmarks.

36 The College in its response to conditions and recommendations following the review of foundation programmes engaged fully with University faculty staff and Programme Directors and lecturers for the degree programmes, which students would progress onto, ensuring that the skills and knowledge in the foundation programmes align with the skills and knowledge that will be further developed on the degree programmes that through the University processes have external experts inputting into them. The College through monitoring and review of the foundation curriculum mapped the programme against the FHEQ and addressed, as a condition of the Foundation Curriculum Review, the need to consider external engagement in terms of Competition and Markets Authority (CMA) compliance.

37 However, while national benchmark statements and scholarly literature are used in the (re)design of programme content, staff confirmed that there is no external review of the foundation programme's academic standards or quality. The team heard that the awarding institution had advised that the use of external examiners was not necessary on a Level 3 programme and that the College believed that externality was provided by the involvement of the University in the design and approval of modules and its reviews of assessments.

38 Given the nature of the joint venture and the University's role in both delivery (of some units) and as the awarding body, the team did not feel that there was a strong case for regarding this as externality in assuring quality and standards. The team's evaluation is that the body responsible for academic standards is providing its own assurance that the standards of its awards and learning opportunities delivered were comparable with those

delivered elsewhere. The team found that while no separate Level 3 qualification is issued, students do receive a transcript showing the award of Level 3 UK credit. This credit is used either as the basis of admission to undergraduate degree programmes at Swansea University (for students would who not otherwise meet entry requirements) or may be accepted via recognition of credit at another provider. The team considered that the award of UK credit should be associated with a degree of external verification of quality and standards.

39 The College has undertaken a gap analysis to assess the potential to run life science and education provision. The College through the AAF has sought to explore current and future industrial links with a view of getting these industry links to endorse programmes. This provides reassurance to the team that the College is committed to engaging with external experts to maintain the quality and standards of programmes. The AAF and University Education Committee formally monitor and evaluate the outcomes of this externality for example through the curriculum review process.

40 The team noted that the College makes use of external reference points, sector practice and research, has an independent chair to the Joint Venture Executive Board Committee and makes use of Swansea University and Navitas as internal externality as identified in the 2022 review. As part of the transition arrangements between the 2018 Quality Code in respect of externality the team determined that further evidence is required to demonstrate full alignment with the 2024 Sector-Agreed Principle and accordingly **recommend** that the College systematically implements the use of a range external expertise within 12 months as a key part of its strategic approach to managing quality and standards to more fully align with the 2024 UK Quality Code. This should build upon proposals to include industry expertise in monitoring and evaluation activity relating to both quality and standards.

41 The College through its AAF assures the quality and standards of its programmes and modules through a systematic process of monitoring and review mechanisms. Module review forms are completed by College staff after the completion of each module. These module reviews feed into the APR process. Students' views are captured as part of this review process through end of module evaluation and mid module reviews. The College Director of Education Services and University Link Tutors provide reports on programme and modules to the AAF. The AAF minutes are considered by the Executive Committee of Swan Global Education. The University's Education Committee considers outcomes from the College curriculum review process. The Executive Board has oversight of the College programme and module monitoring activity. The College programmes have no formal accreditation or requirements in relation to Professional, Statutory or Regulatory Bodies or accreditations that have not been considered as part of the curriculum review process.

42 The College has a clear process for the recruitment and training of student representatives and uses these representatives, the Student and Staff Forum, student module evaluations and welcome week surveys to ensure that student views are gathered. The College considers the student issues raised collectively at the AAF, and this consideration has resulted in improvements being implemented. Examples of College responsiveness to student feedback are the provision of new timetables and changes made to welcome week.

43 Overall, the review team concluded that the College regularly monitors and reviews its provision to secure academic standards and enhance quality. It does this by taking deliberate steps through the governance structures and obtaining and acting on feedback from stakeholders including staff and students at the level of the programme and modules. While external expertise is limited, and the review team has made a recommendation in this regard to ensure closer alignment with the 2024 UK Quality Code for Higher Education, the

College is exploring current and future industrial links with a view of getting these industry links to endorse programmes. Students are positive about the outcomes of issues they raised that had led to positive changes that had enhanced their experience. The outcomes and impact of this engagement is considered at College level and acted upon through enhancements to provision. On balance, therefore, the team conclude that the College **is aligned** with the Sector-Agreed Principle.

Principle 7: Designing, developing, approving and modifying programmes

Providers design, develop, approve and modify programmes and modules to ensure the quality of provision and the academic standards of awards are consistent with the relevant Qualifications Framework. Providers ensure their provision and level of qualifications are comparable to those offered across the UK and, where applicable, The Framework of Qualifications for The European Higher Education Area.

Findings

44 As the awarding body, the University has overall responsibility for the design and approval of the College's programmes. The College follows the University's Code of Practice for Programme Design, Development and Approval and its Code of Practice for Developing and Enhancing Modules. These policies, and extensive guidance, are published online and are easily accessible to stakeholders.

45 The Codes of Practice include a detailed approvals route, as well as assigned responsibilities for the module co-ordinator, programme directors, Boards of Studies, School Education leaders, and Faculty Quality Teams. The Codes include appropriate guidance on the FHEQ level, the definition of modules, credits, module types, contact hours, decolonialised reading list advice, learning outcomes and constructive alignment. An approvals matrix clearly sets out the different types of module or programme change, the owner of each change type, the appropriate form of programme staff input, the approving role holders, the individuals accountable within the Faculty and how changes are reported.

46 For integrated College modules, Foundation and pre-masters programmes, the responsibility for programme changes initially rests with the Director of Education. Module changes are initiated by the module lecturers using the College's structured Module Review process that captures actions and good practice at the end of a module run. These Module Reviews are effective because staff are prompted to consider assessment and feedback strategy and to make links to module specification reviews while also encouraging reflection on good practice and continuous development. Resulting changes are put forward using a well-designed Module Review Form. The College Education Committee appropriately scrutinises programme/pathway and module proposals before these feed into the University process.

47 The University's Portfolio Approval and Enhancement Board Terms of Reference show that it meets regularly to consider proposals from each Faculty of the University, including the College. The College Principal is a member of this Board where the College's proposals are considered. This Board not only manages approvals of new programmes but monitors memoranda of understanding, agreements with partners and highlights good practice for sharing via the University's institutes which share learning and teaching practice across the University. It reports to the University's Portfolio Management Board. Minutes for the Portfolio Approval and Enhancement Board show discussion of the College's recent programme review. Its scrutiny was effective because it identified potential issues and sought responses on matters such as a reduction in contact time when students progress to Level 4/5 courses, requirements for alternative assessment designs, and questioning the assessment strategy.

48 Students are involved meaningfully in the design, development, approval and modification of programmes and modules. An approvals matrix indicates that students are involved in the module change/development process through engagement with the

Programme Director or module lead. Students are members of the Portfolio Approval and Enhancement Board and notes of a programme review meeting with students shows their input into programme design and quality discussions. The team viewed this approach as effective because the questions asked engaged students with the structure of their programme and its future. A student evaluation survey poster evidences that the College solicits student feedback on assessment, lessons and lecturers.

49 Programmes and modules meet academic standards that are consistent with relevant national qualifications and credit frameworks. This is because the College has designed its programmes in accordance with the Credit and Qualifications Framework and the International Pathway Courses Characteristics statement. Programme specifications clearly demonstrate this alignment of intended learning outcomes (ILOs), content and programme aims and act as a definitive set of documents and the primary source of information about each programme. Module Guides explicitly map modules to external reference points, such as the FHEQ level, and capture an appropriate breadth of information about the programmes aims, ILOs, and transferable skills. To ensure alignment at the level of assessments, the College moderates its assessment design via a peer-review process. This is an effective two-stage process.

50 As noted under Sector-Agreed Principle 5, the College has recently engaged in a wide-ranging curriculum review project, focusing initially on its Foundation provision (although this will subsequently extend to pre-master's and Year 1). The College's Business Plan and Strategy shows a strategic approach to programme design in line with the University's Code of Practice because the curriculum review project is framed as seeking to constructively align programme aims, outcomes, assessments, teaching and delivery. The aims of the project are to avoid siloed learning within units, act to reduce overassessment, and further develop authentic assessments that support progression. Documentation from the curriculum review indicates an effective approach to curriculum change because it outlines a multi-step process with identifiable aims and outcomes. An email thread also evidences that University Faculties were invited to participate in the review process. A table of conditions/recommendations from Board shows that the Curriculum Review project has been monitored, reviewed and further actions recommended/completed when it was reapproved through programme approval processes.

51 As discussed under Sector-Agreed Principle 5, the College does not currently make use of external examiners and there is no evidence of other external reviewers having been commissioned as part of the curriculum review project. Similarly, whilst the College has considered how it might seek links with industry experts and their views on its programmes, these plans have not yet been put into practice. However, the College has made good use of other forms of evaluation and external information as part of its review. Mapping documentation shows that staff reviewed modules' contributions to programme aims/learning outcomes, alignment to the University's wider education strategy, and the relevant QAA benchmarks, as well as seeking to address issues from student feedback such as overassessment or repetition of skills coverage. An interim report demonstrates mapping of existing provision to identify module overlaps and a team undertaking systematic research about sector best practices and student surveys. For example, an Authentic Assessment research paper effectively summarises the literature on authentic assessment task design while a Global Citizenship Education Research Paper analysed existing definitions and frameworks to recommend revised curriculum content. The project has used this research to revise programme aims, reformulate student learning outcomes, and make a series of recommendations to implement these. As well as external reference points and evaluation, this process demonstrates a strong alignment between programme design and approval and policies and practices relating to equity, equality, diversity and inclusion, environment and sustainability. This is because the research paper on Global Citizenship seeks to embed sustainability into the curriculum, and research on authentic assessment and universal

design for learning ensures that inclusive design is central to the College's planning.

52 Staff workshop slides show that this programme of change was communicated clearly to staff and that they were involved in decision making. A presentation on the Arts and Humanities programme review demonstrates this curriculum review process has been effectively applied to individual programmes. This is because it assesses the current programme's aims, learning outcomes, and structure and identifies the work needed to better align these with the College's agreed strategy, reduce and scaffold assessments, synchronise module content, and introduce more student-centred research. The rationale for changes is clearly articulated and the actions taken, such as revised programme ILOs, a revised programme structure, and novel assessment ideas were clearly evidenced. Documentation from the review of Psychology programmes also confirms the effectiveness of the approach. More broadly, both revised Module Guides and staff the team met with confirm the effectiveness of the Curriculum Review project.

53 The award to be received and how outcomes of study are recorded and certificated was not clearly understood by students. The College's Level 3 programmes do not lead to the award of a separate certificate or qualification, although Level 3 UK credit is recorded via an official transcript that appropriately shows European Credit Transfer and Accumulation System credit values. Senior staff indicated that no Level 3 credit was awarded, although it was later clarified that this statement must have referred to the award of a Level 3 qualification rather than credit. Students were unclear about what, if any, qualification they would receive if they completed their course but did not progress to Swansea University or whether they would receive a transcript showing credits that could be used in Recognised Prior Learning applications elsewhere. The team **recommend** that the College raise student awareness of programme outcomes so that it is clear to all students how outcomes of study are recorded and certified.

54 Overall, the review team concluded that notwithstanding the absence of external evaluation and some lack of clarity over the award of transcript credit among students, the College had design, modification and approval practices in place that ensure the quality of provision, and the academic standards of awards are consistent with the relevant Qualifications Framework. The College's use of external reference points and effective incorporation of external research and sector practices ensure its provision and level of qualifications are comparable to those offered across the UK. The use of these materials within an effective review process has demonstrated the College's capacity to lead to high-quality changes. On balance, therefore, the team conclude that the College therefore **is aligned** with the Sector-Agreed Principle.

Principle 9: Recruiting, selecting and admitting students

Providers operate recruitment, selection and admissions processes that are transparent, fair and inclusive. Providers maintain and publish accurate, relevant and accessible information about their provision, enabling students to make informed choices about their studies and future aspirations.

Findings

55 The review team found that increasing progression and enrolment and diversifying the student base is outlined in the College Strategic aims for 2024-25. There is evidence outlining the steps being taken by the College to maintain and publish accurate, relevant and accessible information about its provision in the regular monitoring of training given to recruiting agents and to those in contact with prospective students. Student Ambassadors receive training through the College's Ambassador Platform, to ensure that they relay accurate and reliable information to prospective students and use a peer-to-peer platform where prospective students connect with current students. Student Ambassadors are encouraged to be authentic and transparent with how they respond, and any admissions queries are passed on to the admissions team.

56 The College has a large recruitment and admissions team consisting of a Director of Recruitment and Admissions, Recruitment Manager, Senior Recruitment Coordinator, Recruitment Coordinator, Admissions Manager, Admissions Coordinators, and Admissions Officers. This team supports the College to maintain and monitor a clear recruitment marketing plan outlining engagement, monitoring of admissions, promotion, marketing, agent training and events ensuring a robust recruitment process. The admissions and selection processes are comprehensive, outlining a variety of tasks which must be completed such as allocating priority applications, accessibility checks and timelines for the admissions process. An admissions policy sets out the College's regulatory requirements and its ethical approach to admissions. This policy includes details of approaches to under-18s, criminal offences, English language requirements and its approach to applications that fall short of its entry criteria. Staff highlighted that any additional support required by applicants is declared on the application form which is then forwarded on to the University and used internally to ensure the applicant gets the appropriate support.

57 Training received by recruiting agents covers context, entry requirements, application processes and overviews of student support services. A divisional marketing team conducts regular training sessions, with more tailored market or region-specific training available throughout the year. There is a consumer protection law guide for the agents reinforcing the importance of accurate and relevant information being shared to prospective students to keep in line with CMA guidance shared in 2015 to all Higher Education Institutions. Alongside this, the College has carried out a detailed self-evaluation of its consumer protection compliance and behaviours. Most areas are compliant with minor exceptions around staff attending training for complaints. Staff confirmed that if students wished to provide feedback on the recruitment and admissions process, they would need to raise this with their agent.

58 The College has a clearly outlined approach to the academic and English language entry requirements set. It highlights the steps being taken to maintain high standards with effective recruitment while adapting to market conditions, with rolling reviews of entry requirements and competitor landscapes taking place to safeguard academic integrity. These reviews have shaped the recruitment and selection process with plans to increase applications with more accessible English language requirements and introducing pre-screening and conditional offers for borderline academic cases, which will be closely monitored. Staff confirmed that all admissions teams work to the published entry

requirements and work to ensure students are sufficiently prepared to study at the College. Consideration is given when students apply with grades higher or lower than the requirement to establish whether an alternative route of study would be more aligned with the student's needs. It was also shared that if a student applies to the College through a non-standard admissions process, they would be assessed and monitored to ensure they are assessed against the standard admissions criteria.

59 The College provides new students with pre-departure information that familiarises them with the UK context, Swansea, and the College. This guidance is effective because it includes accessible outlines of the joining process as well as contacts and explanations of UK contexts like money that are tailored to students arriving in the UK for the first time. A range of other pre-arrival and returning student communications are supportive and informative. Welcome information is comprehensive in that it introduces students to a range of support services and facilities. During the visit, the review team met students who had applied for the College through an agent or through clearing and felt they were given enough support during the application process. All students felt that they were able to make an informed choice about their study due to being given frequent opportunities to ask questions and attend webinars. Staff supported this, confirming that webinars are available for the students and parents/guardian to attend.

60 A post-enrolment student survey shows steps are in place to ensure that applicants are making informed choices about their studies and future aspirations by engaging with ambassadors, agents and material provided by the College during the enrolment process. and the offer letter gives clear information on the next stages of the admissions process.

61 The change log records any relevant information changes when they are proposed or implemented (whichever is earliest). This is effective because it shows a how the College has ensured that accurate information is being published on the website and how this information is communicated in a timely manner to applicants/students. There are clear guidelines on this document identifying whether student communication is needed (if yes, a summary is given) and whether approval from a board is needed for the change to take place. This log highlights how the College has provision in place to ensure students are able to make informed choices about their studies, for example, by making sure course details or entry requirements are accurate. The steps taken to ensure clear communication between the College and the applicant should a change to their chose pathway occur is clear, directing applicants to the website where available programmes can be accessed.

62 Overall, the review team concluded that the College operates processes linked to the recruitment, selection and admissions process in partnership with Navitas. The College monitors sector trends around recruitment and adapts their processes to ensure applicants are able to make informed choices about their studies. Students highlighted how they felt the process of applying was well supported and there were opportunities to access up to date information about their provision. The College therefore **is aligned** with the Sector-Agreed Principle.

Principle 10: Supporting students to achieve their potential

Providers facilitate a framework of support for students that enables them to have a high-quality learning experience and achieve their potential as they progress in their studies. The support structure scaffolds the academic, personal and professional learning journey, enabling students to recognise and articulate their progress and achievements.

Findings

63 Students are supported during key transition points such as pre-arrival and onboarding. They receive key information through a pre-departure webinar and a pre arrival and induction presentation. Prior to starting at the College, separate communications are sent out to international students and home students, tailored to ensure students have the correct checks completed before they attend the College's welcome week. During welcome week, students meet with academic staff and Student Life and Education Services and receive an induction presentation which is an effective way of supporting them to achieve their potential from the beginning of their journey at the College. Induction allows for key information to be shared about how the students can receive support for their academic journey through accessing the library facilities, the Student Life and Education Services and academic staff. It is clearly communicated to students that they can access support via the Student Helpdesk or using the live chat. Students confirmed they had a variety of support shared with them when they enrolled. An under-18s procedure document shows that thought has been given to how to specifically support students under the age of 18 and how they must have a UK guardian. Staff confirmed that students under the age of 18 are given weekly check ins and there are additional events which take place to support them over the holidays.

64 The College ensures that there is support for students through its College Action Plan which focuses on enhancing the student experience and includes an early intervention scheme involving trackers, the review of non-engaged students, workshopping issues and the introduction of academic personal tutoring and mini boards to review students' progress and devise support interventions. College staff confirmed that early intervention schemes are in place to support students with additional support needs or low attendance. The practices the College uses are set by the University but the early intervention it offers identifies students who may need support for assessments and exams or well-being and helps signpost them to the appropriate support system.

65 Students have access to Swansea Employability Academy (SEA) which is a platform that provides information on part-time jobs, internships and graduate roles. In addition, the College, in partnership with the Students' Union, offers employability initiatives and tailored graduate career support which form an effective way for the College to support students with their professional development. The review team saw evidence of placement and shadowing opportunities in careers options for students, for example, 'a day in the life of a criminal lawyer' and trips to 'moot' courts. Students can also access career development courses online which are integrated into the Interactive Learning Skills and Communication (ILSC) modules. These modules cover all areas of professional development.

66 There are arrangements in place to support students' personal development while studying at the College, including through access to sports clubs, approximately 100 student societies or through volunteering. Furthermore, Student Life and Education Services, which are part of wider University provision, offer a range of support opportunities, which include orientation, social activities, welfare, disability support and study skills. Students confirmed that they could access all the clubs and societies offered by the Students' Union.

67 The University has developed an effective Essential Study Skills guide to studying at university as well as a system of academic leads that College students can drop-in to and ask questions of. The guide is effective because it explains etiquette around lectures, online meetings and other topics and provides resources and tips for students new to university life. There are also useful guides that address students' concerns about exams and establish good exam etiquette. In addition, there are transition events that are organised to provide students with support when selecting module choices.

68 The College adopts a personal tutoring system used by the wider University and all students are assigned a personal tutor (PT) at the start of their term. The system is supported by a member of staff who is responsible for coordinating PTs and who helps guide and support the PTs in their subjects. Students confirmed that the support structure around the students' personal journey was clear to them, and all students had met with their PT. It was clear that students knew they could talk to their PT about issues related to accommodation, well-being and academic support and that they would, if necessary, be signposted to a relevant team. PTs receive training on academic guidance and support, signposting to appropriate support mechanisms and Student Life and Education Services. Alongside this, the College has produced useful training on professional boundaries for PTs that includes different scenarios for discussion as well as rules of thumb and principles. The review team found the provision of the personal tutor system which provides support throughout the academic year and is highly valued by students to be **good practice**.

69 To support the students' academic development, all students have access to the University library guides, which effectively support students by highlighting different components of assessment preparation alongside material on key issues such as referencing. Students also receive feedback sheets showing a developmental approach that encourages students to make use of their feedback, prompting them to identify weaknesses, areas for improvement and things that went well. The facilities available were highlighted by the students as a contributing factor towards their high-quality learning experience, with the use of computers, projectors, live projectors and modern building facilities particularly noted. Study spaces such as the University library, study pods and open spaces are available to College students and students indicated to the team that they could book these spaces and were treated as equal to other students. Students confirmed that they could access support from staff for any academic need around assessments, highlighting that presentation skills workshops take place and that the information on the VLE is clear, useful and consistent across modules. The review team found that students were aware of the academic support services available.

70 Capturing and acting on the student voice is a key element in ensuring that a high-quality learning experience is delivered by the College. This is championed by staff throughout the semester with recruitment of student representatives, supported by posters and email, taking place at the start of the semester. Representatives act as the cohort's voice and are invited to attend the Student and Staff Forum. The Staff and Student Forum ensures that students are able to raise issues relating to their student experience. The Forum minutes highlight areas where collaboration between students and staff has taken place to enhance the student experience, for example, students raised they did not know how to join a society. Awareness was raised through induction slides, personal tutors and during student meetings, to ensure that all students knew how to join a society through the Students' Union should they wish to. Through the curriculum review, and student representatives, areas relating to facilities and an area students could spend time in between classes were identified as being areas for enhancement. The College provided an additional study zone/social space, which has contributed to an enhanced learning experience. Students identified areas where, as a result of their feedback, staff had provided additional resources to support them around exam preparations, to help them to achieve their potential. While some students noted that they could not access academic support at the campus at

which they study, for example law students noted that for specialist course content support they may have to travel to another campus, they were aware that they could access support from the help desks or live chat. These students also confirmed they knew which campus they needed to attend to receive in-person support regarding academic matters. The review team considered that the College engagement with students and its commitment to hearing the student voice for the enhancement of the student experience to be **good practice**.

71 Staff are supported in their work to deliver a high-quality learning environment at the College, through the provision of a range of professional development opportunities and support for AdvanceHE fellowship and conference attendance (this is further discussed under Sector-Agreed Principle 11). New starters are trained and supported to deliver high-quality learning through online courses. Evidence for compliance training is provided for annual refresher courses on Prevent and TCSU Privacy training. Academic Peer Observations also take place to support staff development. This is carried out by the Academic Lead and reviews areas such as articulation of learning objectives, planning and organisation, teaching methods and content, delivery and student participation and engagement. Peer observations include feedback and development to ensure that staff are developing their teaching practices.

72 The review team concluded that College facilitates a high-quality framework of support for its students in their academic, personal and professional learning journey. Student voice at the College is clearly valued by staff at all levels and this is noticed by the students. There are clear examples of how staff and students have worked together to enhance their student experience. Students are provided with comprehensive information and support throughout their period of study along with a valued personal tutoring system. Formal studies are complemented by a wide range of activities to broaden skills and achievement. The College therefore **is aligned** with the Sector-Agreed Principle.

Principle 11: Teaching, learning and assessment

Providers facilitate a collaborative and inclusive approach that enables students to have a high-quality learning experience and to progress through their studies. All students are supported to develop and demonstrate academic and professional skills and competencies. Assessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally.

Findings

73 Learning and assessment at the College are informed by research and scholarship and this is evidenced through the curriculum review (discussed under Sector-Agreed Principles 5 and 7 above). For example, as noted an Authentic Assessment research paper effectively evaluates the scholarly literature on authentic assessment task design, emphasising the potential for more inclusive and reflective assessments in all subject areas. Similarly, a Global Citizenship Education Research Paper analyses existing definitions and frameworks to recommend revised curriculum content and teaching approaches. Research by members of the teaching team on AI in education and assessment shows good engagement with peer-reviewed literature and best practices across the sector. A guide to Universal Design for Learning (UDL) produced for the College's curriculum review is a useful introduction to the principles of inclusive teaching and learning design. It includes practical examples and links to resources as well an explanation of the key principles of UDL. Teaching staff gave examples of how this research had translated into their revised module guides and assessments so that these are fair, reliable, accessible, authentic and inclusive. The curriculum review has also ensured that each programme's ILOs are aligned with the College's overarching aims, and that its teaching, support and assessment strategies are linked with these ILOs.

74 Students are given clear information about the intended module and programme learning outcomes via detailed module guides and programme specifications. Programme specifications clearly demonstrate alignment of aims, content, ILOs and assessment strategies while also making important connections between these and employability skills. Module guides include detailed information about the module's aims, ILOs, and transferable skills as well as helpful information about the assessment, how students will receive feedback and what alternative arrangements can be made for students with disabilities.

75 Students are clearly informed about the purpose of assessment and are enabled to use feedback/feedforward to support further learning. Assessment briefs are comprehensive. As well as setting out the task and purpose of assessment, they show students how marks will be awarded for various aspects of the work and offer statements that characterise what the work will look like in each classification band. Supplementary assessment tasks are accompanied by effective task information and video advice. A robust two-stage assessment design approval/check process is used to ensure strong alignment between learning outcomes and the assessment task. Module reviews also ensure that staff explicitly reflect on feedback and assessment strategies each time a unit runs. University library guides introduce students to the different components of assessment preparation alongside key resources such as referencing software. Minimum feedback standards for staff promote effective and consistent assessment practices because they identify good practices in feedback provision and define expected turnaround times. Sample feedback is detailed, available in different formats, and encourages students to apply lessons learned to future work. Students confirmed that they nearly always receive highly relevant and helpful feedback and that they have a strong sense of how they are performing and what they can do to improve.

76 Staff involved in facilitating learning are appropriately qualified and supported to enhance their teaching practice. Job descriptions specify the teaching experience and qualifications necessary for teaching roles and outline effective duties, such as the creation of authentic assessments or teaching skills specific to the course. Staff CVs show that staff in academic and professional leadership roles have suitable experience facilitating learning and hold relevant academic and professional qualifications. Email correspondence shows that the College invites its staff to training events and remunerates them for attending, such as one around inclusive teaching and assessment design. Peer observation records show that good practice is observed and shared. Furthermore, staff CVs indicate ongoing professional development, scholarly activity or publications. An email chain records the celebration of several new staff completing professional accreditations. Students confirmed that staff were appropriately informed about their subject and that they used effective teaching strategies. Staff connected their scholarship activity and sharing of practice with activities or approaches they had introduced into their own teaching.

77 Students are enabled and encouraged to take an active role in shaping and enhancing the learning process. Student and Staff Forum posters, invitations and minutes show a developed representation system that gathers feedback via suggestion boxes, representatives, and module evaluations. Some of the discussion at student representative meetings is focused on the student experience but some, such as that relating to attendance, have resulted in useful suggestions to better support student learning and progression. Students described these opportunities for giving feedback, found them effective, and gave examples of instances when sessions or curriculum focus had been updated to assist students in areas where they felt less confident. Module evaluation and review forms show that student feedback is considered after each run of a unit, and changes are proposed as a result.

78 As students move through their learning journey, they are given the opportunity and support to transition effectively between academic levels, further study and employment. Student Life and Education Services offer a range of support with orientation, social activities, welfare, disability support and study skills. The College has also tailored support to its students' particular needs. For example, the College has organised transition events for students moving to higher levels of study that help with practical tasks like selecting module choices. Similarly, a timetable of support activities for pre-master's preparation week demonstrates a variety of skills and introductory sessions designed to support students transition to university, from information and communication technology skills to research techniques and a session on the learning agreement.

79 College students can also access useful guides that address student concerns about exams and offer tips on good exam etiquette. The College's students can also take advantage of the wider University's Centre for Academic Success, which brings together skills resources, academic skills appointments, and student-led provision. Students felt well supported by the range of transition support available to them.

80 The College has established coherent approaches to technologies that impact teaching, learning and assessment. For example, minimum requirements for VLE sites aim to ensure a consistency of content, navigation and presentation. A lecture recordings policy includes training requirements and examples of where recording would and would not be appropriate. Staff confirmed familiarity with these minimum requirements and policies. Students reported that VLE sites were up to date and contained useful information and resources and that appropriate technologies are in place in their classrooms. An email chain indicates that feedback has been sought from tutors on the quality of audio-visual resources and what could be improved. In terms of assessment, the University-wide development of a plagiarism detection tool has enabled feedback annotations to be directly linked to relevant information and support.

81 The College has offered advice and guidance about academic integrity to ensure that students and staff understand what is expected of them, but this has only been partially effective in relation to the permitted use of AI. The College Action Plan identified the need to improve awareness/review assessments in light of AI capabilities. Actions taken included updating moderation forms to remind markers to consider AI issues. Staff training for identifying and securing assessments for AI is available. Furthermore, Academic Integrity Awareness Workshop slides indicate that training for students is available on academic misconduct. This is partly effective because it explains why integrity is important and some of the potential reasons that students may commit misconduct and offers support. An email arranging the session indicates specific support for pre-master's students on ways to avoid misconduct.

82 The College must follow the University-wide AI guidance and rules for assessment briefs have been issued. Sample coversheets ask students to confirm that they have not used AI to complete the assessment, or state that the assessment brief has permitted this. The University's policy, the rules circulated to staff, and coversheets for students are clear that where AI does not have a central role in the assessment, and is specified in the assessment design, then generative AI may be used only as a study aid and students must not submit the AI generated text as their own work.

83 However, among students there is differing understandings of what level of AI use was permitted when completing summative assessments. In particular, students were unclear about whether they could use AI to produce written English in their submissions by automatically translating their work from their first language. Most students felt that this would be acceptable, but a minority were unsure. Academic staff told the team that while they would not encourage this, and would promote ethical use of AI, they did not see the use of generative AI to create translated text as a misconduct offence or something explicitly prohibited by the University's rules. Staff were unclear how they would become aware of this use. Senior staff confirmed that they did not believe that using AI to generate written English through translation was explicitly ruled out. A professional services staff member clarified that it was currently against the University's rules. Senior staff confirmed that assessments in most units assess presentation and written communication skills.

84 While acknowledging that all institutions are dealing with a period of rapid change in this area, the team felt that Swansea University's regulations made clear that submitting work generated by AI tools constituted misconduct when not explicitly authorised and declared. It was unclear to the team how students could, in part, be assessed on their written English if they were permitted to generate this written English using AI translation software. The team were concerned that College staff considered this an unlikely use-case for AI. The team **recommends** that the College ensures that all staff and students are aware of the University's rules on the use of AI to generate written English when translating from a first language.

85 Overall, the review team concluded that the College facilitates a collaborative and inclusive approach to learning and teaching that enables students to have a high-quality learning experience and to progress through their studies. Teaching and support practices are informed by pedagogic literature, and students report high-quality teaching and feedback. Students are supported to develop and demonstrate academic and professional skills and competencies. While there is a gap between University policy and students and staff understanding around academic integrity, particularly AI, the team consider that, overall, the College **is aligned** with the Sector-Agreed Principle.

Principle 12: Operating concerns, complaints and appeals processes

Providers operate processes for complaints and appeals that are robust, fair, transparent and accessible, and clearly articulated to staff and students. Policies and processes for concerns, complaints and appeals are regularly reviewed and the outcomes are used to support the enhancement of provision and the student experience.

Findings

86 Policies and processes for concerns, complaints and appeals are the responsibility of the University with the College providing students with information on how to submit a complaint or appeal during their induction. Students are signposted to informal and formal mechanisms throughout their time at the College. To ensure that College students are confident in knowing the policies and processes related to complaints or academic appeals, clear and comprehensive guidelines are provided in the Academic Appeals Policy and the Complaints Procedure, and all students receive a Frequently Asked Questions document on the complaints procedure. In 2021-22, no Stage 2 Formal Complaints were received by the College through the University Complaints Procedure.

87 Students confidently outlined a variety of processes which they were aware of to raise any concerns or complaints. These included speaking to teaching staff about informal concerns or contacting the live chat. Staff confirmed that the live chat is operated by members of the professional services team, and that students are aware of the opportunity to use the student representative process to raise complaints or concerns. Students also confirmed that during induction the complaints process was explained, and they knew how to access this through the website, if needed, although no student had felt that they needed to.

88 The Complaints Procedure and Academic Appeals Policy are accessible online for staff and students and clearly note both the formal and informal processes. The Complaints Procedure effectively defines the process by which students may seek to have complaints addressed. It defines who can make a complaint, support that can be given during the complaints process, the internal process of monitoring the complaint, time restrictions, what is classed as a complaint and the procedure for dealing with a complaint. The procedure clearly states that complaints which question academic judgement will not be dealt with under these procedures but will be referred to the Academic Appeals Policy. It also clearly defines other complaints which fall under alternative University regulations.

89 The Academic Appeals Policy is comprehensive and effective because it clearly defines who can make an appeal, the method of making an appeal, time restrictions, delineated circumstances and grounds for appeal, the approach to considering late extenuating circumstances requests, a filtering process, composition of appeals panels, and the possible outcomes that are available to students or staff. Staff confirmed their awareness that the processes for concerns, complaints and appeals constitute a multi-faceted approach that can be found on the College's and the Universities website.

90 Appropriate training for staff on the operation of the complaints procedure is in place and emphasises the need to work in a fair and transparent manner, and outlines timeframes, support systems and responses. Further comprehensive training and webinars are available for staff who engage with concerns, complaints and appeals following Office of the Independent Adjudicator Good Practice Framework. Staff confirmed that they receive relevant and up to date training, making them aware of the Complaints Procedure and that they are fully informed of the process. Staff were clear about the mechanisms through which

students could submit a complaint, including the website, QR codes, and personal tutors and confirmed that the process is aligned with University procedures. In order to ensure the policies are up to date, the formal complaints procedure, held by the University, has a review group that conducts a review on an annual basis looking for trends across the University, including the College.

91 During the recruitment and admissions process, staff noted that applicants have the right to put forward a complaint regarding their admissions experience or appeal a decision, and that a complaint or appeal would be escalated through the agents and to the regional teams. The review team considered that this process omitted a significant stage of applicants having direct contact with the College and noted that the handling of complaints by agents and regional offices meant that the College could be prevented from taking action should a complaint need to be dealt with internally by the College. While the current model of utilising the University's complaint procedure as a means to address any complaints raised to the College has been effective to date where the root of the complaint is internal, or within a remit not covered by the University, the College should have an internal process to escalate a complaint. This would allow for closer monitoring of the effectiveness of complaints and appeals processes within the College as a local level review can take place. The review team therefore recommends that the College reviews the complaints and appeals procedures to include a mechanism to raise and resolve internal complaints.

92 Overall, the review team concluded that staff and students are aware of the processes to submit a complaint or appeal and are confident with the process. However, the formal process sits within the University and the College aligns their standards with this. There has only been one formal complaint in the last five years that has been escalated to the University. The College therefore **is aligned** with the Sector-Agreed Principle.

Enhancement initiatives

Commentary on institutional approach to enhancement

93 The review team found evidence relating to the design and the conduct of the first two stages of the curriculum review (Sector-Agreed Principle 1) the manner in which data is being collected and used at department, programme and module level to demonstrate appropriate institutional approaches to enhancement.

94 The College has clear governance and management structures that enable the strategic enhancement of its provision. The College's Overarching Aims and Intended Learning Outcomes, and its Business Plan and Strategy set out a clear vision for how the College will seek to enhance its provision and the aims it is seeking to achieve. The AAF and College Education Committee enable the effective initiation and monitored delivery of enhancement projects. Academic leads, and senior leaders work effectively to deliver enhancement initiatives and engage all staff in this activity. For example, the College took a strategic decision to review its curricula in light of progression and attainment data. Senior leaders designed a well-structured and phased reform project that drew upon staff expertise and research and has led to tangible revisions to programme aims, modules, and assessments.

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