

TEACHING & LEARNING

review

INDEPENDENT
QUALITY REVIEW
COMMENDS
GLAMORGAN'S
TEACHING
STANDARDS

University of Glamorgan
Prifysgol Morgannwg



INTRODUCTION



Providing higher education awards and qualifications of an acceptable quality and appropriate academic standard is the prerequisite for any university. The University of Glamorgan takes very seriously its responsibility as a provider of higher education in Wales and the UK and, to this end, we have ensured that our

awards and qualifications are of the highest quality and academic standard. It is our firm belief that students deserve to be taught by scholars at the forefront of their academic discipline and pedagogy and that employers are confident that our graduates are furnished with the knowledge and attributes to achieve their full potential in an increasingly challenging world of work. In this context, we were therefore very pleased that the recent institutional review undertaken by the Quality Assurance Agency (QAA) placed great confidence in our work. Within this publication, we aim to provide an overview of how we have developed a quality learning environment at Glamorgan.

A modern university is a complex organisation that must provide high quality learning environments appropriate for the needs of its subjects, its students and potential employers. Whilst the involvement of employers is absolutely key to delivering subject and skills relevance, quality is primarily delivered by our academic and support staff. I would therefore like to take this opportunity to thank them for their superb contribution. In addition, I would like to thank the Students' Union, Student Voice and Course Representatives for their key role in the institutional review and their invaluable feedback on the learning experience at Glamorgan.

We will, however, not rest on our laurels. In order to sustain first class learning environments responsive to ever inquisitive students, technological advances and changing labour market demands, Glamorgan will look for greater scholarship, commitment and support for students from our staff. This will be, as ever, a challenging agenda for the University, but one that we will embrace to ensure Glamorgan graduates continue to be sought after by employers eager to acquire their skills and determination to succeed in their chosen vocation. This continuing focus on enquiry-led learning environments will ensure that Glamorgan is a university fit for the 21st century.

I hope you find this publication informative and interesting and that it provides a valuable insight into the operation of a modern UK university. Any comments that you have will be welcomingly received.

Professor David Halton
Vice-Chancellor

INDEPENDENT REVIEW OF GLAMORGAN TEACHING

Like all public sector organisations, a university has to demonstrate that its services give good value in return for the funding it receives. As a result, every university is subject to a regular institutional review which audits its teaching quality and academic standards – the institutional review is the higher education equivalent of the Estyn (Ofsted) audit that takes place in schools. It is carried out by the Quality Assurance Agency (QAA), an independent body financed by the Higher Education Funding Councils and the UK's universities themselves.



Julie Lydon,
Pro Vice-Chancellor
(Academic Development)

► Glamorgan's institutional review took place at the end of 2008. Julie Lydon, Pro Vice-Chancellor (Academic Development), was in charge of the University's preparations for the review and is thrilled with the feedback she received from the inspectors.

In fact, she confidently states that the outcome of Glamorgan's institutional review is one of the best in Wales. And, having been both an inspector herself and led equivalent reviews in other universities, she speaks from experience.

So what does an institutional review cover and what does it mean for students? The inspectors look into all areas of teaching, whether that teaching is delivered at the university itself, in a partner college or in the workplace – nursing students, for example, undertake half of their course in a clinical setting such as a hospital. "The institutional review is a kitemark for our services," explains Julie.

QAA COMMENDS UNIVERSITY'S STANDARDS

"It gives confidence to potential students, their parents and employers that what we do is fit for purpose."

In its report, the QAA commended the University for demonstrating a strong commitment to supporting and enhancing the student experience. The inspectors highlighted the opportunities that students have to get involved in all aspects of life at university, in particular via the student representative schemes. They also praised the way Glamorgan develops its staff and ensures that academic standards are maintained by its partners – 15% of Glamorgan's students are taught in

colleges in Wales and the rest of the UK, and at international locations.

Why does Julie think Glamorgan did so well in this review? "That's an easy question to answer," she says. "We did well because everyone here cares about students. This caring ethos is a fundamental part of what makes Glamorgan special and it runs through all we do – from the moment students arrive, to the teaching they receive and to the catering and accommodation we offer. We are committed to the delivery of a first-class learning environment here and the inspectors recognised this commitment and reflected it in their findings."

"The University has shown a capacity to plan and implement enhancement at institutional and faculty levels. This, supported by a continued willingness to listen to its students, establishes a strong basis for future developments."

QAA review report

REVIEW HIGHLIGHTS

The QAA's report commends the following four areas of good practice at Glamorgan:

- the clear alignment of the processes around staff appointment, support and development with the University's strategic aims
- the strong commitment to a range of services to support and enhance the student experience
- the strengthening of student representation, notably through the roles of the Student Representatives' Coordinator and Student Voice Representatives
- the mechanisms in place to maintain the academic standards of awards across partnership institutions



PROMOTING GOOD PRACTICE



When students embark on a University of Glamorgan programme of study, they rightly expect top quality standards of teaching and assessment. And that's where the Centre for Excellence in Learning and Teaching (CELT) comes in.

► CELT supports academic staff across the Glamorgan Group and at the University's partner colleges. Professor Norah Jones, who leads the Centre, explains, "We help staff to help students by encouraging them to be innovative in their teaching and learning, and assessment."

CELT offers an impressive range of services to help enhance the learning and teaching experience academic staff deliver to their students. "CELT promotes good practice in learning and teaching in many different ways," says Norah. "We offer an extensive programme of staff development workshops, seminars and advice sessions on a range of academic topics and we provide grants to staff who want

to pursue innovative methods of teaching and assessment. The Centre undertakes research into education and we recently launched the *Journal of Applied Research in Higher Education*. We also work with administrative staff to help them support academic colleagues."

CELT received praise from the Quality Assurance Agency (QAA) institutional review team. Norah is delighted with the review's positive comments about CELT's role in staff development. She considers that this praise is partly due to the topical seminars which are delivered by staff from CELT and the University and by external speakers who are all experts in their field. These seminars are in demand with around 70% of the

University's lecturers attending at least one event last year.

CELT also plays a vital role in student feedback by managing the input from Glamorgan students to the annual National Student Survey. This major piece of research lets final year students have their say about what they liked and didn't like about their learning experience in higher education. The results are published on www.unistats.com to help prospective students and their advisors make informed decisions about where and what to study. Universities also use the results to enhance the student learning experience for future generations.

Celebrating the success and achievements of academic staff

is an important part of CELT's work. Open to Glamorgan Group staff and those teaching on the University's programmes at partner colleges, the 'Excellence in Learning, Teaching and Assessment Awards' were launched in 2008. The range of work and the variety of projects entered into the awards demonstrated excellent innovations in learning, teaching and assessment. Glamorgan staff have also been nominated for the Innovative Teacher of the Year category, in the prestigious *Times Higher Education Awards 2009*. This new award seeks to reward the academic whose imagination and passion have transformed a course and inspired students, which is exactly what staff at Glamorgan continually strive to do.

IN LEARNING AND TEACHING



“... (we) heard very positive comments in meetings with staff of the work of CELT in relation to the delivery of internal staff development.”

QAA review report

CK Tan

Senior Lecturer in the Department of Engineering

What is your role at the University?

My role includes a number of different activities such as teaching and facilitating students' learning, carrying out research and administrative duties within the department.

Which of CELT's services have you used?

I have benefited from one-to-one support about technology enhanced learning and teaching and how to use the various systems available at the University in my teaching.

How has working with CELT benefited your students?

I am currently developing multimedia learning materials to enhance my students' learning experience. These versatile tools provide students with a highly interactive, self-paced learning environment to explore, experiment, and repeatedly apply concepts they have learnt to unlimited model situations. Students see it as self-teaching through self-discovery, which is a rewarding experience for them.

Sum up the difference CELT has made to your University career.

Working with CELT has helped me to embrace new ideas and practices to enhance my students' learning experience. It has also helped me to explore ways to grow as a teacher.



Liz Parkes

Senior Lecturer - Marketing

What is your role at the University?

I am based in the Glamorgan Business School and I am both a Senior Lecturer in Marketing and the Award Leader of the University's Executive MBA.

Which of CELT's services have you used?

I have attended training sessions about online assessment and about the Turnitin system, which allows students to submit their assignments online.

How has working with CELT benefited your students?

My students have been able to complete assessments online and submit them from locations off-campus. In addition, when students submit their work via the Turnitin system, it generates an originality report for their work. This function helps students understand what constitutes plagiarism and promotes enhanced learning and the betterment of marks.

Sum up the difference CELT has made to your University career.

CELT has enhanced my ability to use technology in teaching and learning. It has also allowed me to promote the use of such technology to my colleagues, and encourage the adoption of best practice.



WORKING WITH THE BEST

“The team considered the clear alignment of the processes around staff appointment, support and development with the University’s strategic aims to be a feature of good practice.”

QAA review team



Lyn Daunton, Head of Division (Organisational Behaviour and HRM), (left) and Lucie Thomas, Organisational Development Manager, at a University leadership and management skills training course.

As a long-standing holder of the Investors in People standard, the University takes great pride in ensuring a range of practices are in place to gain optimum effectiveness and performance from its staff.

► Glamorgan’s staff practices are regarded as the best in the higher education sector by its peers. They also received praise from the Quality Assurance Agency (QAA) inspectors who reported that they saw considerable evidence of the systematic approach at Glamorgan in terms of staff support and professional development.

At recruitment stage, the University ensures that it has the best chance of attracting prospective candidates. In addition to the standard details, the job description includes information about the type of person Glamorgan seeks to appoint. Where appropriate, details of University schemes such as the Glamorgan Academic and the Leadership and Management Attributes are also promoted. All University staff who interview applicants receive training and support from the Human Resources department.

The University’s staff development portfolio is extensive. There is significant investment in staff induction – at corporate and faculty/departmental levels – ranging from mandatory compliance workshops through to detailed interest sessions. The postgraduate Certificate in Learning and Teaching has been made a mandatory element of probationary service for academic staff, reflecting the high standards set for academic delivery.

The Centre for Excellence in Learning and Teaching (CELT) concentrates on academic development and has proved a popular and effective provider of development opportunities (see page 4 for more details of CELT’s work). Working closely with CELT, the Staff Development Unit coordinates the planning and evaluation of all development activities. This unit also provides personal skills development, and has a coordinating role in health and safety training, IT training and the opportunities provided by the Research Office.

The Human Resources department takes the lead on all leadership and management development activity. Initiatives such as the Glamorgan Academic, with its supportive development framework, set the University apart from its competitors and contribute to the quality of teaching delivered to students. The QAA review team confirmed that the Glamorgan Academic and Glamorgan Manager initiatives directly support the achievement of the University’s strategic priorities. Human Resources also deliver Glamorgan’s own in-house programme (to ILM Level 5 standard), bi-annual conferences for academic leaders and regular informal Management Networks.

Before the institutional review, Glamorgan stated that its strong commitment to staff development has helped develop a culture committed to high quality student-centred learning. In the light of the evidence which it saw and heard, the QAA review team concluded that this was substantially so.

PUTTING STUDENTS' NEEDS FIRST

The University's strong commitment to support and enhance the student experience was highlighted as a feature of good practice by the Quality Assurance Agency (QAA) institutional review team. Their report stated, "the University was providing an extensive and effective range of academic and personal support services that were underpinning its strategic aims."

► A range of welfare services, providing information, advice and support to students on matters which are not necessarily related to their studies is offered by the University's Student Services. Specialist staff in this department

offer Careers, Counselling, Health, Money and Disability Services. As well as the praise received in the QAA review, the University's Student Services has achieved the Matrix Accreditation for Quality – Glamorgan is the first higher education institution in Wales to receive this award for the whole of its student services provision.

In addition to the support provided by the central Student Services department, each of the University's five faculties has its own Faculty Advice Shop, where students can obtain confidential and impartial guidance and advice relating to their studies. These provide a vital first port of call for students who may be unsure where to turn with their academic concerns. The advice shops work closely with tutors and with

"...(the Faculty Advice Shops) provide a further example of the University's strong commitment to a range of services to support and enhance the student experience."

QAA review report

central support services in order to ensure students receive the appropriate support.

Glamorgan students and graduates frequently comment on the value and high standard of the academic and personal support they receive at the University. It is fair to say that providing students with first-class support throughout their studies is central to what makes the Glamorgan experience special.



Faculty Advice Shop

USING TECHNOLOGY TO UNDERPIN LEARNING, TEACHING AND ASSESSMENT

The University of Glamorgan has been at the forefront of developments in using technology to support and underpin learning, teaching and assessment in higher education for many years. The University's strategic vision acknowledges the importance of technology-enhanced learning and cutting-edge facilities to the delivery of a first-class learning environment for students.

► This strategic vision has become a reality with the use of a range of technologies which enhance the quality of the learning experience through the use of technology. Haydn Blackey, Head of Innovations in Learning and Teaching, says, "We recently carried out an exercise to compare Glamorgan's provision of technology enhanced learning to that of other higher education institutions. This exercise demonstrated that technology is an integral part of life at Glamorgan and that it makes a vital addition to the quality of the student learning experience. Glamorgan is now rightly

recognised as a leader in the use of technology-enhanced learning."

The learning objects created and used at Glamorgan have won prizes for their design and effectiveness in enhancing the student experience. Haydn adds, "Glamorgan won the 2009 Award for Excellence from the Universities and Colleges Information Systems Association for GlamStart, our interactive web-based induction programme to help new students prepare for university life. Last year, Glamorgan won the silver prize in the Association of Learning Technology Learning Objects competition for our

Alien Worlds object which explains the structure of the sun."

The vast majority of modules taught at Glamorgan have content online and all modules are now evaluated online. Support for study skills and personal development planning and student portfolios are also available online, as are reading lists. Haydn concludes, "Glamorgan sees the use of technology in learning as a key factor in the development of effective learning and teaching for our staff and students. Technology has become a normal part of the learning experience."

Examples of technology used in learning at Glamorgan:

- Computer-aided assessment
- Online discussion forums
- Blogs
- Voice-over MS PowerPoint
- Interactive learning objects (created via MS Producer, Excel and Word)
- Multimedia objects
- Audio and visual resources
- Hand-held electronic voting tools
- Innovative simulations, for example, 'Virtual Wards' for nurse training

COURSES TO MAKE YOUR CV STAND OUT FROM THE CROWD

With more and more students entering higher education, applicants are looking for courses that will differentiate them in an increasingly competitive job market. An undergraduate or masters level course that is accredited by an industry body can give students the head start they are looking for when it comes to seeking employment.

► Glamorgan is the first university in the UK to pilot a groundbreaking Graduate Member Scheme on behalf of the Institute of Leadership and Management (ILM). This scheme is open to all students at the University and provides them with free membership of the ILM for the duration of their studies.

In addition, a large number of courses at the University have received industry level accreditation by professional bodies and the University delivers courses on behalf of many of these bodies. This means that students are often exempt from further professional examinations which they may have been required to undertake on graduating.

This article gives a snapshot of just some of Glamorgan's accredited courses across its five faculties.

Cardiff School of Creative & Cultural Industries

Glamorgan's journalism degree course, taught at the ATRium campus in Cardiff, has recently been awarded full accreditation from the Broadcast Journalism Training Council (BJTC). The BJTC represents all major radio, television and online news providers and offers a forum for debate between the industry and universities. The accreditation brings with it a number of key advantages for students such as placements, bursaries and prizes. The faculty has also been identified as a Centre of Excellence by Skillset, the film industry's training body, and is a lead partner in the Skillset Screen Academy Wales.

Glamorgan Business School

The Centre for Professional Studies provides a wide portfolio of Business professional postgraduate programmes which are accredited at high levels by the respective professional bodies. It holds the award of Centre of Excellence status from the Chartered Institute of Purchasing & Supply and is a 'Gold' tuition provider for the Association of Chartered Certified Accountants. Successful completion of logistics, transport, purchasing and supply chain courses at postgraduate level at Glamorgan grant the graduate full professional body membership.

Faculty of Humanities and Social Sciences

The faculty's Psychology courses are recognised by the British Psychological Society for the Graduate Basis for Registration, which is an essential step to becoming a Chartered Psychologist. Students and graduates of the Criminology and Criminal Justice course are eligible for membership of the British Society of Criminology, a society which aims to further the interests of people working in criminology in the UK. The faculty is also home to the Glamorgan Law School which is the only place in Wales to offer a part-time route for the well-known professional qualification, the Legal Practice Course. This course is accredited by the Solicitors Regulation Authority.

Faculty of Health, Sport and Science

Glamorgan was the first university in Wales to gain professional accreditation for its Forensic Science courses from the Forensic Science Society. The BSc (Hons) Forensic Science, BSc (Hons) Forensic Chemistry and BSc (Hons) Forensic Biology awards are all accredited by this prestigious body. Forensic Science and Forensic Chemistry have also received recognition from the Royal Society of Chemistry. The University has state-of-the-art forensic labs for students to work in and has transformed a house on campus to contain various realistic crime scenes.

Faculty of Advanced Technology

The faculty boasts a wealth of taught courses which are accredited by professional bodies, guaranteeing that graduates gain the skills that employers and professionals demand. These include the Royal Institution of Chartered Surveyors, the Institute of Engineering and Technology, the Institute of Mathematics and its Applications, and the British Computer Society. Surveying courses lead to full exemption from all written examinations of the Chartered Institute of Building and the Association of Building Engineers.

MAKING THE STUDENT VOICE A PRIORITY

Effective communication between students and their academic faculties is at the heart of developing the student experience at Glamorgan. The Quality Assurance Agency (QAA) institutional review team's report recognised this commitment and said, "Improvement of the student experience is given first place among the University's strategic priorities."

► The Student Voice Representatives (SVRs) initiative is an innovative scheme introduced by the University in the 2008/09 academic year to develop channels of communication with the student body. The SVR scheme allows students to take issues forward to a senior level at forums such as Faculty Boards and University policy-making committees. It operates in partnership with the Students' Union and a new Union post has been established to act as Course Representatives' Coordinator. Financial reward for students taking on representational roles remains rare in the UK higher education sector, but Glamorgan's SVR scheme is one of the few that enters its role-holders into a modest scholarship programme.

The SVR scheme builds on a long established successful system of Course Representatives at Glamorgan. This has already had a great impact in transforming student engagement and contributions at both faculty and University level. The benefits are

twofold; students comment that their overall experience has been enhanced, and staff welcome the input from students and their improved relationships with senior management.

Denize McIntyre of the University's Directorate Office, who co-manages the SVR scheme with the Students' Union, said, "Many of the SVRs comment that they have experienced an increase in their personal skills development. Some report that their confidence levels are raised, particularly around organisational and communication skills. Others have commented positively on the way in which the role has given them a valuable insight into the way in which the University works – it gives them the ability to see wider issues than those of immediate impact on students."

Daniel Wheatley, 21, is a Student Voice Representative at the Cardiff School of Creative & Cultural Industries, based at the University's ATRIUM campus in Cardiff city centre.

Here he explains his role:

"Being a Student Voice Representative involves going out and speaking to students, acting almost like a bridge between students, the Students' Union and the University. When an issue is raised by a student or a group of students, and appears to be a major concern, it is useful that the SVRs are able to voice the issue.

My role also involves helping students, whether it be with course problems, issues in halls of residence, or just general comments that a student might like to have voiced to the University.

Being an SVR has given me a chance to get to know University staff and has helped me to work with them to achieve both a valuable and enjoyable study experience at the ATRIUM. Not only have I been able to meet members of staff, but through meetings and social events I have been able to get to know other students from various disciplines at the University. It has shown me how the University takes the thoughts of

students into consideration, and tries to help students wherever possible.

The scheme has benefited me as an individual because I feel that my communication skills have improved and it has been good practice to work as part of a team with other SVRs to make change happen at the University. As part of the role, I have had to attend multiple meetings throughout the year which has meant that I have developed excellent time keeping and organisational skills.

I would recommend to any student who has strong opinions about the university experience to become part of the SVR team! It is an ideal role for anyone who is enthusiastic and eager to hear what others have to say, and feel that they have the confidence and skill to speak to University staff in a professional and concise manner."

"The developments to strengthen student representation, notably through the roles of Student Representatives' Coordinator and Student Voice Representatives, is a feature of good practice."

QAA review report



Daniel Wheatley,
Student Voice Representative

INVESTING IN STU

In the period to September 2011, Glamorgan is investing over £140m in its facilities and campuses. This exciting programme of developments will see a radical change in student facilities across the University to ensure students get the best possible learning experience.

Artist's impression of new facilities at the Glyntaff campus



► The latest developments include a major £10m expansion for health, science and sport students at the Glyntaff campus; world-class sports facilities at the Tyn-y-Wern playing fields; new halls of residence; and an iconic new Students' Union building at the Treforest campus. This is in addition to a new home for the Law School in a Grade II listed building and the vibrant £35m ATRiuM campus which opened in the heart of Cardiff in 2007.

STUDENTS' UNION, TREFOREST CAMPUS

What's going on?

The £5m Students' Union development will offer state-of-the-art, modern, glass-fronted facilities to service the requirements of students in the 21st century. Enjoying magnificent panoramic views across the valley, the main, non-licensed areas include a social study lounge with internet access, a 30-terminal computer suite, Wi-Fi, soft-furnished lounge area and games area with pool tables. Refreshments will be offered by a coffee shop and separate bar with sun terrace. Downstairs is a 800-capacity nightclub area offering adaptable space to host a range of events and live music performances. The building also provides office space for Union staff.

The new development will replace the existing Students' Union building and, during the demolition and construction phases, temporary alternative facilities will be provided for the Students' Union.

Summary of project duration
June 2009 – August 2010 (ready for opening in September 2010).

HALLS OF RESIDENCE, TREFOREST CAMPUS

What's going on?

The older traditional halls of residence on the Treforest campus are coming to the end of their serviceable life. The University plans to demolish them and replace them with modern, single berth en-suite accommodation. There is also potential to provide additional student accommodation as new build elsewhere on Treforest campus and this is currently under active consideration.

Summary of project duration
Demolition is due to take place in May 2010 – June 2010, with the new halls ready for occupation from September 2011.

AEROSPACE CENTRE, TREFOREST CAMPUS

What's going on?

An exciting new training facility will be constructed as an extension to the Faculty of Advanced Technology's building. The centre will incorporate a real aircraft which will be used as an integral part of the faculty's aircraft maintenance courses.

Summary of project duration
July 2009 – November 2009.



Artist's impression of Students' Union

DENT FACILITIES

Ty Crawshay, home to the Law School's new facilities



SPORTS FACILITIES, TYN-Y-WERN

What's going on?

To support the provision of sports science courses, a £3.7m state-of-the-art training facility will be constructed alongside the University's playing fields at Tyn-y-wern. Ground-floor facilities will include a national-standard, six badminton court sports hall featuring sprung floor, and lounge and changing facilities. The first floor will accommodate a strength and conditioning room, laboratory testing facilities, IT rooms, teaching and training rooms, and viewing galleries. The standard of the facilities will allow county and national level sports events to be held here.

Summary of project duration
September 2009 – September 2010.

STUDENTS' UNION, ATRiuM

What's going on?

A new development is underway which will offer Students' Union facilities to students based at ATRiuM in Cardiff. The new building will be constructed at the rear of the ATRiuM. It will house a range of facilities including bar, cafe, social space and support facilities in purpose-built, modular buildings.

Summary of project duration
March 2009 – July 2009.

SCIENCE DEVELOPMENT, GLYNTAFF CAMPUS

What's going on?

The Glyntaff campus already houses students studying Nursing, Midwifery, Medical Science and Social Work courses. In 2007, the University acquired a former grammar school building adjacent to the campus and extensive refurbishment and construction work is now underway to offer exciting new facilities for Science and Sport students.

The grammar school building will house sports science and physiology labs, computer labs and lecture theatres. A new extension housing social spaces and forensic labs for the police training courses is being added. In phase two of the development at Glyntaff, an additional wing, made of a glass and steel frame construction, will be constructed containing science facilities and research labs.

Summary of project duration
September 2008 – September 2009.

“(we) concluded that the University is strongly committed to investment in physical and virtual learning resources to enhance the quality of the student experience.”

QAA review report

YOU DON'T HAVE TO

Glamorgan has a network of links to help students benefit from a university education on their doorstep. Thanks to partnership agreements developed with further education colleges throughout Wales and further afield, students can undertake a University of Glamorgan course at their local college.

▶ Studying at a partner college is a win-win opportunity for students – they benefit from being a University of Glamorgan student and gain a university qualification, whilst studying at a location that is convenient for them.

The close proximity of higher education programmes has benefited local communities and industries, and has developed the potential of learners from areas where applications for and uptake of places in higher education has traditionally been low. By working with further education partners, the University has made higher education accessible to students in many localities; around 3,000 students currently follow Glamorgan programmes at colleges across Wales.

Three colleges with a long-term working relationship with the University have Accredited College status – Coleg Sir Gâr, Neath Port Talbot College and Pembrokeshire College. These colleges each have at least one Higher Education Unit which offers Honours and/or Masters level programmes, along with excellent opportunities for students to progress to Glamorgan's full range of awards.

In order to ensure that academic quality and standards are appropriate and robust at its partner institutions, the University applies the same quality assurance procedures to collaborative awards as to on-campus awards. In addition, staff at partner colleges have access to staff development activities, learning and teaching initiatives, marketing opportunities and specialist advice.

Glamorgan's arrangements with its partner colleges received praise from the Quality Assurance Agency institutional review team, whose report commended these arrangements as a feature of good practice.

“...the attention given to award standards in collaborative provision was considered a feature of good practice by the review team.”

QAA review report

PARTNER COLLEGES

Barry College
Blackburn College
Bridgend College
Coleg Glan Hafren

Coleg Gwent
Coleg Morgannwg
Coleg Powys
Coleg Sir Gâr

Neath Port Talbot College
Pembrokeshire College
Swansea College
Ystrad Mynach College



GO FAR TO GET ON



Glamorgan graduates at Pembrokeshire College

UNIVERSITY OF GLAMORGAN CAMPUSES

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