



QAA  
Cymru

# Quality Enhancement Review of Wrexham Glyndŵr University

## Outcome Report

March 2019

### Contents

<b>About the Quality Enhancement Review method .....</b>	<b>1</b>
<b>About this review.....</b>	<b>1</b>
<b>About Wrexham Glyndŵr University.....</b>	<b>2</b>
<b>Judgements about Wrexham Glyndŵr University.....</b>	<b>4</b>
Commendations .....	4
Affirmations .....	4
Recommendations .....	4
<b>Further information .....</b>	<b>5</b>

*This report is published in both English and Welsh.*

## About the Quality Enhancement Review method

The QAA website explains the method for [Quality Enhancement Review \(QER\)](#) and has links to the QER handbook and other informative documents.<sup>1</sup> You can also find more information about the [Quality Assurance Agency for Higher Education \(QAA\)](#).<sup>2</sup>

### About this review

This is the Outcome Report of the QER conducted by QAA at Wrexham Glyndŵr University. The review took place as follows: First Team Visit on 11 February 2019 and Review Visit on 11-14 March 2019. The review was conducted by a team of four reviewers:

- Professor John Baldock
- Dr Christine Jones
- Professor Andrew Rogers
- Matthew Kearns (student reviewer).

QAA reviews are evidence-based processes. Review judgements result from the documents review teams see, the meetings they hold, and drawing upon their experience as peer reviewers and student reviewers.

In this report, and based on the information presented, the QER team makes judgements on:

- the requirements of the European Standards and Guidelines (ESG) Part 1 for internal quality assurance
- the relevant baseline regulatory requirements of the Quality Assessment Framework for Wales.

It is possible for the overarching judgement to be expressed in three levels which indicate whether the provider 'meets these requirements', 'meets them with conditions', or 'does not meet requirements'. More detail on these categories is provided in the QER Handbook.

The overarching judgement for this report can be found on page 4, followed by any commendations, affirmations and recommendations.

A more detailed [Technical Report](#) is also available for this review.<sup>3</sup> The Technical Report sets out the team's findings under each heading in the QER method.

---

<sup>1</sup> About QER: [www.qaa.ac.uk/en/reviewing-higher-education/types-of-review/quality-enhancement-review](http://www.qaa.ac.uk/en/reviewing-higher-education/types-of-review/quality-enhancement-review)

<sup>2</sup> About QAA: [www.qaa.ac.uk/about-us](http://www.qaa.ac.uk/about-us)

<sup>3</sup> Technical Report: [www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Glyndwr-University](http://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Glyndwr-University)

## About Wrexham Glyndŵr University

Wrexham Glyndŵr University was originally established as the North East Wales Institute of Higher Education in 1988, although it had pre-existed as a series of colleges, including the former Wrexham School of Science and Art dating back to 1887.

The University's mission is to 'inspire and enable; transforming people and places and driving economic, social and cultural success'.

Wrexham Glyndŵr University published a new Vision and Strategy in 2018, which has four domains:

- teaching that inspires
- research that transforms
- engagement that enables
- structure that sustains.

The University has approximately 2800 undergraduate students, most of whom are full-time; 230 postgraduate students, of whom about half are studying full-time and half part-time; plus several thousand other part-time students. Total student numbers declined since 2013-14 principally because of a decrease in the number of international students. The University enrolls a high proportion of students from areas where participation in higher education is typically lower, and a high proportion of students that disclose a disability, with over 26% of students receiving a Disabled Students' Allowance in 2016-17. Further, over 70% of the University's students, in recent years, are classified as mature students.

In 2014, several key senior staff left the University and following a period of interim leadership, a new executive team has been in place since 2016. Similarly, retirements and subsequent new appointments means the University has a different Board of Governors. These changes gave rise to the new Vision and Strategy to 2025, underpinned by several supporting strategies.

Since the last review, the University has reconfigured its academic schools into three Schools, which has since been revised to two faculties in 2018. The faculties have identical leadership structures, with an Executive Dean supported by four Associate Deans with responsibilities respectively for: i) academic affairs; ii) student engagement; iii) enterprise, partnership and employability; and iv) research.

The University works in partnership with several organisations to deliver higher education. It works with the University of Chester and the University of Wales to offer research degrees, and it holds a licence with Pearson to offer Higher National Certificates and Diplomas. The University is the awarding body for degrees delivered under franchise and validation arrangements with bodies across the UK and overseas, and it aims to expand its overseas provision, subject to due diligence procedures, and overseen by a partnerships' office established in 2017.

The University's response to recommendations from its QAA review in 2013 was evaluated by QAA in a Mid-process Student-focused Engagement in June 2016. The University had revised its external examining regulations to specify that scripts should be sampled from all delivery sites of a given programme. This is prompted in the external examiner report template, and Registry checks that sampling has taken place. The University addressed a recommendation to enhance resources at Glyndŵr University London by relocating its premises and implementing a resourcing and staffing strategy, though this delivery site has since closed once students there completed their studies. In light of a recommendation about identifying and addressing learning resource issues, the University has strengthened

its Initial Programme Proposal Form to capture resourcing requirements, and annual monitoring procedures require Deans of Faculties to review resourcing issues and give them devolved spending powers. Finally, the University has revised its Academic Quality Handbook to specify that external assessors should be members of validation panels, and sampling of validation reports confirms that this happens in practice. QAA's Mid-process Student-focused Engagement in June 2016 had established that the University had met nine recommendations arising from QAA's review of Foundation Degrees in May 2013. However, some practice has changed since and it is no longer a requirement that employers participate in the validation of Foundation degrees. The University continues work to address recommendations arising from QAA's transnational education review of Hong Kong which had sampled the Hong Kong Management Association working partnership with Wrexham Glyndŵr University.

## Judgements about Wrexham Glyndŵr University

Based on the information presented, the review team judges that:

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

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

### Commendations

The QER has identified two commendations, which are summarised below.

- The deliberate and effective monitoring and support of individual students in a personalised way to facilitate their academic development.
- The articulation and dissemination of a comprehensive set of coherent strategies designed to support the enhancement of the student learning experience.

### Affirmations

The QER has identified one affirmation, which is summarised below.

- The steps being taken to work with taught students as partners in the co-development, management and evaluation of their student experience.

### Recommendations

The QER makes one recommendation, which is summarised below.

- To ensure there is a regular evaluation of the PGR student experience.

## Further information

A more detailed [Technical Report](#) is also available for this review. The Technical Report sets out the team's findings under each heading in the QER method.

This review and its findings relate to the provider as a whole and do not supply information about individual programmes of study or subjects. For further information about those, contact the provider or visit the [Wrexham Glyndŵr University website](#).

Further information about QAA and QER can be found on the [QAA website](#).

**QAA2379 - R10231 - May 2019**

© The Quality Assurance Agency for Higher Education 2019  
Cambrian Buildings, Mount Stuart Square, Cardiff CF10 5FL  
Registered charity numbers 1062746 and SC037786  
[www.qaa.ac.uk](http://www.qaa.ac.uk)