Quality Enhancement Review

University of Wales Trinity Saint David

Outcome Report

March 2022

This report is published in both English and Welsh.

About the Quality Enhancement Review method

The QAA website explains the method for [Quality Enhancement Review (QER)](#) and has links to the QER handbook and other informative documents.[1] For 2021-22, the scope of QERs focused on quality assurance in line with HEFCW's changes to external quality assurance requirements in response to the COVID-19 pandemic. As a result, QAA published an addendum to accompany the QER handbook which explains the adaptations to the method delivery. For 2021-22, providers have the opportunity to engage with QAA separately on quality enhancement. You can also find more information about the [Quality Assurance Agency for Higher Education (QAA)](#).[2]

About this review

This is the Outcome Report of the QER conducted by QAA at University of Wales Trinity Saint David. The review visit took place online between 21 and 24 March 2022. The review was conducted by a team of three reviewers:

- Professor Diane Meehan
- Dr Katie Thirlaway
- Mr Matthew Kitching (student reviewer)

QAA reviews are evidence-based processes. Review judgements result from the documents review teams see, the meetings they hold, and drawing upon their experience as peer reviewers and student reviewers.

In this report, and based on the information presented, the QER team makes judgements on:

- the requirements of the European Standards and Guidelines (ESG) Part 1 for internal quality assurance
- the relevant baseline regulatory requirements of the Quality Assessment Framework for Wales.

It is possible for the overarching judgement to be expressed in three levels which indicate whether the provider 'meets these requirements', 'meets them with conditions', or 'does not meet requirements'. More detail on these categories is provided in the QER Handbook.

The overarching judgement for this report can be found on page 3, followed by any commendations, affirmations and recommendations.

A more detailed [Technical Report](#) is also available for this review.[3] The Technical Report sets out the team's findings under each heading in the QER method.

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[1] About QER: www.qaa.ac.uk/reviewing-higher-education/types-of-review/quality-enhancement-review
[2] About QAA: www.qaa.ac.uk/about-us
[3] Technical Report: www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/University-of-Wales-Trinity-Saint-David

About University of Wales Trinity Saint David

The University of Wales Trinity Saint David (UWTSD; 'the University') was formed on 18 November 2010 through the merger of the University of Wales, Lampeter and Trinity University College, Carmarthen, under Lampeter's Royal Charter of 1828. In 2013, Swansea Metropolitan University (SMU) became part of UWTSD; with Coleg Sir Gâr (CSG) in 2013-14 and Coleg Ceredigion (CC) in 2014-15 becoming dual-sector partners, forming the UWTSD Group. Since 2014, UWTSD has been awarding its own awards, rather than those of the University of Wales. In addition, the University is licensed by Pearson to offer Higher National qualifications and it works with a small number of other awarding bodies, mainly in relation to professional qualifications. The University's mission is 'Transforming Education; Transforming Lives'. Its vision, values and strategic priorities are set out in its Strategic Plan 2017-2022. This vision is to be a University for Wales, with a commitment to the wellbeing and heritage of the nation at the heart of all that the University does.

The University is a multi-campus university and has campuses in Birmingham, Carmarthen, Lampeter, London and Swansea - each with their own distinct identities; it also has learning centres in Cardiff. Through its dual-sector partners and through outreach facilities, it also offers provision at a range of other locations in South Wales. There is no single 'main' campus and all institutes work across at least two locations. To safeguard the distinctiveness of each campus experience, three Provosts were appointed in 2019: London/Birmingham, Carmarthen/Lampeter, and Swansea/Cardiff.

In the academic year 2020-21, the University had enrolled a total of 22,884 students of which 5,153 were studying at its collaborative partner institutions and its constituent colleges. Among these, 9,483 students (42%) are first degree undergraduates with 8,075 students (35%) following other undergraduate courses, 4,272 students (19%) were studying taught postgraduate degrees and 852 (4%) were following postgraduate research. Overall, 4,802 students are studying on a part-time basis

Clusters of academic provision are offered through four institutes: Institute of Education and Humanities, Institute of Inner City Learning, Institute of Management and Health, Wales Institute of Science and Art. The institutes have formal links with the constituent colleges in the UWTSD group and with the University's collaborative partner institutions through the framework for collaborative provision.

The previous QAA Higher Education Review (HER) took place in 2015; the University met UK expectations in relation to academic standards, quality of the student learning experience, information and enhancement; the resulting report made four recommendations, four affirmations and identified three features of good practice. The report was considered at the relevant committees and action plans were produced, tracked to completion and approved by Senate. The University has built on the good practice and taken appropriate action in relation to the recommendations and affirmations.

Since the HER, QAA has undertaken several other reviews of different parts of the University's provision: including the Transnational Education (TNE) reviews of collaborative provision at IBAT College, Dublin in 2017 and the Malvern International Academy, Kuala Lumpur in 2019; a partial review of the provision at Birmingham in 2019; a developmental review of Welsh Government funded apprenticeship provision in 2021; and   a thematic review of digital learning in 2021 - Partial Quality Enhancement Review: Birmingham Learning Centre of the University of Wales Trinity Saint David. Following the thematic and developmental reviews, action plans were produced and tracked to completion or are currently being tracked in relation to the most recent reviews. In relation to the partial review

of the Birmingham campus, comprehensive action has been taken to address the issues raised by the review team.

Judgements about University of Wales Trinity Saint David

Based on the information presented, the review team judges that:

- University of Wales Trinity Saint David **meets** the requirements of the ESG Part 1 for internal quality assurance.
- University of Wales Trinity Saint David **meets** the relevant baseline regulatory requirements of the Quality Assessment Framework for Wales.

This is a positive judgement, which means the provider has robust arrangements for securing academic standards, managing academic quality, and for enhancing the quality of the student experience.

Commendations

The QER has identified several commendations, which are summarised below.

- The data dashboard which provides staff with a wide range of accurate, useful and accessible data, enabling the University to comprehensively and effectively monitor its performance in relation to the standards of its awards and the quality of the student learning experience.

- The Student Hwb which provides students with a comprehensive and accessible electronic contact and information point that effectively supports their learning experience.

- The wide range and impactful use of digital training, pedagogy and support developed during the pandemic which continues to enhance staff and student experience.

- The comprehensive and accessible support provided, in particular by the Collaborative Partnerships Office and the Partnership Team Leaders, to collaborative partner institutions that effectively assists partners in understanding and implementing UWTSD requirements.

- The coherent and effective approach to improving student progression within and from collaborative partners.

Affirmations

The QER has identified one affirmation, summarised below.

- The work being undertaken by the Doctoral College to ensure comparability of student experience across the multi-campus locations and modes of study.

Recommendations

The QER makes several recommendations.

- Develop a robust system that ensures that all current and future postgraduate research students undertaking or supporting teaching undergo appropriate training.

- Develop a cohesive strategic approach to improve highly-skilled professional employability outcomes across all programmes.

- Involve students from collaborative partner institutions in the development of teach-out plans when closing courses.

Further information

A more detailed Technical Report is also available for this review. The Technical Report sets out the team's findings under each heading in the QER method.

This review and its findings relate to the provider as a whole and do not supply information about individual programmes of study or subjects. For further information about those, contact the provider or visit its website.

Further information about QAA and QER can be found on the QAA website.