

# Bangor University

## 2024 Quality Enhancement Review Action Plan

The Quality Enhancement Review (QER) takes place every six 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).

The review team visited the University in December 2024 to meet with students, staff, and placement providers.

The review confirmed that:

- Bangor University **meets** the requirements of ESG Part 1 for internal quality assurance;
- Bangor 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 no recommendations.

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 will be monitored by the Quality Enhancement Review Group and reported through the Education and Student Experience Committee.



	and recommendations from the Welsh Student Experience Insight Report.			
3. The extensive and responsive support available both academically and pastorally, to help support students' needs throughout their time at the University.	Continue to effectively and efficiently support students through their time at University, within the bounds of the Business Case for Change, which is being developed in 2025. For example, further develop the referral pathways into external services and embed a resilient and pro-active ethos towards support amongst the student population.	PVC Education & Student Experience  Academic Registrar	Effective implementation of Business Case for Change ensuring continuity of essential services.	December 2025
4. The significant value placed on staff development and the extent to which this is fully embedded across the University, which is of considerable benefit to both staff and student learning.	Continue the culture of placing significant value on staff development for all staff related to education and the student experience. Examples include continued promotion of the CPD programme, mandatory training monitoring and further promotion of reward and recognition for professional services staff.	PVC Education and Student Experience  Chief People Officer	Staff are engaged with training and develop best practice knowledge in their field of expertise.	Ongoing
5. The implementation of the Assessment	Embed the Assessment Equivalence Framework	PVC Education and Student Experience	The Assessment Equivalence Framework is	Cycle of implementation through

Equivalence Framework to ensure fairness and consistency in assessment practices within and between disciplines.	across the institution. This will be achieved by integrating requirements into validation/revalidation events, through school teaching and learning away days and monitoring of NSS assessment and feedback scores.	School DTLs Quality Enhancement Unit	fully embedded across the University.	revalidation/validation process (cycle completed by September 2029)
6. The systematic integration and use of data to inform quality assurance processes, facilitate tailored student support, and to underpin targeted enhancements.	Continue to further embed the systematic use of data throughout quality assurance and support processes. Examples include the Exam Board reporting project and programme health check and annual monitoring integration.	Academic Registrar PVC Education and Student Experience	Integrated and efficient systems where data is readily available to monitor and enhance the quality of programmes and the student experience.	August 2026

Area of Ongoing Development	Action	Responsibility	Outcome	Target Date for Completion
1. The steps being taken to strengthen the University's approach to the management of collaborative provision.	Finalise and gain approval for Code 12: Code of Practice for Collaborative Provision.	Head of QEU	The approach to the management of collaborative provision will be strengthened.	May 2025
	Embed the work of the Collaborative Provision Delivery Group.	Head of QEU		Ongoing

	<p>Ensure the funding model for current partners, when being renewed, and new partnerships, delivers high-quality, sustainable provision.</p> <p>Ensure effective resourcing for collaborative provision is included within the 2025 Business Case for Change, and moving, forward through the annual planning process.</p> <p>Embed the new role of the Deans of Global Engagement across the institution.</p> <p>Specify the role of the Students' Union for each collaborative partner.</p> <p>Develop and deliver training for academic staff on processes related to franchised/validated provision.</p>	<p>DVC Global Engagement</p> <p>Academic Registrar PVC Heads of Colleges</p> <p>DVC Global Engagement</p> <p>Head of QEU</p> <p>Deans of Global Engagement/Head of QEU</p>		<p>Ongoing</p> <p>May 2025</p> <p>September 2025</p> <p>December 2025</p> <p>Ongoing</p>
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	Ensure TNE data is contained within the student records system.	Deputy Academic Registrar		June 2025
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