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

TEF Year Three provider submission

Statement from the Students' Union

Trinity Saint David Students' Union is pleased to endorse this TEF submission on behalf of our members and commend the details contained within this report to the TEF panel. We have been fully involved in the preparation and development of this submission, which is an example and extension of the way in which our two organisations work together in partnership as a matter of course.

Over the past year we have published and presented our first Academic Quality Report to the University's Senate, which was on the topic of additional costs of study. The University welcomed and accepted the report and has subsequently acted on each of the recommendations we presented, showcasing the commitment of this institution to receiving and acting upon student feedback. One of the most important outcomes of this piece of work was the alteration of the University's bursary profile to support students facing particular barriers and costs. We were awarded NUS Wales and NUS UK awards during 2016/17 for our academic work.

Support for student representatives and student feedback is provided by the University throughout its structures. Staff help to arrange the elections of 400+ course representatives and encourage attendance at Students' Union-run training. Annually approximately 50 training events are delivered across all sites by the Students' Union to ensure that student representatives are appropriately trained. The student representation system has continued to evolve and specific training sessions for returning student representatives were introduced at the start of 2017/18. The Students' Union works closely together with Faculties and programme teams to develop different engagement formats for non-traditional cohorts. We recently ran our first ever cross-campus Course Representative Conference. Campuses hold an annual Student-led Awards ceremony to recognise and celebrate student and staff achievement.

Students' Union access to, and relations with, the University's senior team is particularly strong. A member of the senior team joins the Students' Union's weekly meeting to capture any issues and discuss areas of progress. The Students' Union fully participates in University decision-making at all levels and student officers and representatives take a full part in programme validation, including the briefing/preparation stage as well as the formal events.

1. Provider Context

1.1 The University of Wales Trinity Saint David (UWTSD) is part of the UWTSD Group (the Group), a multi-institutional collaborative venture owned and governed by the University, with Coleg Sir Gâr (CSG) and Coleg Ceredigion (CC) as constituent colleges.[1] The Group is the result of a number of mergers, of University of Wales Lampeter and Trinity University College Carmarthen in 2010, with Swansea Metropolitan University in 2012 and CC and CSG in 2013/14. Integration with the University of Wales during 2017/18 will complete the transformed University.

1.2 The University has campuses in Carmarthen, Lampeter, London and five campuses in Swansea, each with their own distinct identities. It also has a presence in Cardiff and, through its dual-sector partners, at a range of other locations in South West Wales. There is no single 'main'

[1] Data for CSG is integrated within all the TEF metrics with the exception of the supplementary LEO data. In 2016/17 8.1% of all FT and 20.5% of all PT students included within the TEF metrics were located in CSG. There was no undergraduate provision at CC during the period of review.

campus and most of the Faculties work across at least two locations. A new £300m SA1 Waterfront Development in Swansea will open in 2018/19 to consolidate provision in Swansea.

1.3 Our mission is 'transforming education, transforming lives'. Our vision is to be a University for Wales, with a commitment to the well-being and heritage of the nation at the heart of all that we do. Central to this vision is the promotion of a dual-sector educational system which educates learners of all ages and backgrounds and stimulates economic development in our region, across Wales and beyond. The Well-being of Future Generations (Wales) Act 2015 is at the core of our planning and we have ensured that our aspirations are closely aligned with those expressed by the Welsh Government's programme 'Taking Wales Forward 2016-2021'. Key values for the Group are excellent teaching, inclusivity, employability and creativity, collaboration through strategic relationships, sustainable development, global citizenship, and Wales and its distinctiveness.

1.4 Although the merger of the University with CSG and CC is relatively recent, there is already comprehensive evidence of the positive impact on learners of our working across the traditional boundaries of HE and FE in an integrated dual-sector model. Progression statistics for the period of review show a clear increase in numbers progressing within the Group, from 108 in 2014/15, to 240 in 2015/16 and 326 in 2016/17. Overall FE to HE progression (including from franchise FE provision in the region) increased from 356 in 2014/15 to 746 in 2016/17. A progression bursary is also available to students from constituent colleges who are progressing to an undergraduate (UG) programme at UWTSD. All curriculum design and validation processes are set up in such as way so as to ensure the creation of seamless progression routes. This has led to not only an increase in the progression opportunities available to learners but also to the development of a range of programmes where there is a very close collaboration between FE and HE in terms of location, programme delivery, and/or the sharing of facilities (e.g. the Sustainable Business programmes offered on the Carmarthen campus). Building on the success of CSG in relation to skills and apprenticeships, a joint Apprenticeship Unit was established in 2016/17 with the aim of providing additional HE access opportunities and to drive the expansion and availability of higher level skills required to support economic development.

1.5 Bringing together staff and students from a wide range of backgrounds and creating a shared and inclusive culture and community have been key following the series of mergers. There has been significant equality policy development during the period of review, including the creation of a suite of student-facing policies. This has been fully supported by the Students' Union (SU), who have run campaigns focused on gender equality and sexual harassment & violence. They have also engaged in significant 'sexual consent' and 'bystander' training. CSG has held a successful equality focused 'Respect' campaign since 2012 which is being rolled out across the Group in 2017/18. Since 2016/17, staff within Social Justice and Inclusion have worked on a pilot relating to gender or sexually diverse students and the curriculum. By the end of 2017/18 a toolkit will be in place to enhance approaches to curriculum design and programme delivery. Furthermore, as part of the retention and attainment enhancement theme (see 2.11), a team of Learning Support Coordinators has been working on an inclusive teaching project since 2016/17. As a result of their work with and feedback from staff and students, a comprehensive range of resources has been prepared.

1.6 Central to our commitment to Wales is a commitment to its culture and language. Bilingual and Welsh Medium (WM) study opportunities have increased significantly during the last few years, particularly on the Swansea campuses. Twelve programmes are now delivered entirely through the medium of Welsh, with a further 36 programmes including at least 40 WM credits. All students are offered the opportunity to learn Welsh (see 4.10) and all WM students are supported in relation to their language skills (see 3.12). They are also encouraged to register on the Coleg Cymraeg Cenedlaethol's (CCC) *Tystysgrif Sgiliau Iaith* (Welsh Language Skills Certificate). Eighty-five students were awarded this certificate in 2016/17, the highest number of any HEI in Wales. Targeted and extensive support is available to staff who wish to improve their Welsh language skills through access to sponsored weekly sessions, summer schools, online courses and sabbatical opportunities. A strong and active branch of the CCC is located on the Carmarthen campus and the CCC is represented on a number of key institutional committees. 175 of the University's Welsh speaking staff and some 368 of its students are members of the CCC. A high percentage of the WM and bilingual courses are part of the CCC's

scholarship scheme and, in 2017/18, 71 students are in receipt of a scholarship. Nine full-time members of staff have been appointed with the support of the CCC between 2012-16 (e.g. Agriculture, Performing Arts and Education). As part of the new Subject Grant Scheme a subject grant was awarded to Art & Design in 2016/17. The SU has three part-time Welsh language positions to support the growth and development of Welsh speaking communities within the University. The new National Centre for Learning Welsh, which is responsible for all aspects of the Welsh for Adults education programme, is co-located within the University and has been operational since August 2016. The University is also responsible for managing Carmarthen's Welsh Language centre, Yr Atom. The University's publishing house, Canolfan Peniarth, is one of the leading publishers of WM and bilingual educational resources in Wales. It works closely with a range of external stakeholders to produce innovative educational resources. The University's Welsh Language Services Centre is home to the Welsh Government sponsored Welsh Language Sabbatical Programme for teachers and classroom assistants with courses being delivered throughout the year across main campus sites. The Centre also provides intensive one-to-one Welsh language training to key personnel within external bodies, e.g. the Children's Commissioner's Office, Hywel Dda University Health Board and the DVLA.

1.7 Sustainable development is at the heart of what the University does. Led by INSPIRE (the Institute for Sustainable Practice, Innovation and Resource Effectiveness), sustainability is embedded within the culture, curricula, campuses and community of the Group. As part of validation and review processes, all programmes are required to detail how Education for Sustainable Development (ESD) principles have been embedded and to map the programme against the Well-being of Future Generations (Wales) Act 2015. As part of a new initiative, 92 students and 50 staff are currently enrolled on an online certificate on sustainable development and the Act. Throughout the period of review, UWTSD has obtained a first class award in the People and Planet University League. In 2017 UWTSD came 12th in the UK and received a score of 100% in the education category, demonstrating our strategic commitment to ESD. The University won three Green Gown Awards in 2015 in the best newcomer, leadership and staff champion categories. It was a finalist in the 2017 Green Gown Awards in the employability category for its innovative cross-university sustainability internship programme. There are currently 10 internships in place per annum. The programme offers a paid opportunity for all UG students to gain hands-on experience of working with sustainability professionals in a range of departments to enhance their employability. The interns work closely with the SU which supports the interns in delivering campaigns. They also have the opportunity to work with external organisations such as Fairtrade Wales, Swansea Bay Fairtrade Forum and the National Union of Students (NUS). The employability impact of the internships is closely monitored and there is a clear and positive relationship between students completing an internship and gaining sustainability focused employment. Since 2013/14 the University has taken part in the NUS Green Impact accreditation and awards scheme which brings together teams of staff and students from across the University. In the first year of participation six teams were involved; in 2016/17, 17 teams, consisting of 167 staff and students, took part and implemented 650 actions that made the University more sustainable. Similarly, the annual Go Green Week, NUS Blackout event and Fairtrade Fortnight all bring staff and students together in a range of sustainability focused activities and events.

1.8 The series of mergers has given learners in South West Wales and beyond increased and much enhanced opportunities and a University with strong values and a distinct identity. The positive effect of the creation of the Group is also demonstrated by our core metrics for both majority and minority modes of study, with metrics for every single metric significantly improved between year one and year three and our part-time provision performing within the top 10% of absolute performance for three out of the six core metrics.

2. Teaching Quality

Overall summary

2.1 The core metrics in relation to teaching excellence show continued improvement throughout the period of review. UWTSD moved from a 147th position in NSS 2015 to a joint 58th position in NSS 2017, with the overall satisfaction rate increasing from 79% to 85%. Moreover, within 2 years UWTSD moved

from a position in NSS 2015 where scores for all main categories were below sector average, to an improvement in every single question in NSS 2016, and a position with five out of eight categories in the first quartile in NSS 2017. As a result, UWTSD was placed 16th in the UK for its teaching quality in the 2018 Sunday Times League Table. In the Times Higher Student Experience Survey (THSES) 2017 UWTSD was placed in the top 20 for overall academic experience, 9th in the UK and joint first in Wales for high quality staff/lectures, and 13th in the UK for helpful/interested staff. Achieving change on such a scale has been the result of a strong emphasis on staff and student engagement. We are therefore proud that we came first overall in Wales in the new 'learning community' category in NSS 2017 and that we obtained a joint 4th in the UK for good personal relationships with teaching staff in the THSES 2017. In the 2015/16 Investors in People re-accreditation report it is noted that 'there is a real focus on student experience … The mission of 'transforming education, transforming lives' has truly inspired people and encouraged the student focus across the University.'

Student engagement (TQ1)

2.2 Developing strong student engagement and student voice mechanisms has been a priority for the University. A Student Experience Department was created in January 2015. Simultaneously, a number of engagement and representation focused permanent posts were created within the SU. These developments have had a major impact on the 'students as partners' agenda. Feedback mechanisms have been strengthened significantly. Student conventions were established in 2014/15, inviting students to termly-held open meetings with senior representatives of all relevant academic and professional units in order to address issues relating to students' academic and overall experience. In 2015/16, following review of this concept, student feedback fortnights were added to gather feedback from students directly. In that year, 1636 pieces of individual feedback were collected and key themes were then discussed in open meetings. Gathering feedback from students directly clearly engaged and reached more students, with the University obtaining more valuable feedback than before. In 2016/17 therefore the emphasis was placed even further on this form of direct engagement and as a result 2041 feedback responses were gathered, an increase of 24.8%. Student feedback has had a direct impact on the enhancement of a range of facilities relating to the learning environment. Library opening hours have been increased for key sites, catering opening times have been increased to ensure parity for flexible leaners, the free IT package has been enhanced so as to not disadvantage widening access students and access to IT facilities off campus has been enhanced so as to ensure parity for mature and part-time learners. A 'traffic light' system is in place across all units in the University to inform students what has been done in response to their feedback. Since 2015/16, a monthly student bulletin has been published to ensure that students are fully informed about University and SU matters and a student experience focused website is in place to make students aware of opportunities available to them (see 4.8). High levels of student engagement can also be seen in relation to the NSS response rate which has been well above the UK average in 2016 and 2017 (+ 6.3% and +9% respectively).

2.3 In 2015/16, student engagement was strengthened in relation to all curriculum design, approval, monitoring and review processes. Training was offered to staff at the start of 2016/17 to support these changes, with the SU simultaneously training student representatives. A central audit was held in May 2016/17 which showed clear evidence of students' involvement in the shaping and development of their curriculum. Best practice was shared to further develop engagement during 2017/18. To gain further insight in students' academic engagement and skills acquisition, the University has taken part in the UK Engagement Survey (UKES) since 2015/16; CSG will be participating in the UKES from 2017/18. Participation in this survey has been valuable to track learning gain and skills' acquisition throughout the student life cycle and evidence the difference made by Higher Education. For example, in terms of skills development Level 5 results are significantly higher than those for Level 4 students. Surveys such as the UKES are also used by professional units. For example, the Library changed its methods of student engagement during the induction period as a result of engagement and skills focused survey analyses.

2.4 Enhancing student engagement in teaching processes itself has been a key objective in relation to the development of the SA1 Swansea Waterfront Development. Following the strategic decision to move to learning spaces that support more active and collaborative learning, extensive work has been

undertaken to ensure that the technology used enhances this type of learning. In addition to a focused pedagogical training programme for staff, a number of pilots have been conducted since 2015/16 to ensure that various approaches are piloted before the dissemination of the new technology. As a result of the engagement focused approach taken, nearly 1600 student and 300 staff feedback responses were gathered during the pilots which has informed the design of the learning spaces themselves as well as the direction taken for the technology used. Feedback from students focused on collaborative learning: they identified what essential features the technology needed to have to encourage effective working with their peers and how the technology could be best used to create effective group discussion and interactive learning. Their feedback also highlighted that the technology needed to be able to support group as well as whole class work. This has led to the development of the innovative Vision Exchange programme in liaison with Sony, worth £480K. The Vision Exchange programme is currently piloted by two Faculties with the aim of rolling out the system across the Group progressively, thus enabling all staff to feature the technology at the core of their teaching programmes and enhance active learning.

2.5 Much work has been done since 2015/16 to enhance welcome and induction processes. All welcome information for students has been fully reviewed with new website pages developed. A new student welcome app was developed during 2016/17 which has been downloaded so far by 1277 students in 2017/18. An induction resource site has been developed for staff which includes a series of videos and PowerPoints. A key aim of this development is to ensure accuracy of information and a high quality induction experience for all students, irrespective of their mode of study and site of learning, important given our multi-campus setting and student demographic. To ensure parity for all students (e.g. distance learners, students with child care responsibilities, part-time students) a full set of online induction materials is also hosted on a student-facing portal. A welcome bulletin is sent out to all students and includes key information about accessing services and facilities as well as information about opportunities available.

2.6 For the student representation system see the SU statement opening our TEF submission.

Valuing teaching (TQ2)

2.7 In a period of significant change strong staff engagement mechanisms and development frameworks are especially important. A Learning Development Manager was appointed in August 2016 to enhance staff training and development. An Enhancement Unit is in place to support our teaching and learning agenda, promote innovative teaching, share best practice and systematically enhance teaching and learning. A new Learning and Teaching Forum was set up in 2016/17 to provide better and more innovative support for teaching and learning. An annual teaching and learning conference is in place, the Nexus conference. Themes explored by the conference during the period of review include: flexible provision, ESD, enterprising education, assessment and active learning, peer learning and adult returners. Attendance figures show a significant increase, from 88 in 2015 to 128 in 2017. The conference itself has also grown from a 1 day conference with four keynote speakers in 2015 to a 3 day event in 2017, with six keynote speakers, four workshops, 37 papers and a poster event. In both 2016 and 2017 students attended the event and their attendance went up from eight students in 2016 (= 8%) to 24 (=19%) in 2017. One group of students presented in 2016; in 2017 there were three student presentations, including one group presentation.

2.8 A Strategic Staff Development Plan is created annually to support the achievement of the University's mission and strategic priorities. From a teaching and learning point of view, this has meant a strong focus on development related to retention (see 2.11), collaborative learning (see 2.4), teaching qualifications (see 2.9), and academic leadership. Support for staff is key to this, in relation to innovative teaching and learning practices, project management skills and leadership and management capabilities. Training is thoroughly evaluated and staff consistently praise the networking benefits, the space to reflect on their own practice, the opportunities for interdisciplinary approaches and the sharing of good practice. Throughout the period of review, a centrally organised strategy and planning week has been held for all staff in September during which the annual teaching and learning programme is presented. To coordinate training further, a Staff Development Hub was

developed in 2016/17 to bring together training events and opportunities from across all sites. The hub has allowed for a greater central organisation of training activity and has enabled enhanced staff development at both an individual and unit level, including the provision of online training opportunities. At CSG all full-time teaching staff are required to complete 30 hours of Continued Professional Development (CPD) each academic year which is centrally directed and monitored. The key focus of the CPD is teaching and learning. CSG's 'Pathways to Excellence' programme has delivered improvements in teaching and learning by providing a comprehensive framework of development for teaching staff supported by self-assessment, peer observations and student feedback. Since 2015/2016 over 245 academic staff have participated in the programme each year. The programme received national recognition with an Association of Colleges Beacon award in 2016. In the feedback it was reported that 'it was evident that the programme had made a real contribution to a culture that is focused on self-improvement, building confidence and high-quality teaching and learning. The positive impact that the programme had made for individual teachers in their careers and personal development was extremely impressive.'

2.9 One of the pillars of the Learning and Teaching Strategy is to increase the number of staff with teaching qualifications and higher degrees. Teaching qualification numbers have grown considerably, from 26.7% in 2014/15 to 63.9% in 2016/17.[2] During the period of review 24 members of staff gained a qualification in Post Compulsory Education and Training and 49 members of staff a PGCert in Teaching in Higher Education (PGCert THE). HEA Fellowship training is coordinated and delivered by the Enhancement Unit and during the period of review the number of HEA fellows increased from 56 to 149[3]. All Graduate Teaching Assistants are required to complete a PGCert THE. In addition, the University invests considerably in enabling staff to pursue higher degrees. During the period of review 18 members of staff completed a research degree; 64 members of staff are currently enrolled on a research degree at UWTSD. The promotion framework was fully reviewed as part of the mergers. As a result, an integrated promotion framework was created which incorporates teaching excellence and academic subject leadership or management as part of the criteria.

2.10 Peer observation processes are in place throughout the Group. Processes were enhanced during 2016/17, with compliance against the central policy audited by means of overview School-level reports. A central overview report was then produced to identify any issues to be addressed, disseminate good practice in relation to the peer observation process and identify training needs and innovative teaching practices. Good practice was identified particularly in relation to the support given to new staff through peer observation processes. An action learning group has been set up as a result of the 2016/17 cycle of peer observation, bringing together Heads of School to further enhance practice. This group is key to sharing experiences and encouraging collaborative working across disciplines and sites. Training needs identified feed into the annual staff development programme. Staff identified through this route for their innovative teaching are invited to deliver a paper at the Nexus conference in order to celebrate their practice and ensure that innovative approaches are disseminated across all sites.

2.11 Ensuring strong staff engagement has also been key in relation to the central 2016-18 'retention and attainment' enhancement theme, a theme chosen to enhance our performance in relation to continuation and projected outcome statistics. As part of this overall project, 40 formal projects are in place, proposed by staff from across all disciplines, units and sites, with central events organised throughout the period to provide support to staff and monitor closely the progress and impact of projects. Projects cover assessment and feedback, induction, learning analytics, peer support, block teaching methods and inclusive teaching focused approaches. Dissemination and roll-out of pilots will start during 2017/18, with project results presented at the 2018 Nexus conference. All projects have been required to embed student engagement. This approach has built on CSG's 'Pathways to Excellence' programme (see 2.8).

[2] For all staff with an academic contract >0.2FTE.
[3] For all staff with an academic contract >0.2 FTE.

Rigour and stretch (TQ3)

2.12 As agreed by TEF managers, grade inflation data has been provided from 2013/14 in the light of our complex merger and degree awarding context. In 2007/8, we were four different institutions (Trinity College Carmarthen, University of Wales, Lampeter, Swansea Metropolitan University, and CSG), each with its own set of regulations and student record systems (see also 1.1). At that time, TCC, UWL, and SMU were all awarding degrees under the auspices of the University of Wales, while CSG was awarding University of Glamorgan degrees. UWTSD started awarding its own degrees from 2013/14.

2.13 Grade inflation data shows an increase between 2014/15 and 2015/16, when the overall number of good honours rose from 51% to 67%. During 2014/15, the University reviewed its degree classification regulations to check whether they were aligned to sector practice. The review was externally led by an experienced QAA Reviewer and was informed by an external benchmarking exercise, a review of external examiner comments and careful analysis of degree classification outcomes. The outcome of the comprehensive exercise was that our degree classification regulations were clearly not in line with sector practice. Degree classification formulae were modified as a result of the findings of this review with external examiner approval. The changes were implemented in the 2015/16 academic year and explain the increase in good honours numbers.

2.14 Rigour and stretch are closely monitored by the University in a variety of ways. An annual degree results report monitors grade inflation, the performance of specific cohorts and of all discipline areas. As part of validation processes external representatives are asked to comment on the rigour and stretch offered by the proposed programme of study. Similarly, external examiners are asked to comment on this as part of examination processes. Student feedback in relation to rigour and stretch is monitored through participation in the UKES and NSS. In UKES 2017 the course challenge average score was 90.6%, in line with the UK average for this section. In NSS 2017, four questions were included that explicitly ask students to reflect on course challenge. For three out of the four questions UWTSD scored above sector average.

Assessment and feedback (TQ4)

2.15 The TEF assessment and feedback figures show that clear progress has been made during the period of review, with figures for full-time students increasing from 71.1% in year one to 78.5% in year three. Similarly, for part-time students, such figures increased from 84.7% in year one to 91.3% in year three. Scores for all assessment and feedback related questions in NSS 2017 were within the first quartile, with part-time provision obtaining results within the top 10 UK-wide. 81.4% of all students agreed that they had received helpful comments on their work (+7% above sector average). In the Guardian League Table 2018 the University gained a 15th position for assessment and feedback. This significant increase has been the result of an institution-wide focus on enhancing feedback and assessment processes. An annual audit has been in place since 2015/16 to check the timeliness of feedback and compliance with centrally agreed turn-around times for feedback. Assessment tracker systems are in place within all Faculties. Increased accessibility of feedback has been achieved through a widespread use of digital technology such as Moodle and Grademark. Guidance on curriculum design has been developed for staff to encourage innovative assessment practices. Assessment and feedback are systematically reviewed through annual programme review processes which include module mark and external examiner report analyses. All marking criteria and feedback forms were reviewed in 2015/16 to ensure that marking is transparent and fair and feedback is helpful. All relevant assessment information is given to students at the start of the module. All students are given the opportunity to discuss their marks and feedback with their tutors; this includes oral feedback on their examination performance. The impact of this strategic focus is also seen in the UKES 2017 scores where scores for assessment and feedback related questions are also well above UK sector averages (e.g. +12.5% in relation to the discussion of academic performance and feedback with academic staff and +6.6% in relation to ‘made significant changes to your work based on feedback’).

2.16 Student feedback on all aspects of our assessment and feedback processes is clearly very positive. However, to enhance practice further, a number of assessment and feedback related pilots are currently ongoing as part of the 'retention and attainment' enhancement theme, focusing, for example, on the use of Panopto to give students additional assessment information and on the use of formative assessments to further support personalised learning and increase student engagement with their learning and overall attainment. The latter has already shown enhanced student engagement and offers a method to measure the learning gain of each student with more precision. Both pilots are being disseminated in 2017/18.

3. Learning Environment

Resources (LE1)

3.1 A systematic and focused approach has been taken to enhancing the learning environment. Continuous progress has been made during the period of review. The NSS score for learning resources overall has increased by 11% between 2014 and 2017, with similar increases seen for IT, Library, and course specific learning resources questions. A comprehensive strategic action plan is in place to lift scores by a further 5% to sector average in NSS 2018. Student feedback has been critical to prioritise investment. A key focus given our recent merger context, our multiple campus setting and the demographic of our student body, with many flexible, work-based learning, part-time and mature students, has been to ensure parity of access to resources and a consistent high quality learning environment across all sites. This has involved significant levels of investment, particularly in relation to the IT infrastructure. In 2013/14 a Technology Enhanced Learning Unit was established to identify and develop innovative technology-enabled solutions and provide support and training to students and staff (see 2.4).

3.2 Developments in IT have been integral to further a number of important teaching and learning agendas. In recognition of the significant numbers of students from Welsh Index of Multiple Deprivation areas, a communication campaign was launched during 2016/17 to increase awareness of the freely available and discounted software offers available to all students. A 'Tech Over Time' offer is available which allows students to purchase IT software on credit, with 0% APR, over the length of their course. In 2016/17, 1700 student devices were replaced across the Group at a cost of £1,170K. These included replacement student library loan laptops and open access computers. In support of the collaborative teaching agenda, OneDrive for Business was rolled out to students in 2015/16 to facilitate sharing and collaboration not only between students but also between students and staff. Simultaneously, SkypeForBusiness was also deployed to enable staff and students to communicate via live chat and Skype video conferences wherever they are based. Moreover, a 24/7 IT Support Service was introduced during 2016/17 to ensure continuous high quality support for all students. In 2016/17 all standard student computers were updated to include assistive software, thus enabling students to access specialist software previously only available in dedicated IT labs. This has been an important development from an inclusive teaching agenda point of view. To take IT support to the next stage, an IT Virtualisation Strategy was approved in 2016/17, to be piloted during 2017/18 before implementation across the institution.

3.3 During the period of review, library opening hours have been extended at key sites (see 2.2) in response to student feedback. A new single Library Management System (LMS) has been introduced, as part of the Wales Higher Education Libraries Forum (WHELF) shared LMS project, which has significantly increased and enhanced access to resources, and in particular online resources, for all students. A central e-book policy is in place to address issues of access to resources across multiple sites and for off-campus learners. A staff training programme in relation to the use and promotion of the online learning resources has been rolled out during the first semester of 2017/18 so as to improve the perception and awareness of e-resources, improve reading lists and enhance the digital skills of teaching staff and thus reduce 'technical' barriers to e-resource use. Digital and Information Literacy Skills sessions are offered for students at all stages of their studies, from basic skills sessions for all new students during the extended induction period to dissertation support for final year students. As a result of student feedback, a central reading list policy was approved during 2016/17 to enhance

module reading lists. This has encouraged academic staff to think more holistically about reading lists; there has also been more engagement between library and academic staff. Moreover, the analysis of NSS 2017 student qualitative comments supports the positive impact that this policy has made in relation to access to resources. The library has worked with academic staff since 2016/17 to develop four central referencing guides for students to enhance transparency in relation to referencing. These are being rolled out in 2017/18.

3.4 In 2016/17 central VLE good practice standards were agreed by all Faculties to ensure high quality course materials and parity for all students. Adherence to the agreed standards is audited. Personalised timetable and attendance apps were developed for London campus students as part of a pilot during 2016/17 to enhance student engagement with their studies. An internal survey showed that 79% of all students had used the attendance app and 63% the timetable app and that students very much welcomed this development. The apps will now be rolled out across the University in 2017/18.

Scholarship, research and professional practice (LE2)

3.5 In the Research Excellence Framework (REF) 2014 exercise, the University made submissions in six units of assessment; 47% of the research was judged to be of global or international significance (the equivalent figure for Lampeter and Swansea in 2008 was 26.5%). In relation to impact, 23% was judged to be outstanding and 36% very considerable in terms of its reach and significance. REF focused research is concentrated in targeted areas which align with priorities set by the Welsh and UK Governments and the Research Councils. The University focuses strategically on applied research and professional practice. There is a strong emphasis on the use of research and scholarship as a means to enhance curriculum design and delivery, strengthen student engagement, enrich the student experience, increase student opportunities and deliver graduate skills through direct links with industry and the latest practice. For example, an annual Swansea Animation Day conference is held to offer animation, games and visual effects students the opportunity to participate in talks and workshops from leading industry professionals.

3.6 In recognition of our core value of collaboration, 32 professors of practice have been appointed across the University since 2015/16. They are working with the University to bring their professional experience to benefit our students. For example, Karen McKinnon, Director and Curator at Artes Mundi, has assisted with the design of new provision in Art Gallery and Museum Studies and has been involved with focus group work with students. She has also given a number of talks to students since her appointment and internship opportunities at Artes Mundi have been created. The appointment of textile director Mark Eley of Eley Kishimoto as a professor of practice has led to the mentoring of a year group and a pop-up exhibition by 2nd year BA (Hons) Surface Pattern Design students. This will lead to a further, more formal exhibition and personal mentoring of the winners and runners-up. Collaboration with this professor of practice has also led to a further strengthening of enterprise within surface pattern programmes and community regeneration work funded by Swansea's City Council. Within the area of health and social care, Steve Moore, Chief Executive of Hywel Dda University Health Board, has been appointed as a professor of practice. He has facilitated workshops and work placements within Hywel Dda and been involved with the setting up of a health and well-being conference. Collaboration with professor of practice Wendy Dearing, the Head of Workforce and Organisational Development at the NHS Wales Informatics Service (NWIS), has led to the establishment of the Wales Institute of Digital Information (WIDI). As a result, part-time, HND and apprenticeship provision in the health informatics field has been increased, with work placement, internship and job opportunities created for Applied Computing students. The collaboration was shortlisted for two awards in the Insider Business and Education Partnerships Awards and shortlisted for most innovative contribution to Business-University Collaboration in the THE Awards 2017. The West Wales section of NWIS is now co-located within the University. Collaboration with Rhydian Harris, Head of Trial Safety for QinetiQ Group, has led to development of a suite of bespoke programmes for the defence industry. Currently work is being undertaken to develop higher and degree apprenticeships. Within Architecture, Chris Loyn has been appointed as professor of practice. In addition to guest lectures, this professor of practice has also given students formative feedback on their portfolios as part of critical review processes.

3.7 Encouraging student engagement with and involvement in research and scholarship is a key objective within the overall research agenda. The University annually publishes the Student Researcher Journal to promote student research and showcase the achievements of undergraduates. Six students sit on the Editorial Board and throughout the period of review students have attended the British Conference of Undergraduate Research and Posters in Parliament. A central UG research conference was held in 2015/16 and two are planned for 2017/18. A major independent research project is embedded within all First and Integrated Master's (IM) Degrees. Conferences are organised across the Faculties by students for students to encourage research, celebrate achievement and enable networking with employers. For example, within Education & Communities, final year students annually organise a one-day conference for all 400 students enrolled on teacher training programmes. Within Business & Management, such a conference is in place for all Level 4 students; in Architecture, Computing and Engineering a conference, which includes key local employers, is organised by all final year students for all students in the Faculty. Students in Art & Design organise an annual Copper Coast Film Festival which attracted 2,000 entries from across the world in 2017.

Personalised learning (LE3)

3.8 UWTSD prides itself on its small class sizes and personalised learning is available to all its students. The staff student ratio was 1:15.3 in 2016/17 and in the THESES 2017 UWTSD came 20th in the UK for tuition in small groups. In the Global International Student Barometer 2016 the University was ranked first out of 45 institutions for personal tutors. In the UKES 2017 all questions in the 'Interacting with Staff' section scored well above the UK average, with scores in relation to the 'discussion of academic performance' and/or 'feedback and working with teaching staff on activities other than course work' scoring respectively +12.7% and +12.5%. Such outcomes are the result of the supportive ethos embedded within the institution and the strong systems in place to foster each student as an individual. Personal and year tutors are in place across the University together with Faculty-level support liaison tutors to ensure close links between Student Services and the Faculties. All students are entitled to receive individual feedback on their formal assessments (see 2.15). Central attendance monitoring systems are in place across the institution to allow for the close monitoring of individual student engagement and enable early intervention in case of any issues. Study skills support is available to all students and includes dedicated online support for off-campus students. One-to-one support is also available from subject librarians and careers advisers.

3.9 As part of the development of an inclusive and supportive learning community, peer support is also offered. The Peer-Assisted Study Sessions (PASS) scheme has been in place since 2015/16 and is running across a wide range of disciplines. Seventy-three student PASS leaders have been trained since the introduction of PASS at the University. The PASS programme is especially useful to provide support for mature students returning to education. In addition, buddy schemes are in place in a number of disciplines (e.g. Teacher Training, Psychology, Business & Management) through academic societies and School structures.

3.10 With the second highest proportion of students in receipt of Disabled Student Allowances (DSA) funding in Wales, learning support structures are strong to provide personalised support to all students with a disability. UWTSD is an Accredited DSA Non Medical Helper Provider. Comprehensive screening and assessment processes are in place across the Group, at application, induction and later referral/self-referral stages. During the summer of 2016 the learning support function was strengthened through the creation of six senior Learning Support Coordinator positions. These new senior roles have allowed for the enhanced coordination of support to students, better sharing of best practice, greater support to specialist learning support staff and academics, and increased capacity to further the inclusive teaching agenda (see 1.5). For students with social and communication difficulties support groups are in place across all main campus sites; in 2016/17, 59 students attended these. Two internships are offered to students each year to assist the groups, with specific job related skills training and mentoring offered as part of the internship. The groups provide an important social function for members and focus on personal, academic and professional development. End-of-year surveys show the clear impact of the groups, particularly in terms of retention and attainment. Comprehensive

support packages are also in place for care leavers which include financial, personal and academic support to allow such students to fulfil their potential. Retention and progression rates are closely monitored and are strong.

3.11 Flexible delivery of programmes has continued to be extended to allow learners to access study opportunities in a manner that suits their lifestyle and commitments and to widen access to HE. Fast track two-year programmes have been developed (e.g. in Hotel Management and Performing Arts) and many programmes are delivered outside standard teaching hours, during the evening and weekend, outside the traditional academic year, and/or use compressed and blended teaching methods. As part of a strong outreach focus, a whole range of degrees are also available at locations outside our campuses to remove barriers to participation in HE and offer education where learners are based. Early Years, Social Justice and Inclusion, Work-based learning and Business & Management programmes are all offered on sites across Wales in order to reach communities not traditionally accessing HE. In addition, since the creation of the Group, there has been a systematic growth in CertHE awards. During the period of review, CertHEs to access STEM, Art & Design, and Humanities degree provision have been developed. Within Business & Management a CertHE in Skills for the Workplace and BA (Hons) Leadership and Management Skills for the Workplace have been developed, strongly focused on and built around work experience. As a result of these strategic initiatives, numbers enrolled on CertHE programmes have grown considerably, from 390 students enrolled on such awards in 2014/15 to 1133 in 2017/18, the majority of whom are from a BME background. As indicated by our split metrics, the continuation rate for FT Other UG is currently below benchmark performance. A range of additional support measures have been put in place by programme teams to enhance performance to above benchmark level. For example, in relation to the CertHE Skills for the Workplace these have included changes to the teaching structures, admission processes and financial support mechanisms. As a result of these changes, retention rates have improved significantly. Other examples of measures taken are: the use of an extended study skills module (Humanities), additional drop-in study skills and assignment writing support (CSG), and the development of a Maths Support Centre and Engineering Science Support Centre, each offering students an additional 2 hours of tuition support per week (Engineering).

3.12 A range of support measures is in place to ensure that WM students are supported appropriately. All WM students have access to a WM personal tutor and can access WM study skills sessions as well as WM specialist learning support. All students who attend WM classes are offered significant language support (see 1.6). All students who wish to submit assessments through the medium of Welsh are able to do so and appropriate support is in place to assist those students. In addition to the CCC scholarships (see 1.6), UWTSD also provides financial support in the form of scholarships to students who study through the medium of Welsh or bilingually (2016/17: £121,800). The wide range of support measures in place to provide WM students with individualised language support means that their attainment and progression rates are above the University average (taking 5-40 and >40 credits at each study level).

4. Student Outcomes and Learning Gain

Employment and Further Study (SO1)

4.1 In relation to employment and employability measures UWTSD does not currently meet all its TEF benchmarks. This is particularly the case in relation to highly skilled employment for full-time cohorts. However, as a result of a targeted strategic action plan, significant progress has already been made as is evidenced by the DLHE results for the 2015/16 leavers. In relation to employment measures a 3.5% improvement has been made since 2014/15, with the performance of the entire cohort standing at 95.6% for 2015/16, a performance well above the Welsh average of 94.9%. This resulted in a 55th position within the UK ranking (out of 155 institutions), up from a 135th position in 2014/15. The employment statistics for students on a First Degree rose from 89.6% to 94.1%. In relation to highly skilled employment for the whole cohort performance rose from 56.3% (2014/15) to 64.5% for 2015/16 leavers. For students leaving with a First Degree, a particular area of concern, an

improvement was made from 43.6% to 52.7% for 2015/16. Longitudinal data is used to assess the long-term impact of programmes. For example, a longitudinal study (covering an 8-year period) in relation to the Foundation Degree Inclusive Studies for Teaching Assistants clearly evidences the impact this programme has in terms of professionalising the role of teaching assistants and the continued professional development of its graduates. 89% of respondents continued to complete a BA, with 21.5% of these subsequently gaining a postgraduate qualification. The range of activities and initiatives outlined below shows the strategic focus on employment and employability to continue to enhance performance in this area.

4.2 The contextual maps show that the majority of UWTSD students come from the region in which the Group is based and subsequently stay within the region. A recent HEFCW study shows that graduates from Wales are on average the lowest paid in the UK, with only 67.6% of graduates earning over £21K three and a half years after leaving. The 2016 Gross Value Added (GVA) figures also show that Wales continues to have the lowest GVA figure within the UK, with West Wales and the Valleys performing lower than most other parts of Wales. Within this overall economic context, the Group takes its civic duty very seriously and makes a significant difference to the communities in which it is based. This is achieved in a number of ways: (a) the creation of a professionally focused curriculum through collaboration and partnership; (b) a strong focus on employability and employer and industry engagement throughout the curriculum; (c) the embedding of employability and enterprise skills within the overall student experience through a strong and coherent offer of additional opportunities. As evidenced by our split metrics, highly skilled employment issues affect the majority of full-time cohorts. We have therefore deliberately favoured an institution-wide strategic approach to enhance the performance of all disciplines and cohorts rather than approaches that focus only on enhancing the performance of individual cohorts. For example, in 2015/16, a suite of IM programmes was introduced across the institution to increase the numbers of students leaving with higher level skills. In 2015/16, 542 students were enrolled on IM programmes; 497 in 2016/17.

4.3 Key to achieving continued enhancement of performance is the close collaboration with local authorities, public bodies, Public Service Boards, skills boards, and regional employers to offer programmes that provide the specific skills needed by employers and develop a highly skilled population. As a result, a number of innovative initiatives have been developed which include co-ownership, co-creation and co-delivery of the curriculum as well as co-location of companies within UWTSD, thus allowing for a close integration of academic work with industry. For example, collaboration with Power & Water has led to the establishment of PURO, a company co-located within UWTSD and the development of an MEng in Applied Environmental Engineering (see also NWIS in 3.6). As part of this programme, students are required to work for a third-party company to solve real world problems, thus gaining key project and process management skills and gaining valuable insights to the commercial world and entrepreneurship. Another example of this is the new £6.5 million UWTSD and CITB Cymru Construction Wales Innovation Centre (CWIC), a unique all-Wales training centre with its hub forming part of the SA1 Swansea Waterfront Development. Since September 2016, bespoke and specialist training has been delivered to all sectors and levels within the Welsh construction industry and already over 1200 learners have been trained prior to the opening of the new campus. Furthermore, CSG has worked with CITB/CIOB to create a Higher Apprenticeship in Site Supervision where there is a significant skills shortage. A two-year BA (Hons) International Hotel Management has been developed in close partnership with Marriott Hotels & Resorts, which combines extensive vocational placement training with academic study on campus so as to ensure that students gain high level practical as well as theoretical skills. At CSG the Electrical/Electronic Engineering curriculum has been revalidated together with local manufacturing companies, including Gestamp, Schaeffler UK and Calsonic Kansei. That's TV is co-located within the Faculty of Art and Design and shares studio facilities with the University's Film and TV Production programmes. The Automotive & Transportation Design portfolio benefits from the close collaboration with industry partners for live design projects each year (e.g. Jaguar, Landrover, Aston Martin). UWTSD also acts as a catalyst to create higher skilled employment within the region. Canolfan S4C Yr Egin, for example, is a major creative and digital centre based on the Carmarthen campus which will open in September 2018. It will be home to S4C's main headquarters (the WM TV broadcaster) as well as a number of companies

and organisations working within the creative and digital industries, which will offer additional opportunities for students in the creative arts.

4.4 This focus on the upskilling of the workforce explains our strong commitment to lifelong learning and CPD. Work-based learning is a strength. Examples of this are the extensive work done by Engineering with Tata Steel, Aston Martin, Ford, The Royal Mint, the Ministry of Defence as well as 60 SMEs. Similarly, the Wales Institute for Work-based Learning (WIWBL) works in partnership with, for example, the NHS, Tata Steel, and a number of local Councils in relation to leadership and professional development. 217 social workers from 12 local authorities gained WIWBL's Grad Cert in Consolidation of Social Work Practice during the period of review. Moreover, since 2015/16, the European funded Growing Workforces through Learning and Development (GWLAD) project has engaged with 177 learners and 190 businesses, mainly regional SMEs from the health and social care sector.

4.5 Employability is embedded throughout the curriculum. All programmes are required at validation stage to indicate employer engagement and map transferable skills gained. A range of opportunities is offered to enable students to obtain professional and industry experience. All students throughout the institution are able to complete a work placement, work experience, internship, or live design/major project with industry as part of their studies. Many programmes also include a sandwich year. Every year, thousands of students benefit from these professional opportunities. Support is offered to students through a strong central placement framework and set of protocols. In addition, as appropriate, students are exposed to industry experience throughout their programmes, with practitioners visiting and acting as guest speakers, mentors, or reviewers of portfolios; students also work with external experts on field trips or site visits. Many teaching staff have close links with industry or are practising practitioners themselves. For example, the construction of the SA1 Swansea Waterfront Development and Canolfan S4C Yr Egin is providing building students with important onsite professional skills as well as job opportunities, apprenticeships and work placements. A range of design focused work for the SA1 Swansea Waterfront Development has been commissioned from Design and Applied Arts students. A number of HE programmes are being delivered in industry relevant settings. CSG's BA (Hons) Sports Coaching and Performance, for example, is delivered at the Parc Y Scarlets rugby stadium, supporting the rugby academy structure. Employer engagement also comes to the fore at the end of programmes. A number of Faculties hold end of year shows to showcase students' work to employers. The networking and interview opportunities offered by such events are invaluable for students. Students from other levels are invited to such events to raise their aspirations. Art & Design also offer a number of students the opportunity to exhibit at summer shows in London to provide further networking opportunities (e.g. New Designers). Similarly, an annual Teacher Recruitment Fair is in place for all teacher training students. Internships are on offer for students while they study (see 1.7) and upon graduation. Within Art & Design, for example, 10 internships are available across all programmes, offering graduates the opportunity to be employed as an Artist in Residence for a year, working closely with staff and students.

4.6 Ensuring that students gain more than a qualification is important for future employment. The number of programmes with PSRB accreditation has grown annually and currently 57 programmes are associated with professional accreditation. GCSE resit or improvement classes in Maths and English are offered across a number of sites by CSG staff. Within the Public Services portfolio volunteering with the police, fire or prison services has been embedded within the curriculum. As part of their volunteering students also receive vulnerability, conflict resolution, first aid, and patient handling training and can qualify for the Certificate of Knowledge of Policing (CKP). This innovative scheme has won the High Sherriff of West Glamorgan Volunteering Award 2015, the South Wales Police Extra Mile Award 2015, runners-up in the Lord Ferrers Award 2015 and the South Wales Police Partnership Award 2017. Similarly in Social Justice and Inclusion, volunteering is embedded within all its programmes, with many students gaining additional qualifications as a result of the training offered by the organisations and charities for which they work. Students within Sport Science can obtain a range of accredited awards (e.g. gym instructor's award, certificate in sports massage, first aid certificate, personal training and exercise referral). Volunteering is also embedded within the Applied Anthropology programme; often these placements are done through international development

agencies. In 2016/17 the overall bursaries and scholarship package was reviewed with the SU and a new £50k 'vocational course' bursary package has been created to support students in relation to additional skills development.

4.7 International opportunities further enrich the curriculum and fostering global citizenship is a strategic value. Semester-long study abroad opportunities are in place across the institution (e.g. Humanities, Performing Arts). During the period of review, there were 83 outgoing and 101 incoming students. Individualised support is in place for all exchange students as well as a central programme for all incoming students. In addition, short-term study abroad opportunities are embedded within modules across a number of disciplines, e.g. Early Years students are able to study in Sweden as part of a Forest School initiative. Within Tourism and Hospitality, approximately 20% of students each year undertake overseas summer placements or summer work experience. Short internships abroad are also offered. All second year students within Art & Design are able to gain 3-week internships as Artist in Residence abroad; six 3-month internships at H&M headquarters in Stockholm were available for Surface Pattern Design Students in 2017. Finally, Single Honours Chinese Studies students are able to spend a sandwich year abroad in China.

Employability and Transferable Skills (SO2)

4.8 As well as offering opportunities within and associated with the curriculum, UWTSD also offers a range of central initiatives to enhance the employment and employability of all its students. Its innovative Life Design programme, which has been showcased at HEA conferences, has been offered to all Level 4 students since 2015/16. In view of the widening participation focus of the University, the year-long programme of workshops is deliberately offered at Level 4 to raise confidence and aspiration and enable students to develop a strong CV and a portfolio of experiences and qualifications throughout their studies. Annually over 700 students engage with Life Design, with feedback questionnaires consistently indicating between 85-91% levels of satisfaction. Many report that the programme has given them an opportunity to reflect on their goals. The programme has been extended to CSG, with the first cohorts starting in 2017/18. In addition to this programme, a range of employment skills focused sessions are offered throughout all levels. For final year students a central Employability Boot Camp was piloted by the Careers Service during 2016/17. This initiative will be rolled out across the institution from 2017/18 and includes techniques to increase student confidence, the creation of professional image, CV workshops and networking. A website has been in place since 2015/16, bringing together employment and employability opportunities from across the University. This website gives students direct access to internship, work placement, part-time job and volunteering opportunities. It also contains links to career resource pages and information on all scholarships and bursaries, schemes such as Go Wales (see 4.12) and free employability training opportunities. In addition, the SU offers volunteering opportunities, through its structure, clubs and societies, and a range of projects (e.g. at sustainability focused events). The Careers Service works closely in partnership with the SU in planning and delivering a range of events including the Global Citizenship Fair, employability essentials sessions, and the Well-being Fair. Central internship funding of £150K annually has been in place throughout the period of review to offer students additional opportunities to gain work experience (e.g. 1.7, 3.10).

4.9 Developing graduates with strong entrepreneurial skills is another key objective for the University and enterprise skills are emphasised in the curriculum. In addition, the University carries out significant activity which is linked to the delivery of the Welsh Government Entrepreneurship Strategy. UWTSD targets are to engage annually with 3000 students, empower 300, and equip 30 businesses to start. These targets are comfortably achieved each year. Examples of central enterprise focused initiatives are Race to Market and Creative Bubble. Race to Market is an annual event, started in 2015, which focuses on supporting students to explore business ideas. Students are supported by mentors drawn from different sectors, including fashion, TV production and law and work with local businesses, with an emphasis on businesses developed by UWTSD's own graduates. Students are offered continued support after the event. Sixty-four students have taken part during the period of review. The Creative Bubble programme is a joint initiative with the Swansea Business Improvement District which aims to have a positive economic impact in Swansea, encourage entrepreneurial thinking and lead to

more start-ups. In 2016/17, 508 students managed their own enterprise activity in the shop run by Creative Bubble. The Life Design and Creative Bubble programmes contributed to the HEFCW 'Insight in Employability: How Welsh Universities Hone Graduate Skills' report, published in 2015. The institution takes part annually in the Global Entrepreneurship Week when numerous events are hosted across all sites, both centrally and in Faculties. In relation to business start-ups the University works closely together with stake holders such as the Welsh Government, Business in Focus, Indycube and Tech Hub to maximise resources and create a sustainable infrastructure. HESA data for 2016/17 shows that there were 51 graduate start-ups, 390 businesses that survived 3+ years, and 682 active businesses. In the 2017 THE Enterprise focused League Table, UWTSD came third in the UK for active graduate start-ups.

4.10 Enhancing the employment opportunities for students in a bilingual Wales is a priority for the University. In addition to the Welsh Language Skills Certificate (*Tystysgrif Sgiliau Iaith*) (see 1.6), two 5-credit modules are offered as additional provision, one to improve the Welsh language skills of Welsh speakers in the workplace, the other to enable complete beginners of Welsh to learn about bilingualism in the workplace and basic phrases. A total of 175 students have taken these modules between 2015 and 2017. A number of programmes, such as the BA (Hons) Education Studies, embed a module on bilingualism within the programme.

Positive Outcomes for all (SO3)

4.11 The University actively removes barriers to success, for example through dedicated support to students at greater risk of a negative employment outcome (see 4.12), its award of scholarships and bursaries, its Hardship Fund, its increased offer of flexible and fast track learning routes (see 3.11), and its strong emphasis on a personal learning experience (see 3.10 & 3.11). During 2016/17, 3087 bursaries and scholarships were allocated, with a total worth of £1,210,590. At CSG, 194 bursaries were awarded with a financial value of £73,500. The Hardship Fund of £200K annually supports students in financial crisis. Evidence shows that the financial support provided has aided retention where students were at risk of withdrawing from their studies.

4.12 Since April 2016, UWTSD has taken part in the new EU/HEFCW funded GO Wales programme 'Achieve through Work Experience'. The aim of the project is to reduce the number of students who are at risk of NEET (Not in Employment, Education or Training) on leaving university. The programme works with full-time UG students aged 18 to 24 years who meet the specified criteria. It includes students with a disability, those with caring responsibilities, BME students, care leavers, and students from low participation backgrounds. So far, 42 students have been accepted on the programme, with 23 students undertaking work experience. Students take the programme alongside their studies and are eligible to be engaged on it until they graduate. The engagement with students through this programme is normally long-term in order to address the complex range of issues presented. Employability assessment progress reviews are completed for each participant throughout the duration of the programme to measure the impact of the programme. Scores show clear improvements across all areas assessed.

5. Summary

5.1 UWTSD's mission is 'transforming education, transforming lives'. This TEF submission demonstrates the success of the systemic, innovative and distinctive structures and teaching and learning models developed by the UWTSD Group, achieved by consistently working across boundaries, those between FE and HE and between education provider and industry. Partnership and collaboration have been key to achieve this. The same two values characterise the strong engagement with students. Working closely with each student, the emphasis is above all on a supportive and personalised learning experience to ensure that each student is given the opportunity to fulfil their potential and in turn transform the communities in which they live and work.