



Gateway Quality Review: Wales is designed to:

- ensure that the student interest is protected
- provide expert advice to ensure that the reputation of the UK higher education system is protected, including the protection of degree standards
- identify development areas that will help a provider to progress through a developmental period and be considered 'established'.

Each review considers a provider's arrangements against relevant aspects of the baseline regulatory requirements, and, in particular:

- the reliability of degree standards and their reasonable comparability with standards set and achieved by other providers
- the quality of the student academic experience, including student outcomes where the provider has a track record of delivery of higher education.

As a result of the COVID-19 pandemic, the review was conducted online and included





External examiner reports also affirm that academic support for students enable them to achieve.

9 The College works in partnership with an extensive range of employers either through conventional higher national programmes delivered in conjunction with the relevant university awarding body or those that form part of work-based learning where the provider is directly responsible to Pearson. Appropriate arrangements to secure the standards of awards are governed by university regulatory and procedural frameworks that are being effectively applied in practice or form part of the College's work-based learning framework where ultimate responsibility for standards resides with Pearson.

10 The College follows the assessment policies and processes of its awarding bodies and organisation, each of which have detailed requirements governing second marking,

16 The College places significant reliance on the policy and procedural frameworks of its awarding bodies to effectively discharge its responsibilities in maintaining academic standards. This is supplemented by effective management and deliberative academic governance processes to monitor academic progression and completion, respond to external expertise and operational practice including initiating changes to its own processes and practice. There are also clear and well-established mechanisms to alert and resolve issues including those relating to academic standards through the Curriculum and Quality Committee, the Curriculum Review Board, and Quality Improvement Boards. The College routinely considers and receives cohort, progression and completion data through its deliberative committees, management structures and cyclical quality assurance activities including, for comparative purposes, across cohorts and locations.

17 The College demonstrated consistent application of the detailed quality assurance and academic regulatory requirements with regard to maintaining academic standards including those of its awarding bodies and organisation.

18 The team examined the self-evaluation document, student submission and documentary evidence provided by the College. The team also met with students, senior staff, academic and support staff, and representatives of the awarding bodies. As a result of this, the team came to the judgement below.

19 The review team concludes that there can be that academic standards are reliable, meet UK requirements, and are reasonably comparable.

20 The College delivers programmes awarded and franchised by two universities - the University of South Wales (USW) and Cardiff Metropolitan University (CMU) - and higher national programmes awarded by Pearson. The College is responsible for marketing and recruitment for Pearson programmes and those franchised by f .uhw (-)Ttes : (on)10.6 A.65c (ed by)8.9 e C







which is confirmed by external examiners. The student academic experience is checked at validation and closely monitored through annual review processes required by the universities and Pearson. The review team concludes that courses delivered by the College are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

38 The College has a strategic commitment to inclusivity and its approach to higher education delivery is underpinned by strong support arrangements for students, many of whom come from non-traditional backgrounds and/or are in full-time or part-time work. Students with additional needs are supported in the admissions process and through a reasonable adjustment and special considerations policy and procedure. Students have access to assigned personal tutors, a student wellbeing team, skills coaches, and careers

43 The College's Governing Body is the ultimate body responsible for academic and quality-related matters. Key documentation from the Governing Body including, for example, the Governors' Handbook, demonstrate a strategic commitment from the College to developing the Welsh medium/language. Meetings with senior staff during the review visit confirmed the College's desire to promote the Welsh language both internally but also within the local area.

44 Bridgend College currently employs 771 members of staff - 285 of these are teaching staff, with 86 delivering on higher education programmes. Among teaching staff, 31 or 10.8% indicate they have advanced or fluent skills in Welsh. Data from enrolment from 2020-21 indicates that 5.6% of the higher education students consider themselves to be fluent in Welsh. The College's population of Welsh speakers is broadly comparable to the area in which the College is found.

45 The College has been compliant with the Welsh Language Standards since April 2018. The College maintains oversight of its responsibilities with respect to the Welsh Language Standards via four key groups, these include: the Welsh Language Steering Group (WLSG), the Curriculum Delivery Team (CDT), the College Operational Group (COG), and the Welsh Team. In accordance with the requirements of the Welsh Language Commissioner, the College produces and publishes an annual report, which outlines its adherence to each of the Welsh Language Standards. This report leads to the development

