Wrexham University 2025

Quality Enhancement Review Action Plan

Prifysgol Wrecsam
Wrexham University

The Quality Enhancement Review (QER) takes place every five years and is the method by which Welsh higher education providers are reviewed by the Quality Assurance Agency (QAA) under the Medr (formerly HEFCW) Quality Assessment Framework (QAF) and UK Quality Code.

The review team visited the University in February 2025 to meet with students, staff, and placement providers.

The review confirmed that;

- Wrexham University meets the requirements of ESG Part 1 for internal quality assurance;
- Wrexham University meets the relevant baseline regulatory requirements of the Quality Assessment Framework for Wales.

This is a positive judgement, which means that the University has robust arrangements for securing academic standards, managing academic quality and for enhancing the quality of the student experience.

The review team made two commendations and one recommendation, with 6 areas of on-going development.

This action plan has been jointly developed by the University and Students' Union. The development of an action plan following the review visit is an integral part of the QER process.

The implementation of the action plan has been monitored by Quality and Standards Committee and approved by Academic Board and governing body through the Academic Quality and Standards Committee.

Commendation or Recommendation or Area of on-going development	**Outcome**	**Status**
Commendation: The strategic approach of the University to meeting the needs of the region, including the emphasis on inclusivity and widening access, and promoting the Welsh language, culture and economy.	Since the QAA review, the University has further embedded its Welsh Language Academic Strategy, CYFLE, as a cross-cutting theme within its Vision and Strategy. CYFLE now serves as the University's Welsh Language Strategy, supporting the continued development of Welsh-medium and bilingual provision, compliance with Welsh Language Standards, and partnerships that promote Welsh language, culture and heritage. The University's strategic approach to regional engagement, inclusivity, widening access and economic development continues to be supported through established partnerships and oversight by the Welsh Strategy Committee.	Complete

Commendation: The work being done across the University to integrate inclusive and trauma and adverse childhood experience-informed practices across academic, pastoral and learning support, to enable all students to fulfil their potential.	Following the QER commendation, the University has continued to strengthen trauma and ACE-informed practice through the establishment of formal governance arrangements, the introduction of a University-wide Statement of Commitment, expanded staff development opportunities, and strengthened student partnership through the TrACE Champion network. Trauma-informed approaches have also been further embedded within curriculum design, learning environments, institutional planning, research, policy development and community partnerships. These developments demonstrate the University's ongoing commitment to creating an inclusive environment that enables all students to fulfil their potential.	Complete
Recommendation: Ensure that personal tutoring arrangements are implemented consistently for the benefit of students.	Personal Tutoring was identified as a key priority within the 2025/26 Academic Development Team workplan and formed a specific focus of the University's Annual Quality Assurance Audit. A comprehensive review of Personal Tutoring arrangements was undertaken, resulting in the development of a Personal Tutoring Framework, Personal Tutor Handbook, standardised guidance and resources, staff development opportunities, and enhanced monitoring arrangements. Governance, oversight and enhancement processes have been established to support a more consistent approach to Personal Tutoring across the University. Ongoing development and monitoring of Personal Tutoring will continue through established business-as-usual arrangements.	Complete
Area of On-going development: The actions being taken to monitor and oversee the arrangements in place to safeguard academic standards, quality assurance, and the student experience while collaborative provision programmes are in teach-out or being discontinued.	Oversight of partnership termination and teach-out arrangements has been strengthened through coordinated working between the Partnerships Office, Legal Services and the Quality and Regulations Team, supported by governance through the Academic Partnerships Committee. The Academic Partnerships Procedure has been revised to formalise termination and teach-out arrangements, including the introduction of a standardised approach to teach-out planning. Teach-out plans are now developed where required to support students completing their studies following partnership closure. These arrangements are embedded within the University's partnership governance framework and are subject to ongoing review through established business-as-usual processes.	Complete
Area of On-going development: The steps being taken to continue reviewing the provision of digital and physical library materials for students.	Learning resource provision has been strengthened through ongoing monitoring of print and digital collections, helping to ensure students have access to appropriate resources to support their studies. Enhancements to eBook provision and subscription packages have increased the availability of digital resources across the curriculum, while print collections continue to be reviewed in line with student demand and reading list requirements.	Complete

	Academic Support Librarians, Academic Skills Tutors and Digital Learning Tutors continue to promote and support the effective use of learning resources through teaching, guidance and one-to-one support. The continued development of digital support resources, including LibGuides, has further enhanced students' digital, academic and information literacy. Specialist library expertise has been embedded within programme approval and development processes, and arrangements are in place to monitor engagement with physical and digital resources to inform future enhancement activity. Oversight of learning resource provision is now embedded within business-as-usual monitoring and review processes.	
Area of On-going development: The actions being taken to ensure all marks for short courses are submitted to, and subsequently considered by, an assessment board within the scheduled timeframe.	The University has strengthened the management and oversight of short courses through the development and approval of the Micro-Credentials and Short Courses Procedure, providing a clear framework for the design, approval, delivery, assessment and quality assurance of short course provision. Assessment Board reporting for 2024/25 demonstrated improved timeliness in the submission and processing of short course marks, reflecting enhanced collaboration between Faculties and the Assessment and Awards Team. In addition, the University's short course portfolio has been reviewed to support ongoing alignment with institutional priorities and learner demand. Oversight of short course assessment and quality assurance is now embedded within established governance and monitoring arrangements.	Complete
Area of On-going development: That the role of the Board of Governors in the approval and oversight of academic partnership arrangements is kept under review.	Approval and oversight arrangements for academic partnerships have been reviewed through the annual review of the Academic Partnerships Procedure and associated governance framework. Responsibility for the approval of new partnership proposals has been delegated from the Board of Governors to the Academic Quality and Standards Committee, ensuring appropriate academic scrutiny, while Governors continue to receive oversight through established committee reporting arrangements. Due diligence, monitoring and review processes continue to support the oversight of partnerships throughout their lifecycle. Ongoing review of governance and approval arrangements is embedded within the annual review of partnership-related policies and procedures.	Complete
Area of On-going development: The steps being taken to ensure effective arrangements for approving new partnerships and the effective oversight of quality and standards within academic partnerships.	Arrangements for the approval and oversight of academic partnerships have been strengthened through enhancements to the Academic Partnerships Procedure, including the introduction of a pre-due diligence review stage to support the early assessment of partnership opportunities and associated risks. In addition, the Academic Partner Internal Review process has been implemented across academic partnerships, with resulting action plans monitored through the Academic Partnerships Committee. The review process has been embedded within the Academic Partnerships Procedure, providing an ongoing	Complete

	mechanism for monitoring quality and standards within partnerships. Oversight and review of partnership activity is now embedded within established governance and business-as-usual processes.	
Area of On-going development: The steps being taken to collect students' views consistently and proportionately to maximise student engagement and feedback.	The University has strengthened its approach to collecting and responding to student feedback through the establishment of a Student Survey Steering Group, providing coordinated oversight of institutional survey activity and student engagement. Survey guidance, planning resources and communication arrangements have been introduced to support a more consistent approach to survey delivery and feedback collection. The Student Engagement in Quality Assurance and Enhancement Policy has also been reviewed to improve students' understanding of feedback mechanisms and strengthen the communication of actions taken in response to student feedback. Together with ongoing review of key feedback mechanisms, including Student Evaluation of Modules, Student Voice Forums and Unitu, these arrangements are now embedded within business-as-usual activity and provide a coordinated framework for student engagement and feedback.	Complete