



**Annual report to the
Higher Education Funding Council for Wales and
Higher Education Wales**

2010-11

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Introduction

The Quality Assurance Agency for Higher Education (QAA) has agreed a service level agreement (SLA) with the Higher Education Funding Council for Wales (HEFCW) and Higher Education Wales (HEW) for the period 1 August 2009 until 31 July 2015. The SLA sets out the respective responsibilities of the three organisations and that they will work in partnership on matters of mutual interest. This report covers the period 1 August 2010 to 31 July 2011 and sets out how QAA has met its responsibilities.

The SLA specifies that QAA will provide a report to HEFCW and HEW at the end of each year for the period of the Agreement, and will include:

- a breakdown of expenditure against the headings of the payment schedule for Wales (see Appendix A)
- a report on the progress against the programme of services for 2010-11 (see Appendix B).

Review activity

Institutional review

1 In 2010-11, QAA conducted two Institutional reviews:

- University of Wales (October 2010)
- University of Wales, Newport (November 2010)

2 For an evaluation of the institutional review process for 2010-11 see paragraphs 44-46.

University of Wales

3 QAA conducted an Institutional review of the University of Wales in October 2010 (**see paragraphs 7-10**). Following completion of this review, allegations were made in a BBC Wales programme relating to the University's collaborative links with a number of overseas colleges. These links involve colleges delivering courses that lead to a University of Wales degree.

4 QAA immediately requested an explanation from the University of Wales into the allegations. While the University's response was being considered, QAA was contacted directly by a group of students from Turning Point Business School in Singapore about alleged failings in their University of Wales-validated courses. After an initial investigation by QAA it became clear that a full investigation under QAA's Concerns process was required. This was combined with an investigation into the earlier allegations made by the BBC (**see paragraphs 35-37**).

5 Between September 2010 and January 2011, QAA conducted an Audit of overseas provision in Singapore, looking at a sample of UK institutions' partnerships with colleges in Singapore. One of these was TCA College and its links with the University of Wales (**see paragraphs 22-25**).

6 QAA considered that the shortcomings identified are serious and need to be addressed as a matter of urgency. In order to ensure that the matters contained in the reports are addressed in an effective and timely manner, QAA is working closely with the University on its action plan, detailing actions completed and progress made, which will be monitored through regular meetings between the University and QAA officers.

Institutional review outcomes

Judgements

7 The review team's investigations led it to take the following view of the University of Wales:

- confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards
- confidence can be placed in the soundness of the institution's current and likely future management of the quality of the learning opportunities available to students.

Features of good practice

8 The review team noted the following features of good practice:

- reciprocal memberships of committees and working groups across the University and the Alliance institutions
- the common academic framework for postgraduate research provision
- the effective use of Joint Boards of Studies in collaborative centres.

Recommendations

Advisable actions

- 9 The review team advises the University of Wales to:
- make explicit in all service-level agreements the University's responsibility, as the awarding institution, for academic standards and the quality of learning opportunities
 - review award certificates for Accredited and Affiliated Institutions to provide unambiguous identification of the University as the awarding institution
 - expedite the development and introduction of the proposed common academic framework for taught programmes, taking full account of the *Code of practice*
 - strengthen the University's oversight of the quality of learning opportunities in Accredited and Affiliated Institutions, with particular reference to the reporting mechanisms for annual monitoring
 - establish arrangements for all students registered on taught programmes to make academic appeals to the University as the awarding institution
 - begin immediately a programme of reviews, using the new vetting process, of its existing Collaborative Centres
 - ensure that the recently introduced external examining arrangements for collaborative provision are implemented in a timely and effective way, and that the roles of overseas external examiners are clearly specified and understood
 - review the external examiner's report form to ensure that it explicitly identifies *The framework for higher education qualifications in England, Wales and Northern Ireland* and the *Credit and qualifications framework for Wales* as essential frames of reference.

Desirable actions

- 10 The review team would like to see the University:
- make external examiners' reports available systematically to student representatives
 - establish a minimum entitlement to support and development provision for staff in collaborative partner institutions
 - consider carefully the sustainability of the current resources for support of collaborative provision, in the light of future growth
 - take deliberate steps to ensure that collaborative centres are complying with the requirement to provide training for postgraduate research students, taking account of the *Code of practice, Section 1*.

For the full report see: www.qaa.ac.uk/InstitutionReports/Reports/Pages/Inst-review-University-of-Wales-11.aspx.

University of Wales, Newport

Judgements

- 11 The review team's investigations led it to take the following view of the University:
- confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards
 - confidence can be placed in the soundness of the institution's current and likely future management of the quality of the learning opportunities available to students.

Features of good practice

- 12 The review team noted the following features of good practice:
- the Centre for Excellence in Learning and Teaching's contribution to teaching and learning, which has a significant impact on the learning experience
 - the University's commitment to the Student Mentor system
 - the University's strategic approach to the development of research
 - the use of postgraduate research 'learning logs' to inform supervisory discussion and progression management.

Recommendations

Advisable actions

- 13 The review team advises the University to:
- consider whether the effectiveness of the deliberative processes, and therefore institutional oversight, are undermined by the nature and volume of business assigned to its committees
 - ensure that its published information reflects the particular characteristics of individual programme variants.

Desirable actions

- 14 The review team would like to see the University:
- clarify its expectations in relation to key roles performed by academic staff and students in the management of taught provision
 - ensure that its arrangements for the approval and assurance of articulation arrangements and standard accreditation are robust and fit for purpose
 - consider whether its monitoring arrangements are effective in identifying emerging issues and ensuring timely and appropriate action

For the full report see: www.qaa.ac.uk/InstitutionReports/Reports/Pages/inst-review-University-of-Wales-Newport-10.aspx.

A summary of Institutional review activity in Wales 2010-11 and 2011-12

Year of review	Institution	Activity/Visit Dates	Comments
2010-11	University of Wales	BV: September 2010 RV: October 2010	Outcome judgement: Confidence Report published: 21 June 2011
	University of Wales, Newport	BV: October 2010 RV: November 2010	Outcome judgement: Confidence Report published: 21 April 2011
2011-12	Aberystwyth University	Institutional briefing: 13 May 2011 BV: March 2012 RV: April 2012	Outcomes Report published:
	Bangor University	Institutional briefing: 13 May 2011 BV: March 2012 RV: May 2012	Outcomes Report published:
	UW Trinity St David	Institutional briefing: 13 May 2011 BV: April 2012 RV: June 2012	Outcomes Report published:

Consultation on revisions to the Institutional review handbook

15 In May 2011, HEFCW published its consultation on amendments to the Institutional review process.¹

16 Following the outcomes of the consultation, HEFCW will provide QAA with a specification of any revisions to the Institutional review handbook. In 2011-12, QAA will revise the handbook with a view to introducing the revised handbook for reviews in 2012-13.

Institutional briefing for institutions with reviews in 2011-12: May 2011

17 On 13 May 2011, QAA held an Institutional review briefing event at Aberystwyth University. QAA officers met with institutional and student representatives from Bangor University, Aberystwyth University and University of Wales, Trinity St David. Following a presentation on the review method, the institutional representatives moved into smaller discussion groups to discuss preparations for their respective reviews. The student representatives met to discuss preparation for Institutional review in a session facilitated by the QAA student engagement coordinator.

¹ www.hefcw.ac.uk/publications/circulars/circulars.aspx

Degree awarding powers and university title

18 In 2010-11, QAA Officers met and/or provided information to further education institutions on the process for gaining Foundation Degree awarding powers and research degree awarding powers.

19 Two further education colleges in Wales have expressed interest in Foundation Degree awarding powers. As a result, QAA officers met representatives from Coleg Llandrillo in December 2010 to discuss the institution's aspirations and plans, and in March 2011 QAA officers met a representative from Barry College.

20 Further to a meeting (in October 2009) between QAA's Head of Degree Awarding Powers/University Title and representatives from the University of Wales, Newport, the institution confirmed, in November 2010, its intention to apply for research degree-awarding powers in 2011-12. A meeting with Glyndŵr University to discuss research degree-awarding powers took place on 22 July 2011.

21 QAA worked with Welsh Government (WG) officers and with representatives of the Department for Business, Innovation and Skills (BIS) to produce the revised *Guidance and criteria for applicant further education colleges in England and Wales*. This was supplemented by a *Companion Guide for Foundation Degree-awarding powers* jointly prepared by QAA, WG and BIS officers. Both documents were published in October 2010. While the guidance and criteria for taught and/or research degree awarding powers and university title has also been subject to further development, this work has been superseded by the publication of the White Paper on Higher Education in England.

Audit of overseas provision

22 Some UK institutions offer their higher education programmes through partnership links with organisations abroad. Institutions are responsible for the academic standards of their awards, whether delivered inside or outside the UK. As part of its work, QAA reviews the partnership arrangements that UK higher education institutions have made with organisations in other countries to deliver UK programmes.

23 In 2010-11, QAA undertook an Audit of overseas provision in Singapore validated by the University of Wales. The findings of the link with TCA College, Singapore are outlined below.

24 In considering the partnership between the University of Wales and TCA College, the audit team identified the following positive feature:

- the comprehensiveness of the Validation Unit's Quality Handbook.

25 The audit team also identified the following points for consideration by the University as it develops its partnership arrangements:

- ensure that partners are briefed on the consequences of major strategic developments within the University
- ensure that responsible staff are in possession of the facts about the delivery of programmes in partner institutions
- ensure that the new requirements for due diligence are properly conducted at the vetting stage of partner approval, and reflected in reports that inform Taught Degree Board decisions

- include on validation panels specialists for disciplines relevant to all proposed programmes
- where there are prima facie reasons to believe that 'academic objectivity' may be compromised by programmes proposed for validation, ensure that validation panels and validation reports openly address them
- ensure that moderators have subject expertise relevant to the programmes for which they are responsible
- ensure that moderators' reports meet the University's intentions
- ensure that overseas-based external examiners are fully briefed on their responsibilities.

For the full report see: www.qaa.ac.uk/InstitutionReports/Reports/Pages/overseas-University-of-Wales-11.aspx.

Review of Foundation Degrees

26 The HEFCW circular W10/29HE, published in July 2010, announced the Council's intention to commission a developmental review of Foundation Degrees in order to inform the development of these 'new' qualifications and assess the quality of the funded provision in 2012-13.

27 In summer 2011, QAA started work on developing the review method based on HEFCW's requirements. The timeline for the key activities and milestones is set out below.

An indicative timeline for development of the developmental review of Foundations Degrees

Activity	Date
Development of FD Handbook	March 2011- Oct 2011
Informal consultation on Handbook	Nov-Dec 2011
Formal consultation on Handbook	February 2012
Response to Consultation	April 2012
Finalise Handbook	June 2012
Schedule reviews and inform colleges	May 2012
Publish Handbook	September 2012
Briefing event for HEI and partners (for example FEIs)	October 2012
Request HE data (student numbers, qualification aim, mode of attendance) to inform IU briefing notes	Nov/Dec 2012
First HEI to be reviewed submit SE, SWS and supporting documentation for review	Feb 2013
Initial meeting takes place (at each institution), led by CR	March/April 2013
FD review visits	May/June 2013
FD reports completed (assuming second visit not required)	Sep/Oct 2013

Higher education in further education

The review of directly-funded HE in FE

28 It was agreed at the joint SLA meeting on 3 March 2011 to postpone the HE in FE review until 2013-14 so that it follows on from the review of Foundation Degrees (see paragraphs 22-23).

HE in FE Network

29 A QAA officer attended the HE in FE Network meetings on 8 October 2010 and 18 February 2011. At the meeting in October, QAA provided an update on the review of directly-funded HE in FE and answered questions.

Scholarly activity in HE in FE

30 On 15 December 2010, a QAA officer helped facilitate a workshop at Coleg Llandrillo on 'Scholarly activity in HE in FE', organised by the HEA in association with the Higher Education Learning Partnerships Centre for Excellence in Teaching and Learning.

31 The QAA officer contributed to a session on 'Building a research ethos' aimed at college managers. The QAA session was constructed around five questions (Why does the college want a research ethos? What is it? What are the barriers? What is the college doing to achieve it? What can QAA do?).

32 Some FEIs represented at the event are considering applying for Foundation Degree awarding powers (FDAP), and so part of the session was designed to provide an opportunity to consider the nature and extent of scholarly activity undertaken in an FEI against the FDAP criteria.

33 The session provided QAA with the opportunity to clarify its role in signposting the reference points for scholarly activity within the Academic Infrastructure and encouraging FEIs to ask themselves what they are doing in order to be able to satisfy themselves that they are meeting the required standards.

Mid-cycle review

34 Approximately three years after the completion of its Institutional review, the institution concerned must submit a mid-cycle review report to QAA, commenting on the progress made since the previous review and on other relevant developments. The institution receives a visit by QAA officers to discuss the matters raised in the report and the visit is also an opportunity to read relevant documentation on the institution's management of academic quality and standards. Following the visit, QAA provides a report for the institution and HEFCW. In 2010-11, there were three mid-cycle reviews at UWIC, Cardiff University and Swansea University.

Concerns investigations

35 In 2010-11, QAA undertook a full investigation under its Concerns procedures. The investigation into the University of Wales links with Turning Point Business School, Fazely International College and Academia Italiana resulted in a published statement.²

36 In light of the findings from the Concerns investigation we recommend that the University:

- strengthens its due diligence and vetting processes to take proper account of the academic, legal and financial aspects of setting up and maintaining collaborative partners

² www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/concerns-university-of-wales.aspx.

- adopts a more strategic approach to its large and diverse network of partners with a view to making more manageable the number of centres, the discipline areas and countries
- ensure that the staffing resource within the validation unit is sufficient and able to ensure that the operation can be managed effectively
- consider whether the single model of partnership implied in the Validation Handbook meets the requirements for managing such a diverse range of collaborative partners
- undertake a cost-benefit analysis of all its partners so that the University is well placed to make judgements about the benefits to the University of creating or maintaining particular collaborative partnerships, and do so routinely for new partnerships
- draws up an action plan to address the issues identified in this report, the latest Institutional review report and any internal actions already taken by the University.

37 The covering statement makes it clear that the shortcomings identified are serious and need to be addressed as a matter of urgency. In order to ensure that the matters contained in the reports are addressed in an effective and timely manner, QAA is monitoring the action plan through regular meetings between the University and QAA officers. The action plan also includes the recommendations from the institutional review (see paragraphs 5 and 6) and the overseas audit of TCA (see paragraph 21). When the action plan has been fully implemented QAA will publish a statement to provide public reassurance on the University's management of academic quality and standards.

Access to HE

Key statistics 2011

38 Access key statistics for 2011³ indicates that 2,125 learners were registered by DCELLS on Access to HE courses in Wales in 2009-10 (a small increase on the figure for the previous year). In a new comparative statistical report published by QAA, we also note that the percentage of learners in Wales achieving the Access to HE qualification (of those registered to complete within the year) was 70 per cent (compared to an all-AVA average of 68.6 per cent).

39 Much of the focus of QAA's Access to HE work in 2010-11 has been the redevelopment of major sections of the QAA Recognition Scheme for Access to HE, including:

- the revised AVA licensing criteria⁴ which re-emphasise the importance of collaboration between HE and FE in the development, validation and monitoring of Access to HE courses. Agored Cymru made a number of helpful contributions to the development of the final criteria
- a new AVA licensing agreement⁵ which specifies some of the benefits of holding an AVA licence for organisations, as well as introducing a new requirement for all AVAs to make a financial contribution to QAA's work in Access to HE, to be implemented from 2012-13
- a new AVA review method, which will result in risk judgements and risk-based outcomes. Agored Cymru will be one of the first AVAs to be reviewed under the new method, in spring 2012.

³ www.accesstohe.ac.uk/partners/keystatistics/2011/default.asp

⁴ www.accesstohe.ac.uk/home/publications/licensing/criteria.pdf

⁵ www.accesstohe.ac.uk/home/publications/licensing/AVAlicensingagreementJune11.pdf

40 In May 2011, we published a report⁶ on an evaluation of grading on the Access to HE Diploma. The online student survey (one part of the evaluation) attracted large numbers of responses from Access students in Wales, who gave a particularly strong endorsement of the successful implementation of grading by Welsh colleges.

41 Professor Noel Lloyd, Aberystwyth University, continued to chair the Access Recognition and Licensing Committee, a subcommittee of the QAA Board.

Review support activity

Reviewer training for Institutional review

42 The training for the 2010-11 reviews took place in July 2010 and was covered in the 2009-10 annual report.⁷

43 The next reviewer training is scheduled for January 2012 and will be covered in the report for 2011-12.

Monitoring and evaluation of Institutional review

44 As part of QAA's ongoing evaluation of Institutional review in Wales, reviewers, review secretaries and institutions are asked to complete evaluation questionnaires. In 2010-11, QAA's Research, Information and Enquiry team produced a report based on the findings of the questionnaire from two reviews. A total of eight responses were received and the overall satisfaction levels of institutions and reviewers were found to be high. All institutional responses were positive, while 96 per cent of review team responses were also positive.

45 Following the publication of the University of Wales Institutional review report (see paragraphs 7-10) HEFCW raised some concerns about the report which were subsequently discussed at the HEFCW QAESG meeting in September 2011. The main concerns were that the review team gave too much credit for new initiatives and the judgements in the report did not appear to reflect the critical nature of the recommendations. Also, the reports did not make explicit that the reviews were undertaken under the hybrid model of Institutional review.

46 In response to these concerns and other developments at QAA the following changes will be introduced from 2012-13 as part of the revisions to the institutional review process. First, judgements will be more transparent through being more closely aligned with the expectations in the UK Quality Code. Second, a QAA officer will attend the review week to help ensure greater consistency. Also, the matter of giving too much credit for new initiatives will be addressed at reviewer training. Finally, all institutional review reports will make explicit what type of review is being conducted.

⁶ www.accesstohe.ac.uk/home/publications/grading/AHEDiploma_Implementation_Grading.pdf

⁷ www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Annual-report-to-the-Higher-Education-Funding-Council-for-Wales-2009-10.aspx

Development and enhancement activity

Student engagement (including support for WISE)

Staffing changes

47 Within QAA, Derfel Owen has now moved to become Multimedia and Student Engagement Manager (maternity cover). Dominic Passfield has taken over Derfel's front line student engagement responsibilities on a 12 month contract commencing April 2011.

Student reviewers

48 During the last recruitment round for QAA student reviewers, five student reviewers were recruited from Wales, including three Welsh-speaking students.

WISE

49 The work established through the Wales Initiative for Student Engagement (WISE) is ongoing. In collaboration with QAA, NUS Wales are continuing to build on the 'have your say' campaign. QAA helped support these events by assisting in training over 20 students in the development of the annual statement. The WISE group also continues to engage with the Welsh PVCs network and a conference is planned for April 2012.

HEA Wales, students as partners strand

50 Through this work, new partnerships have been developed between HEA Wales, QAA and the University of Lincoln who are leading on some 'students as producers' development work. At the May 2011 meeting, QAA presented its commissioned report *Rethinking the values of higher education- students as change agents?*⁸ The students as partners strand project is currently gathering case studies from Welsh Students' Unions to enable it to share sector good practice. A conference is planned for 2012.

Training of elected student officers

51 QAA attended and helped develop part of the training of newly elected Welsh student officers in June and July 2011. This training focused on raising awareness and development of QAA's work in Wales.

UK-wide student development

52 Students from Wales have engaged with QAA's annual periodic review training. They have also attended the annual QAA/NUS Quality Matters conference which took place in September 2011.

⁸ www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Rethinking-the-values-of-higher-education---students-as-change-agents.aspx

Enhancement activities

QAA enhancement event

53 In 2011, QAA ran an enhancement event on 'Responsive provision in Wales', which supported the *Future Directions for Higher Education in Wales* series of events (coordinated by the Higher Education Academy Wales). Vis-à-vis the strategic direction for higher education in Wales as outlined by the Welsh Government's *For our Future*, participants discussed what responsive provision is; the challenges, risks and opportunities of responsive provision and of its quality assurance and enhancement in particular; how responsive provision can be achieved, quality assured and enhanced; stakeholders' roles in developing and delivering responsive provision, including quality assurance and enhancement. Three speakers contributed to the event: Freda Tallantyre (Senior Associate, HEA) presented on 'Quality assuring employer responsive provision'; Helen Marshall (Project Director, University of Glamorgan) presented the UHOVI project; Janice Kay (Deputy Vice Chancellor, University of Exeter) presented on the students as change agents project.

54 Outcomes from the enhancement event have been picked up and integrated into QAA's contribution towards the Biennial Learning and Teaching Conference (see below).

Support for the Biennial Learning and Teaching Conference

55 In January 2010, HEFCW introduced a policy on Mechanisms for Supporting the Enhancement of Learning Opportunities. As part of the mechanism, QAA has been working with HEA and other partners to provide support for the Biennial Learning and Teaching conference. The first conference is being planned for 2011-12. The Head of QAA Wales and a representative from the Research, Development and Partnerships Group (RDP) attended Steering Group meetings in October and November 2010 and May 2011. An officer from QAA's RDP is a member in two of the three work strands (Learning in employment; Learning for employment) and attended meetings in March and June 2011. An officer from QAA's Public Engagement Group is a member of the Students as Partners work strand and attended a meeting in June 2011.

56 QAA is developing a project to draw on, and accompany, the case studies provided by the work strands. The Learning in employment work strand agreed with QAA's proposal to gather and use data/information for a comparative study of institutions' measures and innovations to assure and enhance quality in Learning in employment. A similar proposal will be made to the learning for employment work strand. Results will be presented at the Biennial Learning and Teaching conference in 2012.

QAA support for the Credit and Qualifications Framework for Wales

57 In 2010-11, QAA supported the Credit and Qualifications Framework for Wales (CQFW) in the following ways:

- September 2010: Annual Meeting of the UK and Ireland Qualifications & Framework Group (Cardiff). Meeting attended by two QAA officers
- January 2011: QAA officer attended a consultation on proposals for the implementation of the recognition of prior learning organised by the Welsh Credit Common Accord Forum (CCAF)
- June 2011: QAA officer attended CCAF meeting which included discussions on a report into recognition of prior learning in Wales.

Support activity

Redevelopment of QAA's website

58 Our website was redesigned in 2010-11 to include a more modern feel and easier navigation. The pages relating to our work in Wales were given a distinct branding using the Welsh flag as basis for a newly designed image which appears on all pages.

Professional, statutory and regulatory bodies (PSRB) forum

53 PSRB Forum events were held in November, April and July.

The following PSRBs relating to Wales are invited to attend:

- Care Council for Wales
- General Teaching Council for Wales
- Institute of Chartered Accountants in England and Wales
- Law Society of England and Wales

54 Institute of Chartered Accountants in England and Wales regularly attend the Forum.

55 Events were held on 20 April and 11 July. Estyn is to be added to the list of invitees (Ofsted are invited from England).

Liaison with other relevant bodies

56 See paragraphs 61, 63 and 64 for a list of meetings with relevant bodies.

Assist with enquiries from the higher education sector and from others in Wales

57 During 2010-11, QAA Wales received a range of enquiries direct from the public and from staff at higher education institutions. These included student enquiries about the equivalence of qualifications, overseas provision and about some aspect of their higher education experience which they were not satisfied with.

58 In addition to these enquiries, the Head of QAA Wales and Project Officer (Wales) fielded a range of questions as part of the routine business of liaising with institutional contacts about a variety of matters.

Supporting, monitoring and reporting on QAA activity

Team Wales

59 Team Wales is an internal QAA committee. The role of Team Wales is to monitor, evaluate and ensure QAA delivers on its commitments in Wales. It is chaired by the Head of QAA Wales, includes representatives from across QAA's group structure and meets formally three times per year. The work carried out by QAA officers in Wales is ongoing and monitored by Team Wales. In 2010-11, Team Wales met in November 2010, March 2011 and July 2011.

Advisory Committee for Wales

60 The Advisory Committee for Wales met twice in 2010-11. The first meeting was held in Cardiff in December 2011 and included discussion on The Brown Review; *For our Future* and the draft Operational description for Institutional review England and NI and the implications for Wales. The second meeting was held in Carmarthen in May 2011 and included discussion on the HEFCW remit letter and QAA's role in providing 'educational oversight' for private providers of HE. The meeting in May was Professor Noel Lloyd's final meeting as Chair of the Committee.

Head of QAA Wales

61 The Head of QAA Wales has held a range of meetings with relevant bodies in Wales. These are listed in the table below.

Date 2010-11	Meeting with...	Date 2010-11	Meeting with...
10 September	University of Wales, Cardiff	8 March	Liaison meeting with HEA
17 September	NUS Wales, Cardiff	17 March	University of Wales
28 September	HEFCW Student Experience, Teaching and Quality Committee, Cardiff	25 March	Educational bodies bilingual network (WLB), Cardiff
11 October	Welsh Governance Review Panel, Woburn House, London	4 April	Meeting re: concerns process
14 October	Bangor University	7 April	University of Wales
15 October	Biennial Steering Group meeting, Aberystwyth University	13 April	University of Glamorgan: L&T and Widening Access Strategies workshop
18 October	QAA/HEFCW/HEW SLA meeting	3 May	HEFCW: Quality Assessment and Enhancement subgroup
2 November	HEFCW/Estyn, Cardiff	6 May	Future Directions Steering Group, Cardiff
2 November	University of Wales, Newport	12 May	Responsive provision in Wales, Llandrindod Wells
3 November	Official launch of UHOVI, Llanhilleth Institute	13 May	IR briefing event, Aberystwyth
4 November	HEFCW QWG Cardiff	16 May	Joint HEFCW Committee meeting, Cardiff
5 November	Future Directions Enhancement Steering Group meeting, UWIC	19 May	HEFCW/HEW Liaison meeting, Cardiff
19 November	WISE Meeting, HEW office	23 May	QAA Advisory Committee for Wales, Trinity St David, Carmarthen Campus
23 November	Trinity St David's, Carmarthen	26 May	NUS Wales

8 December	QAA Advisory Committee for Wales, OU Cardiff	27 May	University of Wales, Cardiff
15 December	HEFCW SETQC	2 June	Coleg Sir Gâr, Carmarthen and Swansea Metropolitan University
18 January	Assuring Quality and Standards in HE, Cardiff	3 June	Swansea University
21 January	HEFCW/HEW/QAA meeting	8 June	HEFCW SETQC, Cardiff
27 January	Workshop on review process, Gloucester	9 June	UWIC
28 January	Swansea Metropolitan University: Student Engagement event	10 June	Cardiff University
16 February	HEFCW SETQC, Cardiff	14 June	Glyndŵr University, Wrexham
18 February	HE in FE Network meeting, UWIC	23 June	Glamorgan University
25 February	QAA Concerns process meeting at UW	28 June	University of Wales
1 March	QAA/Estyn/HEFCW, Cardiff	14 July	HEFCW/HEW/QAA budget meeting
3 March	QAA/HEFCW/HEW, Cardiff	22 July	Glyndŵr University

62 Contact details for the Head of QAA Wales can be found at: www.qaa.ac.uk/ContactUs/Pages/default.aspx and www.qaa.ac.uk/Wales/Pages/default.aspx.

Other QAA officer time in Wales

63 As well as the Head of QAA Wales, other QAA staff have been involved in delivering a range of review support and other services in Wales. These are set out in the table below.

Date	Activity	No of QAA staff (except Head of QAA Wales)
17 September 2010	NUS - WISE, Cardiff	2
11 October 2010	Welsh Governance Review Panel	1
10 November 2010	QAA Team Wales	15
15 December 2011	HEA 'Building a research ethos' in a workshop on 'Scholarly activity in HE in FE', Coleg Llandrillo	1
21 January 2011	HEFCW/HEW/QAA	2
8 March 2011	Higher Education Academy	1
8 March 2011	Graduates for our future, University of Wales, Newport	2
9 March 2011	QAA Team Wales	15

6 May 2011	Future Directions steering group, ATRiuM, Cardiff	1
12 May 2011	Responsive provision in Wales, Llandrindod Wells	5
9 June 2011	Cardiff University	1
13 June 2011	Learning in Employment strand meeting, Swansea Metropolitan University	1
22 June 2011	TV interview at BBC Studios, Birmingham, re: University of Wales	3
1 July 2011	WADQG (HEA Cardiff)	1
15 July 2011	Educational Bodies Bilingual Network meeting (WLB) Cardiff	1
20 July 2011	QAA Team Wales	15

Liaison officer scheme

64 QAA operates a scheme whereby each higher education institution in Wales is allocated a liaison officer. The role of liaison officer supplements the Head of QAA Wales liaison role and is intended to provide a direct point of contact on a broad range of QAA related matters. The liaison officer engagement is set out in the table below.

Visit date	Institution	Note
25 February 2011	Cardiff University	
23 June 2011	University of Glamorgan	
25 February 2011	Cardiff University	
	Aberystwyth University	No visit required
7 December 2010	Bangor University	
14 July 2011	Glyndŵr University	
	Swansea Metropolitan University	No visit required
	Swansea University	Telephone communication
	Trinity Saint David	No visit required
10 Sept, 19 Nov and 28 June	University of Wales	
	University of Wales, Newport	Telephone communication
	University of Wales Institute, Cardiff	No visit required

Publications (Wales only)

65 QAA undertook a limited number of Wales-only publications in 2010-11. These are listed in the table below.

Date	Publication
April 2011	University of Wales, Newport Institutional review report www.qaa.ac.uk/InstitutionReports/Reports/Pages/inst-review-University-of-Wales-Newport-10.aspx
June 2011	University of Wales Institutional review report www.qaa.ac.uk/InstitutionReports/Reports/Pages/Inst-review-University-of-Wales-11.aspx

June 2011	University of Wales Concerns investigation report www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/concerns-university-of-wales.aspx
June 2011	Audit of overseas provision report: University of Wales and TCA College, Singapore www.qaa.ac.uk/InstitutionReports/Reports/Pages/overseas-University-of-Wales-11.aspx

Welsh Language Scheme

66 In 2008-09, QAA submitted its Welsh Language Scheme to the Welsh Language Board (WLB) for re-approval. Re-approval was secured in 2008 and the Scheme is available at: www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Welsh-Language-Scheme-2008-.aspx.

67 In March 2011, QAA submitted its annual compliance report to the WLB.⁹ In May 2011, the WLB responded providing some ideas on areas for further consideration during QAA's review of the Scheme in 2011-12.

68 Currently, QAA has six employees with varying degrees of Welsh language proficiency. The table below sets out the documents translated by external translators in 2010-11 under the terms of QAA's Welsh Language Scheme.

Date	Type (circular letters, reports, letters etc)
3 February 2011	Institutional review briefing – letter, invitation and booking form
24 February 2011	Updates to concerns documents
March 2011	Annual report to the Welsh Language Board 2010
April 2011	University of Wales, Newport – Institutional review report
1 April 2011	Responsive provision in Wales, Llandrindod Wells, 12 May 2011 programme and webcopy
12 April 2011	Website terms
3 May 2011	Responsive provision in Wales, Llandrindod Wells, 12 May 2011 conference papers
June 2011	University of Wales – Institutional review report
3 June 2011	University of Wales – Audit of overseas provision report
13 June 2011	University of Wales – statement about the publication of three reports
13 June 2011	University of Wales – report on outcome of concerns investigation

69 In addition to the above translations, 10 short pieces of text have been translated in-house by the QAA Welsh-speaking Multimedia Officer, and a small amount of text translated by the WLB free translation service.

⁹ www.qaa.ac.uk/AboutUs/corporate/Policies/Pages/Welsh-Language-Scheme.aspx

Conclusion

70 The table below lists the main QAA activities in Wales and provides a quick check on progress against the activities.

Activity	Completed: Yes, No or partially
Implementation of Institutional review including training of review teams and briefings for institutions	Yes: see paragraphs 1-13 and 38
Carry out one mid-cycle review, to include institutional visits	Yes: see paragraph 30
Develop arrangements for the assessment of directly-funded HE provision in FE institutions in Wales	Yes: see paragraphs 24-29
Provide advice and implement the QAA procedures for handling Causes for Concern	Yes: see paragraphs 31-33
Develop a review method for a developmental review of Foundation Degrees in Wales in 2012-13	Yes: see paragraphs 22 and 23
Provide training and support to secure the involvement of students in the Institutional review process: Wales	Yes: see paragraphs 41-46
Work with HEFCW, HEW, HEA and HE sector on quality assurance and enhancement issues relating specifically to Wales	Yes: see paragraphs 47-50
Work with HEFCW and the HE sector in relation to the Credit and Qualifications Framework for Wales	Yes: see paragraph 51
Undertake regular visits to each of the HE institutions in Wales and to the FE institutions that have higher education portfolios	Yes: see paragraphs 61 and 64
Attend meetings of relevant committees, including the HEFCW SEQTC and the Welsh Academic Development and Quality Group	Yes: see paragraphs 61 and 63
Liaise with other relevant bodies including the Welsh Government, Estyn, the Higher Education Academy, The National Leadership and Innovation Agency for Healthcare, and NUS Wales.	Yes: see paragraphs 61, 63 and 64
Assist with enquiries from the higher education sector and from others in Wales	Yes: see paragraphs 57 and 58
Ensure an organisational capacity to deal with Welsh-medium enquiries and meet other language scheme requirements	Yes: see paragraphs 67 and 68

71 In conclusion, QAA has met all its commitments as set out in the Service Level Agreement for 2010-11.

Appendix A: Breakdown of expenditure (2010-11)

Analysis of Actuals v Budget 2010-2011

	Budget £	Actual £	Variance £
Review Costs	69,376	65,384	3,992
Access costs	1,616	1,496	120
Overseas Costs	5,080	5,109	-29
Review Group Pay costs - includes proportionate Pay costs for Reviews & Information Unit & Officer for Wales/Team Wales time	107,905	111,308	-3,403
General Review Support Costs	5,714	5,509	205
Publication & Translation Costs	10,696	9,396	1,300
Other - non pay costs for Reviews Group			0
DAP	542	368	174
DEG - includes Benchmarking, Code of practice, liaison and promotion within sector	54,083	52,826	1,257
Infrastructure Pay costs - proportionate costs	121,076	130,158	-9,082
Infrastructure Non pay costs - includes proportionate costs for overheads	99,289	102,976	-3,687
Non Pay Credit - includes proportionate credits for Investment interest, sales of publications	-2,100	-3,403	1,303
DAP	3,728	7,656	-3,928
Subscriptions	-266,225	-275,959	9,734
HEFCW Contribution	210,780	210,780	0
Surplus		2,044	-2,044

Appendix B: Programme of services for 1 August 2010 to 31 July 2011

Services
General:
<ul style="list-style-type: none"> • undertake liaison visits to each HE institution in Wales to discuss matters relating to the assurance and enhancement of academic quality and standards
<ul style="list-style-type: none"> • maintain arrangements for liaising with FE institutions with a HE portfolio
<ul style="list-style-type: none"> • attend meetings of relevant committees such as HEFCW's Student Experience, Teaching and Quality Committee and Quality Working group
<ul style="list-style-type: none"> • attend specific meetings as agreed with HEFCW and/or HEW
<ul style="list-style-type: none"> • liaise with relevant bodies, for example HE Academy
<ul style="list-style-type: none"> • work with HEFCW, HEW and the HE sector on the CQFW and developments in credit related issues throughout the UK
<ul style="list-style-type: none"> • work with PSRBs to minimise the duplication of quality assurance mechanisms to which HE is subject
<ul style="list-style-type: none"> • assist with enquiries from the HE sector and from others in Wales
<ul style="list-style-type: none"> • provide a report three times a year to liaison meetings with HEFCW and HEW
<ul style="list-style-type: none"> • provide an annual report in October 2011 to HEFCW and HEW
<ul style="list-style-type: none"> • ensure that QAA policies, practices, publications and reports take account of the full range of related activities, issues and policies in Wales
<ul style="list-style-type: none"> • provide a member of staff to act as the QAA Officer for Wales, who will be available for general enquiries relating to Wales and work with other QAA colleagues as appropriate, to achieve the requirements of this SLA
<ul style="list-style-type: none"> • include the availability of the Officer for Wales in QAA publications that provide general contact details
<ul style="list-style-type: none"> • meet the requirements of its own, HEIs' and the HEFCW Welsh Language Schemes, including ensuring that it maintains an appropriate organisational capacity in the Welsh language
<ul style="list-style-type: none"> • have an appropriate equal opportunities policy, develop a single equality statement, and take account of the requirements of the HEFCW Equality Scheme, seeking opportunities to promote equality in line with the requirements placed on the UK funding councils
Institutional review process: Wales (IR)
<ul style="list-style-type: none"> • consider changes to the IR process if appropriate
<ul style="list-style-type: none"> • implement the revised IR process (undertake two IRs: University of Wales and University of Wales, Newport)
<ul style="list-style-type: none"> • arrange to include at least one member in each team of Institutional reviewers with knowledge and/or expertise in the HE sector in Wales
<ul style="list-style-type: none"> • provide at least one Welsh-speaking reviewer on a team if requested by the institution
<ul style="list-style-type: none"> • undertake three mid-cycle reviews (UWIC, Cardiff, Swansea)
<ul style="list-style-type: none"> • publish handbook for the review of directly-funded HE provision in FE institutions in Wales by October 2010, where this provision is not covered by other quality assurance arrangements
<ul style="list-style-type: none"> • agree scope, preference and key features for a developmental review of Foundation Degrees in 2012-13
<ul style="list-style-type: none"> • provide training for QAA reviewers on the requirements and specifications of the IR process for Wales, including the role of the University of Wales, where appropriate

<ul style="list-style-type: none"> • provide specific support to institutions preparing for IR visits, including an initial briefing event
<ul style="list-style-type: none"> • implement any changes to the IR in line with the protocols described in the handbook
<ul style="list-style-type: none"> • provide the HEFCW and HEW liaison officers, in confidence, with copies of letters from the QAA to the HEI regarding draft and final IR outcomes, and the conclusions of the mid-cycle, and follow-up of, reviews as these arise
<ul style="list-style-type: none"> • operate scheme for investigating quality concerns in UK higher education
Student engagement
<ul style="list-style-type: none"> • include a student reviewer as a full member of review teams
<ul style="list-style-type: none"> • work with others to provide clearer information on quality and standards for students
<ul style="list-style-type: none"> • work with HEIs to develop the role of students in institutional quality management
<ul style="list-style-type: none"> • support the Welsh Initiative for Student Engagement (WISE) and student engagement in quality processes
Quality enhancement
<ul style="list-style-type: none"> • work with HEFCW, HEW and the HE sector on quality enhancement issues relating specifically to Wales
<ul style="list-style-type: none"> • evaluate the IR arrangements on an ongoing formative basis
<ul style="list-style-type: none"> • hold an event on quality assurance and enhancement in Wales. In 2010-11 the event will look at 'responsive HE provision'
<ul style="list-style-type: none"> • continue to support and take account of the development of the quality enhancement approach for higher education in Wales