



Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David

200  
1822 - 2022

# Preparing for the QAA Review 2022

## Collaborative Partner Briefing Event

3 December 2021

*Man Geni Addysg Uwch yng Nghymru  
Where Higher Education Began in Wales*

[www.uwtsd.ac.uk](http://www.uwtsd.ac.uk)



# What is the QAA Review?

- An institutional-level review (Quality Enhancement Review - QER) under the QAA's revised Quality Assessment Framework for Wales
- Covers all provision from Level 4-8, including partnerships
- Institutional Visit w/c 23 March 2022

# Aims and Objectives

The overall aim of QER is to inform a provider's governing body, students, HEFCW and the wider public whether it meets UK and EHEA expectations in:

- how it sets and maintains academic standards
- how it maintains a high-quality academic experience
- supporting the emphasis in the QAF on improving student outcomes and the student academic experience.

Assurance Objectives:

- delivers clear statements on whether the provider meets the ESG Part 1 for internal quality assurance and the relevant baseline regulatory requirements
- • provides a suite of assurances, differentiated commendations and recommendations for governing bodies
- • acts as a process to form a basis for ensuring action is taken if the management of academic standards or the quality of provision is found not to meet threshold requirements or has significant weaknesses.

# External Reference Points

- that the academic standards of courses meet the requirements of the relevant national qualifications framework, which, in Wales, are *The Framework for Higher Education Qualifications (England, Wales and Northern Ireland)* and the Credit and Qualifications Framework for Wales
- The Expectations of the UK Quality Code for Higher Education, in relation to both English and Welsh medium provision of the institution
- The Core and Common practices of the Quality Code in relation to both English and Welsh medium provision of the institution.



# The Review Documentation

---

- Self-evaluation Analysis Document (SEAD)
  - and Supporting Evidence
- Mapping against the revised UK Quality Code
  - and Supporting Evidence
- Student Submission

# The Revised Quality Code

(<https://www.qaa.ac.uk/quality-code>)



# QAA Mapping Partnerships



Providers work in partnership with a wide range of organisations, including awarding bodies, other education providers, non-academic providers (or those whose purpose is not primarily education) and employers. When doing so, awarding bodies retain responsibility for the academic standards of their awards and for the quality of the student experience.

This Theme identifies the relevant Core practices for providers when considering the unique nature of partnership working. Other Themes will also be relevant to partnerships.

The academic standards of courses meet the requirements of the relevant national qualifications framework.

## Expectations for standards

The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

*When working in partnership, the awarding organisation retains responsibility for the academic standards of its awards, ensuring that the threshold standards for its qualifications are consistent with the relevant national qualification frameworks.*

*When working in partnership, the awarding organisation retains responsibility for ensuring that academic standards at, and beyond, the threshold level are reasonably comparable with those achieved by other UK providers.*

## Core practice

- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them. In practice, this means that the awarding organisation must put in place all necessary measures to ensure that it can maintain the academic standards of its awards. This will include an analysis of the risks associated with a potential partner, the type of partnership that will be entered into, the management of the partnership (and its associated risks), that an appropriate formal agreement is put in place, and that these arrangements are effectively monitored and evaluated.

Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

## Expectations for quality

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

*When working in partnership, the awarding organisation retains responsibility for ensuring that all aspects of the student's academic experience from admissions through to outcomes can be considered high-quality. The awarding organisation is also responsible for ensuring that enhancement opportunities are available to students.*

*When working in partnership, the awarding organisation retains responsibility for ensuring that student needs are consistently met.*

## Core practice

- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them. In practice, this means that where an awarding organisation arranges for all, or part, of the course to be delivered by another organisation, it puts in place effective processes for the management and oversight of all aspects of the students' academic experience to ensure that this is high-quality. These will include regular monitoring and review of the course(s), the teaching staff, the facilities, other resources and seeking, and acting on, where relevant, feedback from all involved in the provision with a particular focus on student feedback and outcomes.

# UWTSD's Approach to the Quality Code

- Overseen by ASC on behalf of Senate
  - IACPC has specific roles in Partnership approval and oversight
- The AQH, related policies, procedures and practices embed the expectations, core and common practices
- Where necessary, action is take to ensure that expectations are met



# Areas considered for collaborative provision

- Key features of the provider's strategic approach (to include collaborative activity, online and distance learning where delivered with others and work-based learning).
- Information on the extent and nature of collaborative provision and plans for change.
- Effectiveness of the approach to managing collaborative provision including arrangements for securing academic standards and enhancing the student learning experience

# Review Visit



Liam  
Powell

- Facilitator and Lead Student Representative
- 3 Reviews (including 1 student reviewer)
- Meetings with staff and students
- Based either remotely or at Carmarthen campus, with Hybrid meetings (or online only)

# Covid-19 Modifications

- Reduced focus and no statement on the provider's approach to enhancement
- 3 rather than 4-6 reviewers
- No First Team Visit
- Hybrid rather than only in-person meetings