

Institution: University of Wales Trinity Saint David

1. Context and mission

University Structure.

The University of Wales Trinity Saint David (UWTSD) was formed in 2010 through the merger of the University of Wales Lampeter and Trinity University College Carmarthen, under Lampeter’s Royal Charter of 1828. In 2013, Swansea Metropolitan University became part of UWTSD. The University of Wales and the University of Wales Trinity Saint David are now fully operationally merged and have been jointly governed and operated since 2017. All staff are now employed by UWTSD and professional services are delivered through a single organisational structure. UWTSD has three main campuses in South West Wales, Carmarthen, Lampeter and Swansea, as well as a campus in London and learning centres in Cardiff and Birmingham. The Centre for Advanced Welsh and Celtic Studies is based in Aberystwyth. In Academic Year 2019-20 much of the University’s Swansea provision relocated to the new SA1 Waterfront Campus, a new £350m development in the city’s maritime area. Since then research, knowledge exchange, teaching and scholarship have been consolidated through an Institute structure as detailed in Table 1.

Institute	Research Centres and Academies
Institute of Education and Humanities (IEH).	<ul style="list-style-type: none"> Centre for Research in Education and Pedagogy (CREP) Centre for Education Policy Review and Analysis (CEPRA) International Institute for Creative Entrepreneurial Development (IICED)
	<ul style="list-style-type: none"> Psychological Evaluation and Research Consultancy Hub (PERCH).
	<ul style="list-style-type: none"> Centre for Advanced Welsh and Celtic Studies (CAWCS) Alister Hardy Religious Experience Research Centre (RERC). Sophia Centre for the Study of Cosmology in Culture
The Institute of Management and Health (IMH).	<ul style="list-style-type: none"> Wales Academy for Professional Practice and Applied Research (WAPPAR)
	<ul style="list-style-type: none"> Wales Academy for Health and Physical Literacy (WAHPL)
Wales Institute of Science and Art (WISA).	<ul style="list-style-type: none"> Assistive Technologies Innovation Centre (ATiC)
	<ul style="list-style-type: none"> Cerebra Innovation Centre (CiC)
	<ul style="list-style-type: none"> Creative Industries Research and Innovation Centre (CIRIC)
	<ul style="list-style-type: none"> Wales Centre for Advanced Batch Manufacture (CBM)
	<ul style="list-style-type: none"> Swansea College of Art

Table 1. Institute Structure

Submissions

The University’s educational research is delivered through both the Institute of Education and Humanities and the Institute of Management and Health. The Institute of Education and Humanities combines the disciplines of Education (UoA 23), Psychology (UoA 04) and Humanities, the latter with a focus on Theology and Religious Studies (UoA 31) and Celtic Languages and Literatures (UoA 26). Research in the Institute of Management and Health is closely related to that in the Institute of Education and Humanities being focused on education and physical literacy, work based learning and enterprise education, each also submitted to UoA 23. Research in the Institute of Science and Art forms the basis of the University’s submission to UoA32, and covers the broad range of methodologies and approaches from contemporary arts practice in the Swansea Collage of Art to design in four specialist design centres, each which interface with the needs of life-science and health professionals.

2. Strategy

Institutional research and impact strategy

The University has undertaken a journey to consolidate and further develop the existing areas of academic excellence identified through REF2014, to which we made a number of small submissions in Geography, Archaeology and Environmental Studies (UoA17), Engineering (UoA15), Classics (UoA 31), Theology and Religious Studies (UoA33), Celtic Studies (UoA28) and Art and Design (UoA34). The aim during this period has been to ensure that the University both builds on the strength of its research output (45% and 3*/4*) and impact (60% 3*/4*) but also addresses development opportunities in the research environment identified in REF2014 (39% 2* and 23% 1*). In this regard the University has capitalised on the opportunities inherent within the merged institutions, in particular building upon the strengths of the Wales Centre for Advanced Batch Manufacture and the Centre for Advanced Welsh and Celtic Studies, and building interdisciplinary research groupings in the areas of education, humanities, design, engineering and the arts. Recognising our strengths in a number of key areas, we have pursued a strategy of depth rather than breadth, by focusing investment in the key areas of: education; design, health and wellbeing; of religion and culture; and of language, identity and contemporary arts practice.

Research impact, collaborations, networks and partnership

The University's institute structure has been effective in developing research impact, collaborations, networks and partnership across these interdisciplinary and cross-cutting areas. As the University's strategy places equal emphasis on research and impact, this support is based on four key areas: basic and applied research, but equally on securing resources, collaborations and facilities to generate research impact through organised programmes of knowledge exchange, and also those involving continuing professional development.

Wider contributions to the economy and society.

A key strategic priority has been to develop funded collaborative research opportunities with industry through the European Regional Development Fund (8 projects, £9.7m) and commercial contracts. While this has provided a substantial underpinning base to grow the research capacity in the area of design for health and wellbeing, a key priority for these projects is also to contribute to economic growth through collaborative industrial research and experimental development. The University has also developed a broad portfolio of knowledge exchange activities as part of its impact strategy. A key strand in this regard is through building strategic alliances for the exchange of good practices with educators across Europe, which has been supported through Erasmus + Key Action 2 Strategic partnerships and Key Action 3 Policy experimentations (9 projects) and Welsh Government funding (11 projects). The PhD opportunities offered through the pan-Wales Knowledge Exchange Scholarships Programme (KESS) (£1.4m) had been instrumental in building strong research collaborations with industry and third sector organisations, while the Wales Centre for Batch Manufacture builds strong knowledge exchange partnerships with industry across Wales through the Industry 4.0 (£2.12m) and International Innovation Masters (£2.38m) programmes. Research and knowledge exchange in the Wales Academy for Professional Practice and Applied Research. has been sustained through professional, CPD and consultancy fees and research funding, through for example the Horizon 2020 funded project Food Nutrition Security Cloud.

Looking forward, research and knowledge exchange are fundamental to UWTSU's strategic vision and the University is committed to providing a high-quality environment to enable research and knowledge exchange to thrive. In Education our research will engage with the Welsh Government's vision for education in Wales. This work will see further growth and support in the Centre for Research in Education and Pedagogy (CREP), the Centre for Education Policy Review and Analysis (CEPRA) and International Institute for Creative Entrepreneurial Development (IICED), the Wales Academy for Professional Practice and Applied Research (WAPPAR) and the Wales Academy for Health and Physical Literacy (WAHPL). In the areas of Religion, Language, Culture & Identity we will continue work with interfaith communities, both within Wales, but also on an international scale. The Centre for Advanced Welsh and Celtic

Studies (CAWCS) has firmly established collaborations with national heritage institutions and will continue to contribute to Wales' linguistic infrastructure through the Welsh Government's *Cymraeg 2050* strategy. Our work in contemporary arts practice will continue to develop research interventions in the area of Health and Wellbeing. Research in the area of Design for Wellbeing Health and Innovation will consolidate work in the Wales Centre for Batch Manufacturing (CBM), the Assistive Technologies Innovation Centre (ATiC) and Cerebra Innovation Centre (CIC).

Open Research

The University has made good progress in completing the transition to an open research environment and adopted its Open Access and Research Data Management policies in 2016. This also saw the launch of its open access publications repository, the research data repository and a suite of resources to assist staff in working to the evolving open access environment. The launch of the repositories has been supported by advocacy and support from the University's Research Innovation and Enterprise Services, Library and Learning Resources and open access champions in each Institute. The University has recently revised its open access and research data management policies. In this we are cognisant of international initiatives such as Plan S and developing policies from UKRI, Wellcome Trust, the EU and other researcher funders. Library and Learning Resources are working with publishers and aggregators to transition to open access publishing models where possible, and now participate in several transitional agreements which cover the cost of open access article processing charges along with library subscription fees. Ongoing training and awareness is continuing in this regard. Our research data management policies and infrastructure meet the ten principles of the Concordat on Open Research Data and work is ongoing to embed this within our research practices in each Institute.

Research Integrity

The University has updated its ethical guidelines for the conduct of research in terms which meet the 2019 Revised UK Concordat to Support Research Integrity. This has improved accountability and provides assurances to the sponsors, participants, recipients and those who undertake research that robust measures are being taken to support high standards of research integrity. Research ethics and integrity is led by the Chair of the University's Ethics Committee, who is the direct contact for University's UK, HEFCW and research sponsors. The Chair reports as a standing member to the University's Research Committee and to the University's Governing Body. An annual statement on actions and activities, planned activities for the forthcoming academic year and any formal investigations of academic research misconduct are reported to the University Council and HEFCW on an annual basis, and also made available on the University's website. Each research institute has three permeant members on the central research ethics committee, which meets regularly to review applications throughout the academic year. Each member acts as research ethics lead at institute and / or centre level to create and embed a research environment in which research ethics are acknowledged and understood, and in which all staff, researchers and students feel comfortable to report instances of misconduct should they occur. To support this staff development in research ethics is offered to all staff undertaking research supervision and is mandatory for new supervisors (as a condition of entry onto the University's Directory of Supervisors).

3. People

Career Pathways

All staff can participate in the Performance and Development Review Scheme to identify short and longer term career, performance and development goals. While the University works in partnership with Advance HE to champion teaching excellence, by offering professional learning programmes and pathways which lead to fellowship status at Associate to Principal, a Professorship Scheme also enables a process for academic staff to be recognised for their contribution to the advancement of knowledge through research, scholarship, publication, knowledge transfer or professional practice. The University operates the HERA job evaluation scheme and this is embedded into the pay structure, thereby ensuring a transparent pay scale with clear parameters regarding progression.

Career pathways for part-time and fixed term staff

Supporting, valuing and recognising excellence in teaching, learning and applied research is an important priority for the University. Academic staff on fixed term and part-time contracts have access to the same professional development opportunities as full-time members of staff and can participate in the Performance and Development Review Scheme to identify short and longer term career, performance and development goals.

Study Leave Arrangements

The University recognises the benefits of developing its people and provides a range of opportunities for staff to undertake personal and professional development. Managers are encouraged to accommodate an employee's study leave needs where practicable and this approach recognises that circumstances and types of study will vary. Academic staff use a planning and workload management tool, which is negotiated and agreed with the line manager and is aligned to the Performance and Development Review Scheme. It acknowledges that the role of a full-time or part-time member of staff involves a range of activities, including research, study and development activity.

Supporting Staff Well-Being

The University's approach to supporting and managing the well-being of staff is focused on prevention and early intervention strategies. The development of family friendly and flexible working policies enables people to balance work and caring responsibilities, and the principles of equality and diversity are fully embedded across all employment related policies and processes. The importance of providing well-being and dignity at work is emphasised by integrating these themes into all management and leadership development programmes. This also supports leaders and managers to have effective well-being conversations with people in their team. Staff access a range of mental health and well-being focused learning and resources through an online self-development toolkit and holistic well-being sessions, which support them to make informed choices about their well-being. They can also access a 24-hour counselling service and peer support platform monitored by clinical professionals. Early interventions are enabled in a timely and proportionate way using appropriate referral pathways. For individuals requiring additional support, physically, emotional or psychologically – occupational health referral and additional well-being services are available.

Postgraduate Research Students

Doctoral research students are supervised by a team of at least two (lead and second supervisor), often a mix of ECR and experienced staff. This has been a valuable aspect of career development for junior research staff who have been mentored by experienced colleagues. PhD students are initially accepted on probationary status and have to submit an overview of their progress, plans for the next stage and evidence of writing to the probation panel that assesses their progress. The Progress Review Board monitors the progress of all research students on an annual basis and can withdraw a student if satisfactory progress is not made following the provision of additional support, training and action plans. These systems are run centrally by the Academic Office.

Following the institutional merger in 2013, UWTSD established a centrally run Researcher Development Programme to support the training and supervision of PGR students. Overseen and given strategic direction by the Research Degrees Committee, and supported by Research, Innovation and Enterprise Services, the programme is fully aligned to the Vitae Researcher Development Framework and all students and staff are encouraged to establish personal development plans using Vitae's online RDF planning tool. The programme provides an overarching programme of webinars (RDP Online), planning tools, research conferences and events, and resource banks. Given that the University has a multi-campus provision across different locations in Wales (Swansea, Lampeter, Carmarthen, Aberystwyth and Cardiff) as well as London and Birmingham, these have increasingly been delivered on a blended and online only format. This reflects strong student preference for remote opportunities, as well as the current experiences of online provision with COVID19, and a commitment to flexible provision in support of equality and diversity considerations.

Evidence of quality across the institution based on the 2019 Postgraduate Research Experience Survey demonstrates a high level of provision in this regard ranking 17th overall (out of 103 institutions), with scores in the top 10% of institutions for supervision (1/103), research skills (6/103), professional development (8/103). Progression was also excellent (27/103) with resources (48/103), research culture (58/103) and responsibilities (59/103) showing good levels of satisfaction, but also areas to focus new developments in. The University conducts the survey every 2 years, and shows steady improvement in this regard:

	PRES 2019	PRES 2017	2019 vs 2017
Supervision	92.0%	83.4%	8.6%
Resources	81.0%	68.1%	12.9%
Research Culture	59.2%	60.4%	-1.2%
Progress and Assessment	83.9%	80.9%	3.0%
Responsibilities	77.6%	78.2%	-0.5%
Research Skills	90.7%	87.7%	3.0%
Professional Development	84.3%	76.8%	7.5%
Overall Section	86.6%	79.7%	6.9%
Overall Satisfaction	84.5%	74.5%	10.0%

Table 2. PRES 2019

Further support across each institute, particularly with reference to resources and research culture, has been provided by participation in the pan-Wales Knowledge Economy Skills Scholarship Programme (KESS 2), which has secured £913k from the European Social Fund to support 26 fully funded collaborative PhD scholarships between 2016 and 2023. This provides structured and funded opportunities for researcher development in the form of a post graduate skills development award supported by £9k personal training fund, and further opportunities across the partnership (Bangor University, Swansea University, Cardiff University, Aberystwyth University, Cardiff Metropolitan University and University of South Wales). During AY19/20 it was agreed that University would establish a Doctoral College to further develop our provision as a centre of excellence. Planned for launch for AY 21/22 this is based on strategic plans for innovation and diversification in PGR provision, led by expertise in the Wales Academy for Professional Practice and Applied Research.

While the University has a historical reputation in research and PhDs based at the Lampeter campus, it also has a growing reputation in the provision of Professional Doctorates with a good range of provision including one of only two generic DProfs globally, DBAs, an EdD as well as interdisciplinary professional doctorates delivered from the Lampeter campus. These development opportunities are aligned to the University’s strategy to provide opportunities for employed, professional and non-standard learners wishing to study whilst at work. Current distribution across different awards is as follows:

PhD	210
Doctor of Business Administration	161
Doctorate in Education	22
Doctorate in Professional Practice	22
Professional Doctorate	15
MPhil	5
MRes	1
Total	436

Table 3. Enrolled PGR 19/20

Equality and Diversity

Gender pay gap. An equal proportion of female to male academics make up the profile of submitting staff at Professorial level. 100% of our submitting female Academic Directors (HESA level D) and Principal Lecturers (HESA level I) are remunerated at the top of the relevant pay scale which matches the remuneration of 100% of male colleagues at this level. Female academics in HESA level J, (Senior Lecturer and Senior Research Fellow) make up the largest proportion (26%) of the total cohort of submitting academics in comparison with 7% of submitting male academic at this level. At level K (Lecturer and Research Fellow) there is a balance between submitting female academics and male academics at 15% respectively of the total cohort. At both these levels a higher percentage of male academics are remunerated at the top of the relevant pay scale. The University operates the HERA job evaluation scheme and this is embedded into the pay structure, thereby ensuring a transparent pay scale with clear parameters regarding progression. Incremental increases are implemented annually, based on length of time that the staff member has been in post. The range of pay points within a HESA level would reflect the profile of service of the staff members within it.

Protected Characteristics

Age. Over 34% of the entire cohort of submitting academics are under 44 years of age. More than 40% of submitting academics in each UoA apart from UoA26 are under 44 years of age. Academics over 65 years of age are also well represented within the total cohort. The University is committed to ensuring that age does not lead to deteriorating opportunities for research.

Gender. Across the entire cohort of submitting academics 58% are female and 42% are male which reflects the gender profile for the total academic population. The proportions within each of the UoAs however reflect variations from this overall balance. UoA 04 and UoA23 have a significantly higher proportion of female academics (80% and 81% respectively). In contrast the proportion of female academics in UoA32 is 36%. An objective of the University's new Strategic Equality Plan is to address gender inequalities including consideration of participation by women in STEM subjects.

Disability. Although improving, the percentage of the total staff of the University who disclose a disability is very low. 33% of submitting academics across all UoAs did not disclose a disability. One of the objectives of the Strategic Equality Plan is to reduce inequalities that exist within the University's communities. As part of this objective the University will work to become accredited as a Disability Confident employer.

Ethnicity. 89% of all submitting academics have declared their ethnicity as White. Within the new Strategic Equality Plan the University will consider appropriate actions to increase the diversity of its workforce and this will include a review of recruitment and selection policy, process and practices. Work to enhance the support for staff from under-represented groups during their careers will also seek to ensure they do not experience deteriorating opportunities during their careers.

Wellbeing

The University is taking an evidence based approach to the development of a longer term well-being strategy and is engaging with staff through pulse surveys this year to identify levels of well-being, the impact of immediate interventions and using data to inform future actions. Through the University's new Strategic Equality Plan, further well-being focused commitments are made, including the 'Time to Change Pledge' to end the stigma around mental health conditions and Stonewall accreditation to enable a University community that is a welcoming, nurturing and supportive place for all.

Student wellbeing

UWTSD has an effective student support system in place on every campus, which is equally available to research students. They are supported by the Learning Support Team within the

Student Services which provides comprehensive support for students at all levels with specific learning difficulties including one-to-one support for disabled students. The Student support team has also set up special drop-in sessions for distance learners (e.g., online or by phone). With regard to wellbeing, confidential counselling is available to students and staff through the well-established professional counselling service that operates within the ethical framework of the British Association for Counselling and Psychotherapy. In cooperation with the Student Union staff also have access to Big White Wall, a 24/7 online support resource that offers support with regard to mental health.

4. Income, infrastructure and facilities

Institutional strategies and facilities for generating research income across research units.

Each of the three Institutes, and their constituent research centres and academes are supported by the central team based in Research Innovation and Enterprise Services (RIES). This strategic unit provides specialist support in developing and delivering research and impact activity across the University. Large investments have been secured for infrastructure through several projects in healthcare facilities, healthcare technologies and assistive living, including £4.6M of ERDF funds for the Assistive Technologies Innovation Centre (funded through collaboration with the Welsh Government's Life Science Hub Wales, Swansea University and Cardiff University), £305k from the national charity Cerebra to support the Cerebra Innovation Centre, and in excess of £2.5m in core funding and ERDF through the Advanced Design Engineering project and contract income for the Wales Centre for Advance Batch Manufacture (CBM). Each facility is available for collaborative research across the Universities research centres, with for example colleagues in UoA4 collaborating with those with colleagues in UoA32 in the ATIC User Experience research facility. Earlier investment was secured for the Institute of Sustainable Design (£1.3m). CBM's facilities and infrastructure in medical devices (certified to ISO 13485:2016) brings further strength to this provision.

Professional Services & Income.

The principle means of support is in pre-award functions of competitive bid development (including collaborative partnerships), and post award project management. Spanning both areas RIES provides professional services in legal, financial, state aid, intellectual property, contractual, technology transfer and project management aspects of the Institutes' portfolio of projects. During the census period RIES has supported more than 200 project applications, securing grant income in excess of £28m across the submitting units. In accordance with accounting rules, the value of much of these research, knowledge exchange activities as supported with funds from the EU (ERDF, ESF and Erasmus +) is not recorded as research income in HESA Table 5, although these are a major source underpinning research in the University. In response to the emerging post-Brexit funding landscape, over the next five years the University will use targeted funding council support (RWIF) to build capacity and add value to the work of existing research and knowledge exchange centres by investing in and supporting their longer-term transition to commercial viability by:

- Strengthening the reporting and recording of business and community engagement;
- Strengthening the Project Development Team to provide additional capacity to target new external sources of funding through grants and commercial contracts;
- Strengthen the capacity and connectivity of the Business Engagement Team to enhance external industry support through collaborative research, consultancy, knowledge transfer, training and CPD;
- Growing the number of SMART Partnerships to 6 per year over three years;
- Growing the number of Knowledge Transfer Partnerships (KTPs) to 9 over three years;
- Working with existing EU funded project teams to identify alternative funding sources and to maintain pan-European strategic partnerships.