



# Report to the Higher Education Funding Council for Wales of a Concerns Investigation (Wales)

**Wrexham Glyndŵr University  
January 2023**

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## Introduction

1 This is a report to the Higher Education Funding Council for Wales (HEFCW) of an investigation of Wrexham Glyndŵr University (the University) under the Concerns Investigation Process (Wales).<sup>1</sup>

## Concerns raised

2 An investigation into Wrexham Glyndŵr University was instigated by HEFCW and passed to QAA on 24 November 2022 for a Stage 2 Investigation under the Concerns Investigation Process (Wales).

3 The investigation was triggered by HEFCW's identification of a number of issues at the University which collectively indicated there was reason to believe that there is a risk that the quality of provision is inadequate or likely to become inadequate.

4 The focus of the investigation, as identified by HEFCW, was:

- **Quality** - Are the institutional quality assurance systems sufficiently robust to identify potential issues and provide safeguarding of the institution and the student experience; are there systemic issues that need to be addressed?
- **Students** - Is the institution able to meet the reasonable needs of students?
- **Partnerships** - Are these being developed and monitored robustly, with sufficient due diligence, and with sufficient internal challenge?
- **Governance of quality** - Does the governing body have sufficient oversight and expertise to enable it to exercise its responsibilities regarding quality, including with regard to academic partnerships?

## The investigation process

5 The investigation was conducted by:

Emeritus Professor Diane Meehan (Lead Investigator)  
Professor David Lamburn, University of Warwick  
Dr Harry Williams, Student Reviewer.

6 The investigation included the examination of a range of documentary evidence and a visit to the University on 17-18 January 2023. The University cooperated fully and professionally with the investigation.

## Result of the investigation

7 The investigation team reached a conclusion of **serious issues found**. The team made a number of recommendations for HEFCW and the University to consider.

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<sup>1</sup> [www.qaa.ac.uk/reviewing-higher-education/how-to-make-a-complaint](http://www.qaa.ac.uk/reviewing-higher-education/how-to-make-a-complaint)

## Explanation of findings

### Quality

#### Quality assurance

8 The University has comprehensive processes and systems for the management of quality and standards as set out in the Academic Quality Handbook 2022-23. The handbook is reviewed annually and signed off through the Learning and Teaching Quality Committee (LTQC). [019, 025.5] The Academic Regulations 2022-23 are also reviewed annually with changes approved by Academic Board (AB). [016.7, 025,3] The report of the Quality Enhancement Review<sup>2</sup> of the University in 2019 (paragraphs 74, 94) described its academic framework and the management of academic standards as robust.

9 The University's Student Engagement in Quality Assurance and Enhancement Policy and Framework [039] states that 'Engaging students as partners is fundamental to the ethos of WGU', and this was reiterated by staff and students in meetings with the team. [M3, M5] The Policy and Framework outlines opportunities for students to be involved in giving feedback on, and management of, the quality of academic provision and the student experience. These opportunities are comprehensive and include external mechanisms such as the National Student Survey (NSS), student evaluations, Student Voice Forums (SVFs), student representation including on key committees, and giving feedback through the online system provided. [039] Students who met the team confirmed that the University is receptive to, and acts on, their feedback citing: in relation to academic issues, the more effective structuring of home learning; and for non-academic issues, the provision of 'meal deals' in the canteen. [M3] Students also commented that staff, including senior staff, are supportive and accessible and that this support continued throughout the pandemic. [M3] Based on its consideration of the documentary evidence, the team consider that the University's academic governance structure, if securely implemented, would enable suitable oversight and enhancement of its quality assurance systems.

10 The AB has overall responsibility for academic quality and standards. The Academic Board Handbook [009 pg 13] confirms that AB's membership is broad and drawn from across the institution, including students and professional services staff. Several Committees and Panels report to the AB including LTQC and Academic Partnerships Committee (APC). [009] To LTQC report the Academic Programmes Sub Committee (APSC) and Faculty Boards of Studies, both of which (among other responsibilities) play a key role in oversight of the annual monitoring process - the former at institutional level and the latter at faculty level. [009, 046.1a. 046.1c] While the terms of reference of AB and its committees are generally clear and appropriate, [009] the team identified weaknesses in the delegation of authority to APC and its Chair and in the terms of reference of the Extenuating Circumstances Panel, as discussed in paragraphs 26-27. The team considered the report [023.1] of the review of AB and its committees carried out in 2020, and the accompanying action plan [023.2] and found that appropriate and effective actions have been taken to address the issues raised. [023.2]

#### Degree Apprenticeships

11 University Degree Apprenticeship provision was developed to meet the North Wales Regional Learning and Skills Partnership target to support continued promotion of apprenticeships across the region. The University's apprenticeship programmes have been the subject of two QAA developmental reviews - the first in March 2021 [HEFCW 12] and a re-review in December 2021 [HEFCW 17]; a further review is scheduled to take place in April

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<sup>2</sup> [www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Wrexham-Glynd-r-University](http://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Wrexham-Glynd-r-University)

2023. The first review identified five areas for development and the University put in place an action plan which included the revalidation of all the degree apprenticeship programmes to ensure full recognition of specific characteristics of degree apprenticeships. [019, 038c, 038d, M2, M5, HEFCW 14, HEFCW 15] Other actions included steps to more fully support degree apprentices, revisions to handbooks and a continuous online progress review portfolio. The University also responded to HEFCW in relation to a number of questions about the action plan, timelines, the expected impact of the actions being taken, employer engagement, the revalidation process and the experience of the current students on these programmes [HEFCW 16] and, following the re-review of the programmes, HEFCW has held meetings with the University to review progress. [HEFCW 24, HEFCW 25]

12 The team noted that AB minutes [025.3] demonstrate regular monitoring of the action plan. A Degree Apprenticeship Stakeholder Group has also been established to bring together relevant employers with a view to achieving better understanding of the learning experience and wellbeing of the apprentices. [026a] Minutes [026] of the stakeholder group show that it has met regularly with both university staff and employer representatives attending meetings. In meeting the team, staff noted that the Group has strengthened its engagement with employers and is working towards employers playing a more central role in assessment. [M5] Staff [M1, M2, M5] told the team that the development of these programmes aligned with the University's vision and strategy. However, staff acknowledged that the timeframe for development to obtain the relevant funding was compressed and that there were shortcomings in fully understanding some requirements before launching the original programmes. [M2, M5] Staff also commented that a number of lessons have been learned from the experience, including the importance of effective employer engagement in the programme design and development processes, and the apprentices' progress reviews. [M1, M2, M5] The team noted that changes have been made to the guidance in the Academic Quality Handbook relating to the approval process for degree apprenticeships. [019] These changes include the addition of specific characteristics of these programmes and the requirement for external members of panels to have experience of the development or delivery of degree apprenticeships. [019] The team considers that these additions will better support both programme teams developing such provision in the future as well as providing guidance to approval panels. [019]

### **Master of Research (MRes)**

13 During 2018 and 2019, the University designed, developed and approved a suite of MRes qualifications for delivery from the start of the 2019-20 academic year [028.2 - 028.5] which included the: MRes Applied Clinical Research; MRes Applied Biomedical Sciences Research; the Forensics suite of MRes programmes including MRes Analytical and Forensic Chemistry, MRes Forensic Anthropology and Bioarchaeology, and MRes Anthropology and Bioarchaeology (top up); [028.3] MRes Psychology; and a suite of MRes Sports, Health and Exercise Science programmes with specialisms in Coaching, Psychology, Physiology, Performance Analysis and Physical Activity. [028.5] The University confirmed that the MRes Psychology and MRes Sports, Health and Exercise Science programmes are no longer recruiting. [Second request for additional evidence Dec 22nd 2022]

14 The QAA Characteristics Statement for Master's Degrees<sup>3</sup> states that, for a Master's by Research, the 'student spends the majority of their course undertaking independent research with supervision and guidance. They may attend some structured courses to learn about research methods. However, it differs from a Master's of Research because the focus is on a specific subject studied through research methods', whereas for the taught Master's of Research, the Statement notes that: 'the focus is on learning about research itself rather than studying a particular subject through research'. In Wales, the QAA

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<sup>3</sup> [www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf](http://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf)

Characteristics Statement for Master's Degrees has regulatory effect through the Quality Assessment Framework for Wales<sup>4</sup> which affirms (paragraphs 12-13) that the 'baseline regulatory requirements are a core component of the approach to assessing the quality of higher education in Wales'. The team accordingly formed the view that the University is required to align its master's provision with the QAA Characteristics Statement for Master's Degrees and noted that, as the University does not have research degree awarding powers, it may award only taught master's qualifications in its own right. The awards offered by the University must, as a consequence, be taught Master's of Research programmes and not Master's by Research, which is a research degree.

15 HEFCW has raised a number of issues of concern in relation to the University's MRes programmes, including the structures of some of the programmes which appear to better reflect a Master's by Research than a Master's of Research, and clarity in communication to students about whether they are studying for a research or taught award. [HEFCW 1, HEFCW 1a] The team noted the steps taken by the University to address the various issues raised by HEFCW, including changes to the website and information to students, the withdrawal of two programme areas and planned revalidation of the remaining four programmes which, at the time of the visit, had yet to take place. [HEFCW 1a, HEFCW 18, M5]

16 To explore whether the University's MRes programmes align with the requirements of a taught programme, the team considered the programme and module specifications for those programmes currently offered by the University; [028.2, 028.3] the team noted that the programme specifications make no reference to the Master's Characteristics Statements as an external reference point. The programme specification for the MRes Applied Clinical Research and MRes Applied Biomedical Sciences Research programmes [028.2a] shows that students study 60 credits of taught modules, including 20 credits relating to research methods, [028.3b-e] and the remainder of the programme is devoted to a 120-credit research dissertation noted as 'a significant research project' in the subject area. [028.3f] The team found that the module aims of the research dissertation reflect this emphasis, and are: (i) To provide the student with an opportunity to investigate systematically and in depth a scientific topic of direct relevance to the programme of study and his/her personal interests; (ii) To enable the student to draw on and contribute to the development of the growing body of knowledge in their chosen broad scientific field; and (iii) To present the outcomes of personal research in the form of two publishable scientific papers.

17 The team noted that the minutes of the internal scrutiny of these two MRes programmes through the SHAPE (Supporting a Holistic Approach to Programme Enhancement) panel - which scrutinises all new programme proposals and recommends whether they go forward to validation [027b] - show no evidence of discussion of alignment of the proposed programmes with the requirements of a taught Master's of Research award. The team also found that the report of the validation event for these two programmes shows no discussion of whether the structure of these programmes is appropriate for a taught Master's award or of relevant external reference points in general. [029a] In relation to the MRes Applied Biomedical Sciences Research programme, the report of the validation event notes that the emphasis in the programme is on 'lab based clinical research'. [029a] Having considered the programme structure, the nature of, and volume of credits awarded to, the research dissertation and the emphasis on subject-based research in the programme, the team concluded that the designs of the MRes Applied Clinical Research and MRes Applied Biomedical Sciences Research programmes reflect Master's by Research rather than taught Master's of Research awards.

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<sup>4</sup> [www.hefcw.ac.uk/wp-content/uploads/2022/07/W22-26HE-Annex-A-Quality-Assessment-Framework-July-2022-English.pdf](http://www.hefcw.ac.uk/wp-content/uploads/2022/07/W22-26HE-Annex-A-Quality-Assessment-Framework-July-2022-English.pdf)

18 The team found that the MRes Analytical and Forensic Chemistry and MRes Forensic Anthropology and Bioarchaeology programmes [028.3a] have a different structure from the two MRes programmes discussed in the previous two paragraphs. Students study 80 credits of taught content, [028.3b-c, 028.3f-g] a 40-credit dissertation pilot study [028.3d] which is aimed at the further development of students' research skills, and a 60-credit research project. [028.3e] The team consider that the design of these programmes aligns more appropriately with the requirements for a taught Master's of Research award [028.3] and noted that reference to relevant external reference points was evident in the validation report for the Forensic suite of MRes programmes. [029c]

19 During the visit, the review team was not able to meet a representative group of staff involved in the original validations, or students recruited in previous academic years. Students from the Forensics suite of programmes noted that, while originally they thought that the MRes was a research programme, it has been made clear to them it is a taught programme. [M3] Staff involved in the Forensics suite of programmes were also clear that they were taught Master's programmes and that they had been designed specifically to meet the requirements of a Master's of Research award. [M5] As with the degree apprenticeships, staff confirmed that the MRes qualifications were developed within a compressed timeframe and that although, following HEFCW's concerns, changes were made to programme specifications to make it clearer that these were Master's of Research programmes, modules were not altered. [M5]

20 Although both the degree apprenticeship programmes and MRes programmes were developed within shorter timeframes than normal, the team found no conclusive evidence that this was a contributory factor in the approval shortcomings. The common factor was a failure to take into full account all of the relevant external reference points at the time of design and development, and subsequently at the time of programme approval. This relates both to the degree apprenticeship programmes as described at paragraph 12, and to the MRes programmes as described at paragraphs 16 and 17. Therefore, the team **recommends that the University ensures that all relevant external reference points are taken into account fully during the programme development and approval process.** Noting the University's intention [M5] to revalidate its MRes provision soon, the team also **recommends that the University should carry out revalidations of the MRes in Applied Clinical Research and the MRes in Applied Biomedical Sciences Research at the earliest opportunity.**

### **MSc Computing with Advanced Practice**

21 During the visit, the team explored in detail the issues raised by HEFCW relating to the MSc Computing with Advanced Practice suite of programmes. [HEFCW 22] The main issue identified by the team for consideration related to the operation of the assessment board in 2021 and whether the University followed its own processes in granting a technical deferral to a number of students on the MSc Computing with Advanced Practice programmes. This was explored through documentary evidence including the programme documentation, [028.1] the record of the programme validation, [030] the Complaints Procedure [031] and the University's accompanying explanatory note [034], extracts of minutes of the Faculty Board of Studies, [035a] a note from the Chair of the Assessment Award Board [035b], the University's extenuating circumstances policy, [037] the action plan for the MSc Computing with Advanced Practice, [068d] the International Student Engagement Action Plan [068f-g] and its consideration by the Vice-Chancellor's Executive Team (VCET), [068e] and in meetings with staff. [M1, M5, M6] The team was informed that, following the release of assessment outcomes in July 2021, a number of complaints had been raised by students on this programme relating to their marks and other matters. [M1, M6, HEFCW 22a] These complaints were referred to the Deputy Vice-Chancellor and, in August 2021, a small panel of key senior staff was convened to resolve the issues. [M1, M6,

HEFCW 22a] Following this process, where students had failed one or more modules and had originally been 'referred', outcomes were updated on the student records system to show as 'technical deferrals'. Senior staff [M6] confirmed that this decision on student outcomes had been taken outside the assessment board by a senior member of staff. The team formed the view that this constituted a breach of the University's Academic Regulations [016.1p] because the Regulations assign to Assessment Boards the responsibility for determining each student's progress.

22 In discussion, staff of the University affirmed [M1, M5, M6] that the action taken was believed to be in the best interests of the students, needed to be taken quickly to comply with the timescales for determining the outcomes of other matters, and was taken at a time of the year when the formally instituted panels of the AB could not be assembled. The team noted that the actions taken relate to a relatively small part of the University's provision. However, in view of the evidence of a breach of Academic Regulations, the team **recommends that the University should ensure that academic regulations are implemented consistently in order to make certain that academic standards are maintained.**

## Students

### Student support

23 The University has developed several key strategies to support a diverse student population, and which outline its approach to enabling student achievement. These include the Learner Engagement and Retention Strategy [040.1] and Strategy for Supporting Student Learning and Achievement (SSSLA). [054e] The LTQC exercises oversight of these strategies as shown by its minutes [025.5] which confirm engagement with, and monitoring of, the two strategies.

24 Operationally, the Directorate of Student and Campus Life, which is overseen by the Executive Director of Operations, is responsible for providing student support services. [040.5] The University provides a range of counselling and mental health-based support and supports students with additional learning requirements and disabilities to, for example, negotiate individual exam arrangements or apply for the Disabled Students' Allowance (DSA). [040.5; 038g] Qualified staff members advise on careers and employability as well as student funding and money. [062, 069a, 074] Students can access the University's team of Academic Skills Tutors who provide either group or one-to-one mentoring on academic skills. [062, 069a, 074, M3, M5] Students whom the team met spoke positively about the academic and pastoral support available to them. [M3]

25 The University's student handbook [038] shows that all students, including those attending remotely, are allocated a personal tutor during induction whose role is to provide both pastoral and academic support to their tutees; this was confirmed in discussion with academic and professional services staff and students. [M3, M5] Students are expected to meet their personal tutors three times per academic year at key transition points. Students [M3] and staff [M5] affirmed that such meetings are structured, with students invited to propose topics for discussion beforehand. Students and student representatives whom the team met during the review visit, spoke highly of the personal tutoring system, emphasising that staff were approachable, engaging, and supportive. [M3] Noting also the findings of the Quality Enhancement Review<sup>5</sup> (paragraph 58) in 2019, that the University has an effective approach to enhancing the student learning experience, the team formed the view that the University has satisfactory arrangements for the support of students.

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<sup>5</sup> [www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Wrexham-Glynd-r-University](http://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Wrexham-Glynd-r-University)

## Extenuating circumstances

26 A student who is unable to complete a piece of assessed work may submit an extenuating circumstances (EC) claim, as set out in the university's policy and process for extenuating circumstances [037] and in the associated guidance for students. [036.2] Claims are evaluated initially by a Strategic Planning and Student Administration (SPSA) Officer who may approve claims which are straightforward in nature. If the EC claim is not approved, it is considered by the University's EC Panel which has both a Chair and a 'Director', the latter currently being the Director of Strategic Planning and Student Administration. The Director, as stated in the terms of reference of the EC Committee, '*...will provide advice, arbitration and monitoring, as required*'. [009 pg. 48-50] In discussion with senior staff [M1] and with academic and professional services staff, [M5] the team heard that, when in attendance, the Director of the EC Panel is senior to the Chair of the EC Panel and is empowered to approve or deny an EC claim. Since this part of the role is not stated in the terms of reference of the EC panel, the team **recommends that the University reviews the role and responsibilities of the Director and Chair of the EC Panel to ensure clarity of roles and its effective operation.**

27 The EC Policy states that an annual report containing 'statistical information on the numbers of claims received, upheld and rejected and any recommendations in respect of the review of the policy and procedure' should be submitted to LTQC. [036.1 - 036.2, 037, 037a] To confirm this, the team reviewed LTQC minutes and papers since 2019-20 but found that, although LTQC has reviewed elements of the EC procedure itself (for example, the impact of introducing self-certification), there is no evidence in the minutes of an annual report being considered. [025.5a - 025.5m] Furthermore, the team noted that responsibility for overseeing the EC system does not appear in the terms of reference of either AB or LTQC [009] and formed the view that there is a lack of clarity as to where oversight is provided at an institutional level. In exploring this during the review visit with senior staff [M1] and academic and professional services staff, [M5] the team heard that the current arrangements for institutional oversight of the EC 'system are under-developed and that analysis on numbers, themes and outcomes is not presently considered by either AB, LTQC or any other group. In a response to a request for evidence, the University confirmed that, in relation to ECs, 'neither Academic Board nor LTQC regularly review any collective institutional analysis'. [Request for Additional Evidence 17<sup>th</sup> January 2023] The team formed the view that the University's processes in respect of oversight of arrangements for considering students' extenuating circumstances are not being securely implemented and **recommends that the University establishes and consistently implements reporting and oversight arrangements for ECs in line with its stated policy.**

## Use of data

28 In terms of monitoring student cohort, programme and institutional-level data, the University's agreed process for programme monitoring and improvement includes data on all programmes relating to student progression, student retention (as a continuation proxy), and student outcomes. [052.1] The University confirmed in response to a request for additional evidence, that at institutional level, it expects that student retention data should be considered at every Vice-Chancellor's Board meeting (VCB), AB, LTQC, and the Access and Learner Engagement Group. [052.1] From a governance perspective, student retention data is also considered at each meeting of the Board of Governors (the Board) and the Board's Strategy and Finance Sub-Committee (SFC). [052.1] The team found that while there is close tracking of student applications and enrolment, retention and attainment data, the 'retention reports' provided to VCB do not identify institutional oversight of other key datasets, such as cohort progression between years of study. [052.7, 052.8, 052.9, 052.10] While the team found evidence in the minutes of the Board [052.6b] of the tracking in terms of gap analysis of student completions - specifically the proportions of students who



complete their programmes in the expected timeframe - they could not identify the top-level reporting of completion by qualification type (that is, undergraduate or postgraduate taught) or any other marker. More broadly, the team found that the minutes of VCB, [052.2 – 052.4] AB, [025.3a – 025.3o] LTQC, [025.5a – 025.5m] and the Board [052.6b] fail to show that key datasets, other than data relating to enrolments and retention, are robustly and routinely interrogated. The team formed the view that there is currently inadequate oversight of student success data by the University's management and academic committees. The team **recommends that the University strengthens the reporting of key datasets relating to student success to enable more effective institutional oversight.**

## Complaints and appeals

29 The University's Student Complaints Procedure [031] is overseen by the Director of Strategic Planning and Student Administration. Students are encouraged to raise concerns, initially through faculty-based feedback systems, such as the student representative system. During the visit, as noted earlier in the report, the team heard several examples from students and student representatives of changes being made as a direct result of student feedback collected primarily through the 'Unitu' student voice platform'. [M3; M5] While the University has a policy [068a] of training staff in respect of the complaints procedure, the team heard in meetings with academic and professional services staff that training is offered to programme leaders but is not compulsory. [031; M5] The Complaints Procedure indicates that a 'Learning from Complaints Forum' will be convened annually to which investigating officers and review panel members will be invited. [031] However, during the visit, the team heard from academic and professional services staff [M5] that this has not happened since 2018-19 due to the COVID-19 pandemic.

30 For complaints resolved at the formal or review stage, the Dean of Faculty or Operational Head, as appropriate, is responsible for monitoring that any actions arising from the complaint outcome are addressed in a full and timely manner. [031] An action plan is developed by the Dean of Faculty and Associate Dean/Operational Head to ensure that any recommendations made are allocated to specific staff for action and deadlines for implementation set. [031] Examples of action plans seen by the team for complaints relating to programmes in the two faculties show clear actions mapped against the recommendations resulting from the complaint. [068c - 068d, 068f - 068g]

31 The University tracks the progress of individual complaints via complaint logs. The team reviewed the logs from 2017-18 to 2021-22 [032a -032e] and found that, while the majority of complaints were addressed within the expected timeframe (the maximum time from submission to the issuance of a completion of procedures letters is 74 working days), there were 15 complaints which took much longer to complete (the range being 77-272 working days). A number of complaint entries did not have a recorded closure time and so it is possible that the number of complaints taking longer than the expected time to complete could be higher. [032c - 032d] Although the complaint logs include space for recommendations to be included and their implementation tracked, the team noted these areas were often empty. Where recommendations were agreed, it was not always clear what the recommendation actually was and whether it was then fully implemented and by whom. [032a - 032e] The team formed the view that the lack of full records of the handling of complaints leads to a risk that trends are missed, that opportunities for enhancement are not identified, and that planned actions are not completed.

32 The University has an Academic Appeals Procedure which allows students to appeal against the decision of an Award/Progression Board if they have 'concerns that their academic progress or status has been detrimentally impacted by the decision/outcome of that Award/Progression Board'. [067 Section 1] The grounds on which a student can submit an academic appeal are clear and the Students' Union is able to provide information, advice

and guidance to students wishing to submit an academic appeal. [067 Sections 1 – 2, M3] Academic appeals must be submitted within 10 working days of results being published. [067 Section 3] Following submission, the student is notified if their appeal has been rejected or their claim has met the required criteria, thereby moving into the formal stage of the process. [067 Section 3] In the formal stage, the academic appeal is investigated by an Investigating Officer, appointed by the Director of Strategic Planning and Student Administration. [067 Section 4] The outcome of the investigation is communicated to the student. [067 Section 4] Information on submitting an academic appeal is included in the University's Student Guide [038g p 5] and students who met with the team were aware of these processes. [M3] The team concluded that the University has a secure process for handling and responding to appeals.

33 With respect to student complaints and academic appeals, the Director of Strategic Planning and Student Administration provides an annual report which should 'provide statistical and comparative data, comment on the effectiveness of the procedure and make recommendations in respect of good practice and improvements to the student experience'. [031; 067] The team noted that the annual reports from 2017-18 to 2021-22 [033a –033e] report headline figures but found no reflection on the 'effectiveness of the procedure'. Figures on academic appeals are reported from 2019-20 [033c; 070a – 070b] but are missing in previous reports. [033a – 033b] There also appears to be errors in the complaints and appeal reports when compared to the information contained within, for example, the University's complaint logs. [033a – 033e] An example of this is in 2021-22 - the University paid out £8,445 to complainants (according to the complaints log); however, the complaints report indicates only £6,345 was paid out. [032d; 033d] The recommendations within the later reports themselves are often related to the reporting process itself (for instance, to 'identify common themes' and to 'identify subject areas with higher numbers of complaints [033a – 033e]) rather than to the identification of opportunities for quality enhancement. The annual report is submitted to AB, LTQC and the Board of Governors: minutes of these bodies in December 2022 [033f] fail to show evidence of robust interrogation of, or challenge to, the report; minutes from LTQC in 2020-21 and 2021-22 show little evidence that its members analysed complaint themes, causes and outcomes. [033f] The team concluded, therefore, that the expectation of monitoring and oversight articulated in the student complaints and academic appeals policy, is not functioning in an effective manner, and that as a result, the University cannot reliably use student complaints or academic appeals to enhance the student experience. The team **recommends that the University ensures the monitoring and oversight arrangements for complaints and academic appeals are fully implemented in line with university policy.**

## Partnerships

### Management of partnership activity

34 One of the priority aims of the University's International Strategy, approved in February 2022 by the VCB, is 'to develop and enhance our transnational academic partnerships' [011] and in meetings with the team the University reiterated its strategy for diversification through the development of partnerships and an increase in international student recruitment. [M1] The University has expanded its partnership provision from six partnerships in 2015-16 (five in the UK and one international) to 28 partners (as of September 2022). Three of these partners deliver further education in the UK, and the remainder are private or international partners [HEFCW 5, WGU Partnerships Register September 2022], with just over 2,100 students currently studying through partnerships arrangements, around one-quarter studying with UK-based partners and the remainder through international partners. [073]

35 In the past year, the University's auditors have undertaken two internal audits of its partnership activities. [051.1, 051.2] The first, reporting in April 2022, assessed the framework for approving and monitoring the University's transnational education (TNE) arrangements and concluded that 'a well-designed framework is in place to monitor and manage TNE arrangements' with one management action relating to the review of original due diligence checks completed for partner institutions, which has already been actioned. [025.4I, 051.1, HEFCW 5] The second audit, reporting in December 2022, was triggered by HEFCW's Institutional Risk Review (May 2022) which required further assurance in respect of the governance processes in place to assess and monitor the quality of partnership arrangements. The report of this audit concluded that a robust governance framework is in place and identified one management action in relation to development of Student Voice Forums (SVFs) at partner institutions, with development of the student voice at partner institutions having also been raised by HEFCW in their 2020 Triennial Review. [025.2d, 051.2] The team noted that this issue is being addressed through the University's Strategy for Supporting Student Learning and Achievement (SSSLA) 2022-23, monitored by LTQC, which contains an action to review the mechanisms for gathering student feedback across all levels and modes of delivery including partnership provision. [025.1s, 025.5I, 054e]

36 Executive responsibility for partnerships rests with the Pro-Vice Chancellor (Partnerships), who is supported by other members of the Partnerships Team - namely the Partnerships Manager, Partnerships Development and Liaison Manager, International Development Manager, Senior Partnerships Officer, and Partnerships Officer. [051.2] The Partnerships Team has been expanded from three members in March 2022 to its current six members to support the growth in partnership activity. [051.2, M1] The University's arrangements for the approval, monitoring, review and closure of partnerships are set out in the Academic Partnerships Handbook. [021]

37 The VCET approves new partnerships in accordance with its terms of reference. [006, 021, T07 CIPW 2<sup>nd</sup> Request for additional information, M1] These also state that the VCET shall, 'in addition, report to the Board of Governors on such partnerships which are of high risk and have a strategic and financial impact on the University' [006] and the Academic Partnerships Handbook also provides details of how proposals for high-risk partnerships should be treated, including deciding not to approve them or to request that the appropriate approval panel pays attention to particular issues. [021] The team confirmed that other than the recent Manchester Campus proposal, no other high-risk partnerships have been reported to the Board of Governors in recent years. [M1, M4]

38 The team explored with senior staff [M1] how they define a high-risk partnership and was informed that the University has not defined and documented what constitutes high risk but considers that the highest risk comes from institutions with no prior experience of higher education delivery, weak financial stability, primary discourse in another language other than English, and regulations not written in English. Senior staff also stated that it would be unlikely to take forward such a proposal although some, but not all, elements of highest risk may be acceptable. [M1] **The team recommends, in order to ensure that the stated procedures in relation to high-risk partnerships are implemented fully and consistently, that the University defines and documents what constitutes a high-risk partnership.**

39 The team considered documentation provided to VCET in relation to the approval of a new partnership with Bloomsbury Institute. The documentation included financial and legal due diligence, as well as consideration of quality and standards - for example, academic governance structures, processes and outcomes of external reviews; [042a, 042b, 042c] due diligence information is compiled by the Pro-Vice Chancellor (Partnerships) with input from other key stakeholders. [M1] In meeting with senior staff, the team learned that no full proposals have been rejected by VCET, although some do not proceed to this stage. [M1]

The team also confirmed that, while this documentation contains information about quality and standards, there is no routine input into the process from those bodies in the University with responsibility for overall cross-institutional oversight of quality and standards. The team heard in a meeting with senior staff, that the programme approval panel deals with academic issues such as staffing, programme delivery and curriculum. [M1] However, the team noted from the validation report for this new partnership, [044] that discussions at the validation event, consistent with the validation process, were largely confined to consideration of the programmes under scrutiny rather than any wider issues relating to the partner's ability to deliver programmes and maintain their quality. The team **recommends that, in considering and approving partnerships, the University should ensure wider consideration within the approval process of the partner's ability to deliver programmes of study of the required quality.**

40 In considering the University's process for approval of the proposed partnership with the Bloomsbury Institute, the team noted that, while the Office for Students had imposed a regulatory requirement on the proposed partner in relation to the continuation rates of its students,<sup>6</sup> this matter was not included as a potential risk in the due diligence report although it was noted by VCET that 'quality concerns' raised by the Office for Students was the reason for the previous validating university's withdrawal from the partnership. [042a, 042b] Senior staff explained in a meeting with the team that they had discussed these issues with the partner, that oversight of such data is a standard part of the ongoing monitoring processes and, hence, they were not convinced there were any significant risks, although the team noted that consideration of this issue was not evident from the proposal documentation. [042b, M1] In noting that the University had not recorded all risks relating to this partnership, the team **recommends that the University should ensure that all risks considered as part of the partner approval process are recorded along with the proposed mitigation of that risk.**

41 The Academic Partnerships' Committee (APC) reports to AB and is chaired by the Pro-Vice Chancellor (Partnerships). [009] The terms of reference for APC state that the Committee has responsibility 'to receive and consider recommendations from collaborative provision validation and programme delivery approval panel events (including revalidation and re-approval events) to determine if they wish to recommend approval to Academic Board'. The terms of reference also define a number of delegated powers both for the committee and its Chair in respect of academic partnerships; these include its ability to 'authorise the Chair to take such executive action as may be necessary to expedite urgent business in between meetings, provided that the Chair is content that the full Committee would approve the decision and that a report of such action is provided to the committee'. [009]

42 Notwithstanding this delegated authority, the team found that the minutes of APC since 2019-20 [25.4a-025.4m] show that a substantial number of decisions in relation to approval of partnership matters have been taken by APC through the Chair's actions. For example, APC Chair's actions are noted in the minutes of the October 2019, [025.4a] February 2020, [025.4b] May 2020, [026.4c] October 2020, [025.4e] April 2021, [025.4g] October 2021 [025.4i] and February 2022 [025.4j] meetings. Chair's actions relate to both matters for which APC has delegated authority, such as approving requests for an existing partner to deliver additional programmes to proceed to the next stage of approval, [009] as well as recommendations to AB for final approval of programme delivery by a partner following receipt of the report of a validation event. The team also found a considerable number of AB Chair's actions in relation to partnerships matters, examples of which are recorded in APC's minutes of October 2019, [025.4a] February 2020, [025.4b] May 2020, [026.4c] July 2020, [025.4d] February 2021, [025.4f] April 2021 [025.4g] and February 2022

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<sup>6</sup> [www.bil.ac.uk/gem/section-1/office-for-students-regulatory-framework-notice-and-advice/](http://www.bil.ac.uk/gem/section-1/office-for-students-regulatory-framework-notice-and-advice/)

[025.4j] as well as in the relevant minutes of AB. [025.3] The team noted that the minutes of APC [for example 025.4 a-c] show some matters are being approved by APC Chair's action followed by AB Chair's action. The volume of Chair's actions taking place suggests that full scrutiny and opportunity for internal challenge by the relevant academic governance committees is not routinely taking place.

43 The team explored this issue in meetings with senior staff [M1] and heard that such action is sometimes taken because of a perceived need for timeliness of decision-making; additionally, in relation to AB Chair's actions, if the programmes being approved are also delivered at the University and if the approval panel has raised no concerns, senior staff see it as likely that the AB would sign off APC's recommendation. [M1] It was also commented that Chair's actions are recorded in the minutes of both APC and AB, allowing challenges to be made, although from their reading of the minutes of both committees, the team noted that this rarely happens. [025.4a - 025.4m, 025.3a - 025.3o] The team also heard in meetings with senior staff that recently, to avoid Chair's action having to be taken, full documentation has been circulated to APC members for comment. While there were examples of this in the April 2021, [025.4g] October 2021 [025.4h] and October 2022 [025.5m] minutes of APC, the team heard in meetings with staff involved in partnership activity that, generally, such documentation is received only after APC Chair's action has been taken. [M1, M2]

44 The team also noted that AB Chair's actions do not always relate to the straightforward cases suggested above - for example, approval for programme delivery to commence was granted through Chair's action for Bloomsbury Institute, although it is delivering validated provision, is offering programmes with a non-standard credit tariff and for which the validation panel had made various recommendations. [044, 025.3j] Together, with the issues identified previously in relation to this approval process, the team formed the view that the use of the Chair's action to approve this partnership was indicative of lack of rigour in the approval process. In considering the levels of independence between roles and processes in relation to the management of partnerships, the team noted that the Pro-Vice Chancellor (Partnerships) considers initial proposals for partnerships with their related documentation, presents such proposals to VCET, chairs APC, and through its delegated authority is enabled to take a substantial number of Chair's actions in relation to partnership matters. The team formed the view that this multiplicity of roles was suggestive of insufficient independence in the structures and processes relating to academic partnerships.

45 In view of the weaknesses identified in paragraphs 42-44, the team recommends that, in relation to the management and oversight of partnerships, the University should revise roles and procedures, including the extent of delegated authority to Chairs of committees, in order to ensure rigorous scrutiny, internal challenge and oversight through the academic governance structure.

### **Board of Governors oversight of partnerships**

46 The team noted that HEFCW raised a question as to whether the Board of Governors has sufficient oversight and expertise to enable it to exercise its responsibilities regarding quality, including in relation to issues raised in the Investigation Plan. In considering this issue, the team found that there was a lack of evidence in the minutes of the Board's meetings in 2019-20, 2020-21 and 2021-22 of routine and regular reporting on partnership matters [025.1c – 025.1r] but learned that this has become a standard agenda item for the Board from 2022-23 onwards. [M4] The October 2022 minutes of the Board [025.1s] evidence a briefing from the Pro-Vice Chancellor (Partnerships) about, and discussion of, the University's partnership arrangements and a brief update on partnership matters is recorded in the minutes of the November 2022 meeting of the Board. [025.1t] The team also noted that, following the issues raised by HEFCW in relation to partnerships, the Board's Quality and Standards Scrutiny Panel (QSSP) undertook a 'deep dive' into

partnership arrangements and concluded it was reassured that the Board had appropriate oversight of quality and standards for partnership provision. [025,2d]

47 The team noted that HEFCW has also raised concerns about the University's Manchester Campus development in partnership with the London School of Commerce (LSC). [HEFCW 2a, 2b] Following a recommendation from VCET, a proposal for development of the University's Manchester Campus was approved by the Board in July 2021. [HEFCW 2, 025.1] The team found that a full set of documentation was presented to the Board and the minutes of its July 2021 meeting show that a discussion about market demand, management of the student experience, management capacity, financial considerations, risks and mitigations, and regulatory requirements took place prior to the Board's approval. [025.1] In discussion with the team, Board members commented that the value of establishing the Manchester Campus will be to attract more international students in line with university strategy. [M4]

48 The partnership with LSC is governed by a Memorandum of Agreement (MoA) signed in July 2022. [HEFCW 7] The team was informed by senior staff that, in response to a request by HEFCW, the Board had been asked to reapprove the Manchester Campus arrangements as reflected in the MoA. [M1] The team was also informed by senior staff [M1] that a decision had recently been taken for the University to employ directly, all academic staff who will deliver, assess and manage programmes at the Manchester Campus, with the partner taking on the role of service provider. The team heard that this decision had been approved by the Vice-Chancellor, rather than through the academic governance structure, as it was 'non-contentious', but had yet to be reflected in an updated MoA. [M1] The team noted that direct employment of all academic staff by the University is a deviation from the existing MoA, which states that delivery and assessment of programmes will be undertaken by staff seconded to and paid for by LSC with programme leadership and academic line management undertaken by directly-employed university staff. [M1, 066, 066a, HEFCW 2a and 2b, HEFCW 7]

49 In discussion with the team, [M4] members of the Board expressed the view that partnership activity has lacked oversight by the Board in the past, and that while the Board has taken steps in the last few months to address this, further progress is needed. The team concluded that while minutes of recent Board meetings in October and November 2022 [025.1s, 025.1t] confirm that these steps are being taken, there is still a need for the Board to further strengthen its oversight of the University's partnership arrangements. These issues contribute to the recommendation at paragraph 57 in relation to the Board's arrangements for the effective oversight of quality and standards.

## **Governance of quality**

50 The University's Board of Governors (the Board) has oversight, within its Statement of Primary Responsibilities, for ensuring that there are 'arrangements in place for effective academic governance and the quality and standards of educational programmes'. [<https://glyndwr.ac.uk/media/marketing/policies-and-documents/governance/Statement-of-Primary-Responsibilities-approved-March-2021>, 015.1, 015.2] The members of the Board who met the team articulated clearly its duties relating to ensuring the setting of appropriate academic standards, the University's strategic direction, the deployment of resources and ensuring an appropriate experience for all its students. [M4]

51 The Vice-Chancellor and VCET report to the Board, as does the AB which has ultimate academic responsibility for quality and standards as shown in the Academic Quality handbook. [009] The composition of the Board comprises 14 independent members, four members of staff of the University including the Vice-Chancellor and nominee of AB, and two student governors. The team noted recent appointments in leadership and membership

of the Board, including two members with experience of higher education at a senior level. [001, 002, M4] The team formed the view that the composition of the Board consisted of an appropriate balance between independent and internal members. The Board has a number of committees reporting to it, including those for Audit and Risk [14.1] and, since 2017, a Quality and Standards Scrutiny Panel (QSSP). [14.2]

52 In discussion, the team heard senior staff express the view that the Board and its committees are effective in challenging them in relation to their leadership and management of the University. [M1] Members of the Board [M4] described steps that it had taken to inform its consideration of the University's provision. These included: a number of 'deep dives' into specific areas - for example, students' academic integrity and the capacity of the University to effectively manage growth in international activity and the University's partnerships. [M4] In addition, the team noted that the Board's Audit and Risk Committee had commissioned two external audits in 2022, into partnerships and transnational education arrangements, as described at paragraph 35; the team formed the view that the reports of these audits [051.1, 051.2] were likely to form a useful resource in enabling the Board to evaluate the effectiveness of management action in these areas.

53 In discussion, [M4] Board members indicated that they were aware of areas in which it was necessary to strengthen oversight. Specifically, they recognised the need for more data and trend analysis into, for instance, recruitment and retention, student complaints, completion and progression, recruitment and marketing, in order to ensure that the right strategies were in place and the monitoring was effective. Their view was that, since the impact of the COVID-19 pandemic, the culture of the Board had changed and that it was now more challenging to ensure the success of the University's strategy.

54 The team gave detailed consideration to the work of the QSSP in overseeing the University's quality assurance arrangements. The QSSP is required by its terms of reference [14.2] 'to identify and evaluate evidence and advise the Board on signing the annual assurance statements relating to quality and standards which are required by HEFCW'. In evaluating how effectively the QSSP fulfils this duty, the team considered the notes and reports of the QSSP's meetings in November 2022 [025.2d] and November 2021. [025.2c] At each of these meetings, the QSSP was assessing evidence to support the HEFCW quality assurance statements and providing a recommendation regarding the Board's affirmation of the statements to HEFCW. The team noted the view of senior staff [M1] that the QSSP takes considerable interest in reports from AB, and that its meetings include discussion and challenge from across its members.

55 The minutes of the QSSP's meeting of November 2021 [025.2c] show evidence of thorough consideration and evaluation by the QSSP of the outcomes of the University's quality assurance arrangements. The report from the QSSP to the Board includes detailed evaluation of evidence in support of each of the six HEFCW quality assurance statements. The team concluded that the QSSP in 2021 was thorough and effective in its consideration of university reporting. However, the minutes of the meeting of November 2022 [025.2d] are indicative of discussion which was only at high-level, and largely descriptive of the assessment process with no evaluation of challenge or interrogation of the reports presented to it, and with no recommendations or other outcomes. The team concluded that the record of the QSSP's consideration of evidence to support the HEFCW quality assurance statements in 2022 was not thorough and effective in its consideration of university reporting. The team formed the view that there is mixed evidence in relation to the effectiveness of the QSSP's scrutiny of the University's quality assurance arrangements.

56 The team noted that the University commissioned an external review on the effectiveness of the Board, which reported in January 2022. [HEFCW 20] The review found that the approach to governance was effective. In relation to academic quality and oversight,

it stated that 'a careful balance is struck to ensure appropriate oversight of the competing interests which are demanded of the Board.' The review made a total of 16 recommendations intended to aid future enhancement of the Board's work, of which six were identified as being of priority. These recommendations were used by the Board in April 2022 to inform an action plan, updated in October 2022. [024] The update shows that the Board accepted 15 of the 16 recommendations, including five of the six 'priority' recommendations, and has identified actions intended to fulfil each of these 15. Of these actions, three were complete as of October 2022 and 12 remained 'on-going'. The action plan provided evidence of work under way to complete the remaining actions. The team heard from senior staff and members of the Board [M1, M4] that the Board and its members are now more proactive, by meeting with faculties and faculty members and observing meetings of the AB.

57 The team concluded that the Board, informed by the external review of January 2022, is aware of the need to further the effectiveness of its activities and is undertaking action with a view to doing so. The team also noted the mixed evidence of the effectiveness of the work of the QSSP in respect of the Board's responsibility for oversight of the annual assurance statements relating to quality and standards which are required by HEFCW, and the issues identified in paragraph 49 in relation to oversight of the University's partnerships. The team **recommends that the Board of Governors should continue to strengthen its arrangements for the effective oversight of quality and standards including in relation to academic partnerships.**

## Other issues that emerged

58 The team can confirm that during the investigation no other issues emerged.

## Conclusion

59 The team considered the outcome of the investigation according to the categories and criteria set out in Appendix 1 of the Concerns Investigation Process (Wales).

60 Arising from its consideration of the focus of the investigation as identified by HEFCW, the team made a total of 12 recommendations as set out in paragraph 64.

61 Of these recommendations, the team found that five arose from serious issues of concern. The need to ensure that all relevant external reference points are taken into account fully during the programme development and approval process (recommendation a) arises from a significant gap in procedures relating to academic standards. The need to ensure that academic regulations are implemented consistently in order to make certain that academic standards are maintained (recommendation c) relates to a breach by the University of its own quality assurance management procedures. The need to strengthen the reporting of key datasets relating to student success (recommendation f) is indicative of ineffective operation of parts of the academic governance structure. The need to define and document what constitutes a high-risk partnership, and the need to ensure wider consideration within the approval process of the partner's ability to deliver programmes of study of the required quality (recommendations h, i) arise from significant gaps in policy and procedures relating to the provider's academic standards and quality assurance.

62 The remaining seven recommendations relate to minor issues of concern. The need to carry out revalidations of the MRes in Applied Clinical Research and the MRes in Applied Biomedical Sciences Research (recommendation b) arises from a significant gap in procedures relating to academic standards but is confined to a small part of the University's provision. The need to establish and consistently implement reporting and oversight arrangements for extenuating circumstances; the need to ensure that all risks considered as part of the partner approval process are recorded along with the proposed mitigation of that



risk; and the need to revise roles and procedures - including the extent of delegated authority to Chairs of committees - in order to ensure rigorous scrutiny, internal challenge and oversight through the academic governance structure (recommendations e, j, k), arise from insufficient emphasis or priority given to assuring standards or quality in the University's processes. The need to review the role and responsibilities of the Director and Chair of the EC Panel (recommendation d) relates to shortcomings in the rigour with which procedures are applied. The need to ensure that monitoring and oversight arrangements for complaints and academic appeals are fully implemented in line with university policy; and the need for the Board of Governors to continue to strengthen its arrangements for the effective oversight of quality and standards (recommendations g, l), arise from weaknesses in the operation of the University's academic governance structure.

63 In the light of the issues identified in paragraph 61, the investigation team reached a conclusion of **serious issues** found.

## Recommendations

64 The team recommends:

- a that the University ensures that all relevant external reference points are taken into account fully during the programme development and approval process (paragraph 20)
- b that the University should carry out revalidations of the MRes in Applied Clinical Research and the MRes in Applied Biomedical Sciences Research at the earliest opportunity (paragraph 20)
- c that the University should ensure that academic regulations are implemented consistently in order to make certain that academic standards are maintained (paragraph 22)
- d that the University should review the role and responsibilities of the Director and Chair of the Extenuating Circumstances Panel to ensure clarity of roles and its effective operation (paragraph 26)
- e that the University should establish and consistently implement reporting and oversight arrangements for extenuating circumstances in line with its stated policy (paragraph 27)
- f that the University should strengthen the reporting of key datasets relating to student success to enable more effective institutional oversight (paragraph 28)
- g that the University should ensure the monitoring and oversight arrangements for complaints and academic appeals are fully implemented in line with university policy (paragraph 33)
- h that in order to ensure that the stated procedures in relation to high-risk partnerships are implemented fully and consistently, the University should define and document what constitutes a high-risk partnership (paragraph 38)
- i that in considering and approving partnerships, the University should ensure wider consideration within the approval process of the partner's ability to deliver programmes of study of the required quality (paragraph 39)
- j that the University should ensure that all risks considered as part of the partner approval process are recorded along with the proposed mitigation of that risk (paragraph 40)
- k that in relation to the management and oversight of partnerships, the University should revise roles and procedures, including the extent of delegated authority to

Chairs of committees, in order to ensure rigorous scrutiny, internal challenge and oversight through the academic governance structure (paragraph 45)

- I that the Board of Governors should continue to strengthen its arrangements for the effective oversight of quality and standards including in relation to academic partnerships (paragraph 57).

## Evidence list [all evidence and list will be removed before publication]

### Documents provided by the University

000	Contents table Submission to QAA for 9th December 2022.docx
001	Glyndŵr University Board of Governors - committee structure 2022-2023.docx
002	Glyndŵr University Members Board and Committees 1st Dec 22.doc
003	Glyndŵr University VCET structure roles and responsibilities diagram.pdf
004	Glyndŵr University Management Structure_Nov22.pdf
005	Glyndŵr University Management Committee structure diagram.docx
006	Glyndŵr University TOR Management committee structure.docx
007	Glyndŵr University Academic Board Structure diagram.docx
008	Glyndŵr University Servicing-committees-manual_V13.docx
009	Glyndŵr University Academic Board Handbook 2022-23 v1 APPROVED Nov 22.docx
010	Vision and Strategy to 2025 <a href="#">Vision &amp; Strategy to 2025 by glyndwruni2020 - Issuu</a>
011	International Strategy_STIO2122006 (1).docx
012.1	Annual Assurance Return 2021-22 signed WGU.pdf
012.2	Annual Assurance Return Glyndŵr 2020-21 signed.pdf
012.3	Annual Assurance return 2019-20 WGU signed.pdf
013.1	Annual Standards Overview Report to the Board of Governors 2021-22.pdf
013.2	Annual Standards Overview Report to the Board of Governors 2020-21.pdf
013.3	Annual Standards Overview Report to the Board of Governors 2019-20.pdf
014.1	Audit & Risk-Committee Terms of Reference June 2022.pdf
014.2	Nominations & Governance Committee Terms of Reference June 2022.pdf
014.3	People & Culture Committee Terms of Reference June 2022.pdf
014.4	Quality & Standards Scrutiny Panel Terms of Reference October 2022.pdf
014.5	Remuneration Committee Terms of Reference June 2022.pdf
014.6	Strategy & Finance Committee Terms of Reference June 2022.pdf
015.1	Standing Orders of the University updated June 2020.pdf
015.2	Glyndŵr University Instruments and Articles of Government July 2008.pdf
016	Academic Regulations 2018-22
016.1	Academic Regs 17-18
016.1a	Section One - General Regulations & Definitions.docx
016.1b	Section Two - Award Regs Aegrotat final approved.docx
016.1c	Section Two - Award Regs Bachelors & Foundation Degrees .docx
016.1d	Section Two - Award Regulations BTEC final approved.docx
016.1e	Section Two - Award Regulations Certificate in Education.docx
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016.1g	Section Two - Award Regulations GELT final approved.docx
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016.1j	Section Two - Award Regulations Masters of Research.docx
016.1k	Section Two - Award Regulations Postgraduate Certificate in Education.docx
016.1l	Section Two - Award Regulations Posthumous final approved.docx
016.1m	Section Two - Award Regulations Professional Certificate in Education.docx
016.1n	Section Two - Award Regulations Taught Master's final approved.docx
016.1o	Section Three - Assessment and Exams final approved.docx

016.1p Section Four - Assessment Boards final approved.docx

016.2 Academic Regs 18-19

016.2a Section 1 general regs & definitions 2018-19 final approved.pdf

016.2b Section 2 - Award Regulations BTEC 2018-19 final approved.docx

016.2c Section 2 - Award Regulations GELT 2018-19 final approved.docx

016.2d Section 2 - Award Regulations Integrated Master's final approved.docx

016.2e Section 2 - Award regs online taught master's updated 3rd June 19.docx

016.2f Section 2 - Award Regulations Bachelors & Foundation Degrees 2018-19.docx

016.2g Section 2 - Award Regulations Foundation Year 2018-19.docx

016.2h Section 2 - Award Regulations Taught Master's 2018-19.docx

016.2i Section Two - Award Regulations Aegrotat final approved.docx

016.2j Section Two - Award Regulations Certificate in Education.docx

016.2k Section Two - Award Regulations Certs of Attendance, GUCCE and Prof Cert.docx

016.2l Section Two - Award Regulations Graduate Certificate Diploma.docx

016.2m Section Two - Award Regulations Postgraduate Certificate in Education.docx

016.2n Section Two - Award Regulations Posthumous final approved .docx

016.2o Section Two - Award Regulations Professional Certificate in Education.docx

016.2p Section 3 Assessment and Exams 2018-19 final approved.docx

016.2q Section 4 Assessment Boards 2018-19 final approved.docx

016.3 Academic Regs 19-20

016.3a Section 1 General regs & definitions 2019-20.pdf

016.3b Section 2 Award Regs Master's of Research 2019-20.pdf

016.3c Section 2 Award Regs Online Taught Master's 2019-20 revised Feb 2020.pdf

016.3d Section 2 Award Regulations Aegrotat 2019-20.pdf

016.3e Section 2 Award Regulations Bachelors & Foundation Degrees 2019-20.pdf

016.3f Section 2 Award Regulations BTEC 2019-20.pdf

016.3g Section 2 Award Regulations Certificate in Education 2019-20.pdf

016.3h Section 2 Award Regulations Certs of Attendance, GUCCE and Prof Cert 2019-20.pdf

016.3i Section 2 Award Regulations Foundation Year 2019-20.pdf

016.3j Section 2 Award Regulations GELT 2019-20.pdf

016.3k Section 2 Award Regulations Graduate Certificate Diploma 2019-20.pdf

016.3l Section 2 Award Regulations Integrated Master's 2019-20.pdf

016.3m Section 2 Award Regulations Postgraduate Certificate in Education 2019-20.pdf

016.3n Section 2 Award Regulations Posthumous 2019-20.pdf

016.3o Section 2 Award Regulations Professional Certificate in Education 2019-20.pdf

016.3p Section 2 Award Regulations Taught Masters 2019-20.pdf

016.3q Section 3 Assessment and Exams 2019-20 revised Feb 2020.pdf

016.3r Section 4 Assessment Boards 2019-20.pdf

016.3s Section 4 Assessment Boards 2020-21 revised 12th March 2020.docx

016.4 Academic Regs Exceptional 19-20

016.4a EXCEPTIONAL REGULATIONS Award Regulations Bachelors Foundation Degrees 2019-20 v2.docx.pdf

016.4b EXCEPTIONAL REGULATIONS Award Regulations Foundation Year 2019-20.pdf

016.4c EXCEPTIONAL REGULATIONS Award Regulations Integrated Master's 2019-20.pdf

016.4d EXCEPTIONAL REGULATIONS Award Regulations Taught Master's 2019-20.pdf

016.4e EXCEPTIONAL REGULATIONS Section 4 Assessment Boards 2019-20.docx.pdf

- 016.5 Academic Regs 20-21
- 016.5a Section 1 General Regs & Definitions 2020-21 approved 12.05.21.pdf
- 016.5b Section 2 Award Regs Master's of Research 2020-21.docx.pdf
- 016.5c Section 2 Award Regs Online Taught Master's 2020-21 revised Jan 2021.pdf
- 016.5d Section 2 Award Regulations Aegrotat 2020-21.docx.pdf
- 016.5e Section 2 Award Regulations Bachelors & Foundation Degrees 2020-21.docx.pdf
- 016.5f Section 2 Award Regulations Bachelors Degrees ONLINE 2020-21 app Feb 21.pdf
- 016.5g Section 2 Award Regulations BTEC 2020-21 approved 12.05.21.pdf
- 016.5h Section 2 Award Regulations Certificate in Education 2020-21.docx.pdf
- 016.5i Section 2 Award Regulations Certs of Attendance, GUCCE and Prof Cert 2020-21.docx.pdf
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- 016.5o Section 2 Award Regulations Posthumous 2020-21.docx.pdf
- 016.5p Section 2 Award Regulations Professional Certificate in Education 2020-21.docx.pdf
- 016.5q Section 2 Award Regulations Taught Master's 2020-21.docx.pdf
- 016.5r Section 3 Assessment and Exams 2020-21 Revised Nov 20.pdf
- 016.5s Section 4 Assessment Boards 2020-21.docx.pdf
- 016.6 Academic Regs 21-22
- 016.6a Section 1 General Regs & Definitions 21-22 docx.pdf
- 016.6b Section 2 Award Regs Master's of Research 21-22.pdf
- 016.6c Section 2 Award Regs Online Taught Master's 2020-21 revised Jan 2021  
USE for 2021-22.docx.pdf
- 016.6d Section 2 Award Regulations Aegrotat 2021-22.docx.pdf
- 016.6e Section 2 Award Regulations Bachelors & Foundation Degrees 21-22 docx.pdf
- 016.6f Section 2 Award Regulations Bachelors Degrees ONLINE 21-22 docx.pdf
- 016.6g Section 2 Award Regulations BTEC 21-22 docx.pdf
- 016.6h Section 2 Award Regulations Certificate in Education 21-22 docx.pdf
- 016.6j Section 2 Award Regulations Certs of Attendance, GUCCE and Prof Cert 21-22 docx.pdf
- 016.6k Section 2 Award Regulations Foundation Year 21-22 docx.pdf
- 016.6l Section 2 Award Regulations GELT 21-22 docx.pdf
- 016.6m Section 2 Award Regulations Graduate Cert Dip 21-22.docx.pdf
- 016.6n Section 2 Award Regulations Integrated Master's 21-22.docx.pdf
- 016.6o Section 2 Award Regulations Posthumous 2021-22 FINAL.docx.pdf
- 016.6p Section 2 Award Regulations Professional Certificate in Education 21-22 docx.pdf
- 016.6q Section 2 Award Regulations Taught Master's 2021-22 FINAL docx.pdf
- 016.6r Section 3 Award Regulations Assessment and Exams 21-22 docx.pdf
- 016.6s Section 4 Assessment Boards 2021-22 FINAL docx.pdf
- 016.7 Academic Regs 22-23
- 016.7a Section 1 General Regs & Definitions 2022-23 FINAL.pdf
- 016.7b Section 2 Award Regs Master's of Research 2022-23 FINAL.pdf
- 016.7c Section 2 Award Regs Online Taught Master's 2020-21 revised Jan 2021  
USE for 2022-23.docx
- 016.7d Section 2 Award Regulations Aegrotat 2022-23 FINAL.pdf

016.7e Section 2 Award Regulations Bachelors & Foundation Degrees 2022-23 FINAL.pdf

016.7f Section 2 Award Regulations BTEC 2022-23 FINAL.pdf

016.7g Section 2 Award Regulations Certificate in Education 2022-23 FINAL.pdf

016.7h Section 2 Award Regulations Certs of Attendance, GUCCE and Prof Cert 22-23 FINAL.pdf

016.7i Section 2 Award Regulations Foundation Year 2022-23 FINAL.pdf

016.7j Section 2 Award Regulations GELT 2022-23 FINAL.pdf

016.7k Section 2 Award Regulations Graduate Certificate Diploma 2022-23 FINAL.pdf

016.7l Section 2 Award Regulations Integrated Master's 2022-23 FINAL.pdf

016.7m Section 2 Award Regulations Postgraduate Certificate in Education 2022-23 FINAL.pdf

016.7n Section 2 Award Regulations Posthumous 2022-23 FINAL.pdf

016.7o Section 2 Award Regulations Professional Graduate Certificate in Education  
2022-23 FINAL.pdf

016.7p Section 2 Award Regulations Taught Master's 2022-23 FINAL.pdf

016.7q Section 2 Award Regulations Taught Master's 2022-23 Bloomsbury Programmes  
Only FINAL.pdf

016.7r Section 3 Award Regulations Assessment and Exams 2022-23 FINAL.pdf

016.7s Section 4 Assessment Boards 2022-23 FINAL.pdf

017 No Detriment policy

017a Explanatory Cover Note for QAA Question 8 (17).docx

017b Minutes Academic Continuity Group 1 April 2020.docx

017c Minutes Academic Continuity Gp 080420.docx

017d Minutes Academic Continuity Gp 150420.docx

017e Minutes Academic Continuity Group 22.04.20.docx

017f Minutes Academic Continuity Group 29.04.20.docx

017g ACG Proposed changes to Award Regulations-v3.docx

017h FW Academic Board approval - Assessment Board regulations dated 20.4.20.msg

017i Section 4 Assessment Boards 2020-21 revised 12th March 2020.docx

017j Staff Briefing Note Changes to Academic Regulations and Assessment Boards  
200420-V2.pdf

017k Academic Board summary response to Covid.DOCX.pdf

019 Academic Quality Handbook

019a AQH Chapter 1 Programme Validation, Periodic Review, Modification and Closure  
22-23.docx

019b AQH Chapter 2 Continuous Programme Monitoring and Enhancement 22-23.docx

019c AQH Chapter 3 PSRB accreditation 22-23.docx

019d AQH Chapter 4 Record of Prior Learning 22-23.docx

019e AQH Chapter 5 External Examiners 2022-23.docx

020 Documents relating to operation of validation approval

020a Initial Programme Proposal Form Sept 22.docx

020b Supporting a Holistic Approach to Programme Enhancement SHAPE.docx

020c Programme Periodic Review 22-23.docx

020d Validation submission template 22-23.docx

020e Module specification template 22-23.docx

020f Module guidance notes.docx

020g Presentation on CREATE and purpose.pptx

020h Pre-validation checklist 22-23.docx

020i Validation panel composition.docx

020j The Role of the Student Rep.pptx

020k Validation Training for panel members Feb 20.pptx

020l Panel member guidelines.pdf

021 Section 7 Academic Partnerships Handbook LTQC 1 Feb 2022.pdf

022.1 Terms of Reference Assessment Boards.docx

022.2 Glyndŵr University Summary regarding Assessment Board minutes.pdf

023.1 Glyndŵr Committee Effectiveness Report 2020.docx

023.2 Academic Board response to Effectiveness review June 20.docx

024 Board effectiveness Review 2021-22 Action Plan update October 2022.pdf

025 Committee Minutes

025.1 Board of Governor minutes

025.1a 19-20 Board of Governors minutes 4th October 2019 with confidential items.pdf

025.1b 19-20 Board of Governors minutes 22nd November 2019 with confidential items.pdf

025.1c 19-20 Board of Governors Minutes 13th December 2019 special.pdf

025.1d 19-20 Board of Governors Minutes 20th February 2020 with confidential items.pdf

025.1e 19-20 Board of Governors Minutes 28th May 2020 with confidential items.pdf

025.1f 19-20 Board of Governors Minutes 17th July 2020 with confidential items.pdf

025.1g 20-21 Board of Governors minutes 2nd October 2020 with confidential items.pdf

025.1h 20-21 Board of Governor minutes 20th November 2020 with confidential items.pdf

025.1i 20-21 Board of Governors minutes 5th March 2021 with confidential items.pdf

025.1j 20-21 Board of Governors minutes 7th May 2021 with confidential items.pdf

025.1k 20-21 Board of Governors minutes 15th July 2021 special.pdf

025.1l 20-21 Board of Governors minutes 16th July 2021 with confidential items.pdf

025.1m 21-22 Board of Governors minutes 1st October 2021 with confidential minutes.pdf

025.1n 21-22 Board of Governors minutes 25th November 2021 with confidential items.pdf

025.1o 21-22 Board of Governors minutes 9th December 2021 special.pdf

025.1p 21-22 Board of Governors minutes 11th March 2022 with confidential items.pdf

025.1q 21-22 Board of governors minutes 6th May 2022 with confidential items.pdf

025.1r 21-22 Board of governors minutes 15th July 2022 with confidential items.pdf

025.1s 22-23 Board of Governors minutes 7th October 2022 with confidential items.pdf

025.1t 22-23 Board of Governors minutes 25th November 2022 with confidential items  
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025.2 Quality and Standards Scrutiny Panel

025.2a Q&SS Panel notes & report to Board Oct-Nov 2019 - Copy.pdf

025.2b Q&SS Panel notes and report to Board Oct-Nov 2020 - Copy.pdf

025.2c Q&SS Panel notes and report to Board Oct-Nov 2021 - Copy.pdf

025.2d Q&SS Panel notes and report to Board Oct-Nov 2022 - Copy.pdf

025.3 Academic Board minutes

025.3a 19-20 Confirmed Academic Board Minutes 10th Sept 2019.docx

025.3b 19-20 Confirmed Academic Board Minutes 6th Nov 2019.docx

025.3c 19-20 Confirmed Academic Board Minutes 4th March 20.docx.pdf

025.3d 19-20 Confirmed Academic Board Minutes 23rd June 20.pdf

025.3e 20-21 Confirmed Academic Board minutes 8th Sept 20.docx

025.3f 20-21 Confirmed Academic Board minutes 11th Nov 20.docx

025.3g 20-21 Confirmed Academic Board minutes 17th Feb 21.docx

025.3h	20-21 Confirmed Academic Board minutes 12th May 2021.docx
025.3i	20-21 Confirmed Academic Board minutes 23rd June 2021.docx
025.3j	21-22 Confirmed Academic Board minutes 7th September 2021.pdf
025.3k	21-22 Confirmed Academic Board minutes 10th Nov 2021.pdf
025.3l	21-22 Confirmed Academic Board minutes 12th May 2022.docx.pdf
025.3m	21-22 Confirmed Academic Board minutes 15th Feb 2022.pdf
025.3n	21-22 Confirmed Academic Board minutes 22nd June 2022.pdf
025.3o	22-23 Confirmed Academic Board minutes 6th Sept 22.docx.pdf
025.4	APC Minutes
025.4a	19-20 APC confirmed minutes 23 October 2019.pdf
025.4b	19-20 APC confirmed minutes 5th February 2020.pdf
025.4c	19-20 APC confirmed minutes 20th May 2020.pdf
025.4d	19-20 APC confirmed minutes 15th July 2020.pdf
025.4e	20-21 APC confirmed minutes 27 October 2020.pdf
025.4f	20-21 APC confirmed minutes 3 February 2021.pdf
025.4g	20-21 APC confirmed minutes 28 April 2021.pdf
025.4h	20-21 APC confirmed minutes 9 June 2021.pdf
025.4i	21-22 APC confirmed minutes 13 October 2021.pdf
025.4j	21-22 APC confirmed minutes 2 February 2022.pdf
025.4k	21-22 APC confirmed minutes 7 April 2022.pdf
025.4l	21-22 APC confirmed minutes 15 June 2022.pdf
025.4m	22-23 APC unconfirmed minutes 20 October 2022.pdf
025.5	LTQC minutes
025.5a	19-20 Confirmed LTQC minutes 9th Oct 19.docx
025.5b	19-20 Confirmed LTQC minutes 29th Jan 20.docx
025.5c	19-20 LTQC summary of April 2020.docx
025.5d	19-20 Confirmed LTQC minutes 1st July 20.docx
025.5e	20-21 Confirmed LTQC minutes 7th Oct 20.docx
025.5f	20-21 Confirmed LTQC minutes 27th Jan 21.docx
025.5g	20-21 Confirmed LTQC minutes 14th April 21.docx
025.5h	20-21 Confirmed LTQC minutes 7th July 21.docx
025.5i	21-22 Confirmed LTQC minutes 6th October 21.docx
025.5j	21-22 Confirmed LTQC minutes 25th January 2022.docx
025.5k	21-22 Confirmed LTQC minutes 6th April 2022.docx
025.5l	21-22 Confirmed LTQC minutes 6th July 2022.docx
025.5m	22-23 Unconfirmed minutes LTQC 4th October 2022.docx
026	DA stakeholder group
026a	DA Stakeholder Group ToR and Membership.pdf
026b	Degree Apprenticeship Stakeholder Group Minutes 25th August 21.pdf
026c	Degree Apprenticeship Stakeholder Group Minutes 21st October 21.pdf
026d	Degree Apprenticeship Stakeholder Group Minutes 16th Feb 22.pdf
026e	Degree Apprenticeship Stakeholder Group Minutes 7th April 22.pdf
026f	Degree Apprenticeship Stakeholder Group Minutes 16th Sept 22.pdf
026g	Updated 2022 DA Stakeholder Group ToR and Membership.pdf
026h	Additional draft Degree Apprenticeship Stakeholder Group Meeting 15 Dec 22.docx
027	SHAPE minutes - MRes programme proposals



027a IPPF MSc Mres BMS v2.docx

027b SHAPE minutes 11.4.18 Consideration of MRes Biomedical Science.docx

027c IPPF MRes Forensics.docx

027d SHAPE 11.7.18 - consideration of MRes Forensics.docx

027e IPPF - MSc in Applied Psychological Practice and MRes Psychology.docx

027f SHAPE Meeting 8.11.18 Consideration of MRes Psychology.docx

027g IPPF MRes Sport Sciences.docx

027h SHAPE Meeting 9.1.19 Consideration of MRes Sports.docx

027i SHAPE guidance notes.pdf

027j SHAPE members.docx

028.1 MSc Computing programmes with AP

028.1.1a MSc Computer Game Development programme spec.pdf

028.1.1b COM722 Adv Artificial Intelligence Sept 19.pdf

028.1.1c COM728 3D Design & Optimisation Sept 21.pdf

028.1.1d COM729 Game Analysis & Player Interaction Sept 21.pdf

028.1.1e COM730 Games Enterprise and Management Sept 21.pdf

028.1.1f COM731 Media Development & Distribution Sept 19.pdf

028.1.1g COM738 Dissertation Sept 21.pdf

028.1.1h COM742 Postgraduate Study and Research Methods Sept 21.pdf

028.1.1i ADP701 Advanced Practice Work-based Learning.pdf

028.1.1j ADP702 Advanced Practice Entrepreneurship.pdf

028.1.1 MSc Computer Game Development with Advanced Practice

028.1.2a MSc Computing suite programme spec.pdf

028.1.2b COM708 Internet and Mobile App Development Sept 19.pdf

028.1.2c COM713 Advanced Data Structures and Algorithms.docx.pdf

028.1.2d COM733 Adv Ethical Hacking Sept 19.pdf

028.1.2e COM735 Applied Cryptography Sept 19.pdf

028.1.2f COM736 Database Systems and Data Analytics Sept 20.pdf

028.1.2g COM737 Developing Secure Software Sept 19.pdf

028.1.2h COM739 Network Hardware and Software Sept 19.pdf

028.1.2i COM740 Network Protocols and Algorithms Sept 19.pdf

028.1.2j COM741 Network Techniques and Technologies Sept 19.pdf

028.1.2k COM743 Remote Access and Security Sept 19.pdf

028.1.2l COM744 Security and Risk Management Sept 20.pdf

028.1.2m COM745 Technological Horizon-Scanning Sept 19.pdf

028.1.2 MSc Computing suite with Advanced Practice

028.1.2n COM742 Postgraduate Study and Research Methods Sept 21.pdf

028.1.2o COM738 Dissertation Sept 21.pdf

028.1.2p ADP701 Advanced Practice Work-based Learning.pdf

028.1.2q ADP702 Advanced Practice Entrepreneurship.pdf

028.1.3a MSc Data Science and Big Data Analytics programme spec.pdf

028.1.3b COM712 Data Analysis and Visualisation Sept 20.pdf

028.1.3c COM713 Advanced Data Structures and Algorithms.docx.pdf

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028.1.3f COM746 Big Data Challenges and Opportunities.pdf

028.1.3g COM742 Postgraduate Study and Research Methods Sept 21.pdf  
 028.1.3h COM738 Dissertation Sept 21.pdf  
 028.1.3i ADP701 Advanced Practice Work-based Learning.pdf  
 028.1.3j ADP702 Advanced Practice Entrepreneurship.pdf  
 028.1.3 MSc Data Science and Big Data Analytics with Advanced Practice  
 028.2 MRes Biomedical Science specifications  
 028.2a MSc Biomed Sci MRes Applied Biomed Sci Research MRes Applied Clinical Research.docx  
 028.2b BMS701 Analytical Molecular Techniques.pdf  
 028.2c BMS703 Critically exploring professional practice.pdf  
 028.2d BMS705 Clinical Medicine.pdf  
 028.2e BMS708 Research Methods.pdf  
 028.2f BMS707 MRes Research Dissertation.docx  
 028.3 MRes Forensic Science specifications  
 028.3a MRes Forensics suite prog spec.pdf  
 028.3b SCI718 Negotiated Learning.pdf  
 028.3c SCI719 Advanced Research Skills.pdf  
 028.3d SCI720 Dissertation Pilot Study.pdf  
 028.3e SCI721 Dissertation Research Project.pdf  
 028.3f SCI722 Forensic Analytical Chemistry.pdf  
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 028.3h SCI725 Dissertation MRes Top-Up.docx.pdf  
 028.4 MRes Psychology specifications  
 028.4a MRes Psychology Programme Specification.pdf  
 028.4b PSY746 Assessments in Psychological Practice and Research.pdf  
 028.4c PSY763 Applied Research Methods.pdf  
 028.4d PSY764\_MRes Research Project.pdf  
 028.5 MRes Sports specifications  
 028.5a MRes Sport Exercise and Health Science Programme Specification Sep 19.pdf  
 028.5b HSE707 Major Independent Study.pdf  
 028.5c HSE708 Negotiated Learning Module.pdf  
 028.5d HSE709 Advanced Research Methods.pdf  
 029 MRes validation reports  
 029a Confirmed MSc MRes Biomedical Science validation report June 18.docx  
 029b Exec summary MSc-MRes Biomedical Sciences with reports.docx  
 029c Confirmed MRes Forensics validation report Feb 19.docx  
 029d Exec Summary MRes Forensics.docx  
 029e Confirmed MSc MRes Psychology validation report Feb 19.docx  
 029f Exec summary MSc Mres Psychology.docx  
 029g Confirmed MRes Sports Validation report April 19.docx  
 029h Exec summary MRes Sports.docx  
 030 MSc Computing validation history  
 030a Summary of MSc Computing with Advanced Practice validation history.docx  
 030b Validation Report MSc Computing April 2018.docx  
 030c Exec Summary MSc Computing April 18.docx  
 030d IPPF\_MSc\_Computing to add Advanced Practice Sept 20.pdf

030e Further details of Advanced Practice response from AM to Quality questions prior to SHAPE.docx

030f SHAPE meeting minutes 9.9.20 Advanced Practice.docx

030g Faculty Board Chairs Action report.docx

030h Sept 20 AM2\_Advanced Practice-Route\_COM approved.docx

030i APSC minutes 220920 Confirmed.docx

030j Exec Summary Sept 20 to add Advanced Practice.docx

030k AM2-ADP702\_COM-signed\_RH\_JM\_NP\_JW\_EmailConfirmation\_AS.docx

030l Student Consultation on ADP702 Wed 13th April 2022.pdf

030m APSC Meeting 8 Minutes 13.07.22 Confirmed.pdf

031 Complaints-Procedure-Students-2022-23-ENGLISH.pdf

032a Complaints Annual Log 2017-18.xlsx

032b Complaints Annual Log 2018-19.xlsx

032c Complaints Annual Log 2019-20.xlsx

032d Complaints Annual Log 2020-21.xlsx

032e Complaints Annual Log 2021-22.xlsx

033a Annual Complaints report 2017-18 to BoG Nov 2018.pdf

033b Annual Complaints report 2018-19 to BoG Nov 2019.pdf

033c Annual Complaints report 2019-20 to BoG Nov 2020.pdf

033d Annual Complaints report 2020-21 to BoG Nov 2021.pdf

033e Annual Complaints report 2021-22 to BoG Nov 2022.pdf

033f Annual Complaints reports - committee minutes extracts Dec 2022.pdf

034 Explanatory cover note for question 25.docx

035 Extracts from minutes re MSc Computing and AP.docx

035a Chair's Note Assessment Award Board Computing September 21.docx

035b MSc Computing with Advanced Practice Sept 21 Assessment board discussion\_Redacted.pdf

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036.2 Extenuating-Circumstances-Guidance-for-students.pdf

037 Extenuating Circumstances policy and process.docx

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038 Student handbook

038a Programme handbook template 22-23 ENGLISH.docx

038b Module handbook template 22-23 ENGLISH.docx

038c Degree Apprenticeship Programme-handbook template 22-23.docx

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038e WGUOnline Programme handbook-template 22-23 04.08.22.docx

038f Student Charter 2022 2023 .pdf

038g Student Guide 2022-23 FINAL.docx

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040.1 Learner Engagement and Retention Strategy 22-23 (1).docx

040.2 Mental Health and Wellbeing Strategy.pdf

040.3 Mental Health and Wellbeing Implementation Plan 22-23.docx

040.4 Mental health and wellbeing annual report 21-22.pdf

040.5 Student and campus life annual report 20-21.pdf

041 Resourcing plan 16-17 to 20-21

041a Explanatory Cover Note for QAA Question 32 (1).docx

041b 16-17 Fee and Access Plan AMS\_signed 231018.pdf

041c 16-17 Fee Plan signed.pdf

041d 16-17 Glyndŵr Section A Corporate Strategy Performance FINAL (without commentary).xlsx

041e 16-17 Glyndŵr Section B GU Targets MASTER FINAL.docx

041f 17-18 Annex Aii - Wrexham Glyndwr University - revised August 2016.xlsx

041g 17-18 Fee and access plan Annex Ai - Wrexham Glyndwr Revised August 1 2016.docx

041h 18-19 WGU Annex Aii Final July 31 2017.xlsx  
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041l 19-20 WGU Response to HEFCW June queries.docx

041m 20-21 WGU 202021 Fee and Access Plan June 2019.docx

041n 20-21 WGU Annex B 2020\_21 Revised June 2019.xlsx

041o 20-21 WGU Response to HEFCW Feedback June 2019 (2).docx

042a Extract of VCET Meeting Minutes 27th September 2021.docx

042b Bloomsbury VCET aggregate.pdf

042c Appendix 5 Business Case Costing Model Bloomsbury.xlsx

044 Bloomsbury Institute validation report FINAL and BI Responses.pdf

045 Academic Link reports

045a DPU Academic Link Annual Report 2020 21.pdf

045b DPU Academic Link Annual Report 2021-2022 Zheng Chen.pdf

045c LSC Academic Link Annual Report 2020-21.pdf

045d LSC Academic Link Annual Report 2021-22 Robert Leigh.pdf

045e SHRM Academic Link Annual Report 2020 21.pdf

045f SHRM Academic Link Annual Report 2021-22 - Robert Leigh.pdf

046 Annual Monitoring Reports - partnerships

046.1 AMR 2020-21

046.1a FAST AMR Faculty Overview report 2020-21.pdf

046.1b DPU AMR-2020-21 Final Sept 21.pdf

046.1c FSLs Faculty AMR Overview Report 2020-21.pdf

046.1d LSC Dhaka AMR PG & UG Bus 2020-21 final.pdf

046.1e SHRM AMR PG UG Business 2020-21 final.pdf

046.1f review of AMR 20-21 APSC Meeting 5 minutes 16.03.22 Confirmed.pdf

046.2 AMR 2021-22

046.2a FAST AMR faculty overview report Oct 2022 (2).pdf

046.2b DPU AMR BEng Mechatronics Eng 2021-11.docx

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046.2d LSC Dhaka AMR UG & PG Global Bus 2021-22.docx

046.2e SHRM AMR BA Bus BA HTEM 2021-22 revised 12102022.docx

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046.2g SHRM AMR MBA 2021-22.docx

046.2h Review of AMR APSC Minutes Draft 26.10.22 .docx

047 Annual Partner Review reports

047a Extract from APC minutes reviewing Annual Partner Reviews.docx

047b DPU APR 2020-21.pdf

047c LSC APR 2020-21.pdf

047d SHRM APR 2020-21.pdf

047e LSC Annual Partner Review Report 2021-22.pdf

047f SHRM Annual Partner Review Report 2021-22.pdf

048 Partner External Examiner reports

048.1 External Examiner reports 2020-21

048.1a EE report inc LSC BA Business 20-21.pdf

048.1b EE report inc SHRM MBA 20-21.pdf

048.1c EE Report inc SHRM BA HTEM 20-21.pdf

048.1d Mustafa Ozturk EE response 20\_21 UG Business WGU and partners.docx

048.1e External Examiner overview report 2020-21.pdf

048.2 External Examiner Reports 2021-22

048.2a EE report DPU BEng Mechanical Engineering 21-22.pdf

048.2b EE response 21\_22 BEng Mechatronics.docx

048.2c EE report inc LSC BA Business 21-22.pdf

048.2d EE report inc SHRM and LSC MBA 21-22.pdf

048.2e Mustafa Ozturk EE response 21\_22 UG Business.docx

048.2f EE report inc SHRM BA HTEM 21-22.pdf

048.2g EE report inc SHRM MBA 21-22.pdf

048.2h Michael Williams EE response 21\_22 BA HTEM.docx

048.2i External Examiner overview report Oct 22 updated 17th Oct AB.docx

049 Samples of Partner Periodic Review Reports

049a Capital College Programme Periodic Review 21-22.pdf

049b HKMA Programme-Periodic-Review-21-22.pdf

049c SHRM (BA Hons Business) Programme Periodic Review-21-22.pdf

049d SHRM (BA (Hons) HTEM Programme Periodic Review-21-22.pdf

050 Q&SS Panel 7th October 2022.pdf

051.1 Internal Audit report Framework for Transnational Education Arrangements FINAL April 2022.pdf

051.2 Internal audit report Partnerships - Governance Framework for the Quality and Monitoring of Provision Dec 22 FINAL.pdf

052 Data student progression

052.1 Explanatory Cover Note re QAA 52.docx

052.10a Student Number Reports and Minutes\_2019\_20.pdf

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052.2 VCB Minutes 2019-20

052.2a VCB Minutes 16th Sept 2019.pdf

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052.2h VCB Minutes 16th March 2020.pdf  
 052.2i VCB Minutes 6th April 2020.pdf  
 052.2j VCB Minutes 27th April 2020 Redacted.pdf  
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 052.2l VCB Minutes 8th June 2020.pdf  
 052.2m VCB Minutes 29th June 2020.pdf  
 052.2n VCB Minutes 21st July 2020.pdf  
 052.3 VCB Minutes 2020-21  
 052.3a VCB Minutes 14th Sept 2020.pdf  
 052.3b VCB Minutes 5th October 2020 Redacted.pdf  
 052.3c VCB Minutes 26th October 2020.pdf  
 052.3d VCB Minutes 16th November 2020.pdf  
 052.3e VCB Minutes 7th December 2020.pdf  
 052.3f VCB Minutes 18th January 2021.pdf  
 052.3g VCB Minutes 8th February 2021.pdf  
 052.3h VCB Minutes 1st March 2021.pdf  
 052.3i VCB Minutes 22nd March 2021.pdf  
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 052.3k VCB Minutes 10th May 2021.pdf  
 052.3l VCB Minutes 1st June 2021.pdf  
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 052.4 VCB Minutes 2021-22  
 052.4a VCB Minutes 13th September 2021.docx  
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 052.4d VCB Minutes 15th November 2021.docx  
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 052.4k VCB Minutes 23rd May 2022.docx  
 052.4l VCB Minutes 13th June 2022.docx  
 052.4m VCB Minutes 5th July 2022.docx  
 052.5 ALE minutes and student data reports  
 052.5a ALE Minutes confirmed 10th October 19.docx  
 052.5b ALE UNCONFIRMED Minutes 5th Feb 2020.docx  
 052.5c ALE Minutes CONFIRMED 27th Oct 20.docx  
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052.6a Student data reports & minutes - Strategy & Finance Committee 2019-20 to date.pdf

052.6b Student data reports & minutes Board of Governors 2019-20 to date.pdf

052.7 Retention reports 19-20

052.7b VCB-Enrolments-7th-October-2019-updated.pdf

052.7c VCB-Enrolments-30th-October-2019.pdf

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052.7e VCB-Enrolments-10th-December-2019.pdf

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052.8a VCB-Enrolments-22nd-October-2020.pdf

052.8b VCB-Enrolments-16th-November-Updated.pdf

052.8c VCB-Enrolments-7th-December-2020.pdf

052.8d VCB-Enrolments-18th-January-2021.pdf

052.8e VCB-Enrolments-8th-February-2021.pdf

052.8f VCB-Enrolments-1st-March-2021.pdf

052.8g VCB-Enrolments-22nd-March-2021.pdf

052.8h VCB-Enrolments-19th-April-2021.pdf

052.8i VCB-Enrolments-10th-May-2021.pdf

052.8j VCB-Enrolments-1st-June-2021.pdf

052.8k VCB-Enrolments-21st-June-2021-1.pdf

052.8l VCB-Retention-Report-2019-20.pdf

052.9 Retention reports 21-22

052.9a VCB-Retention-Report-2020-21.pdf

052.9b VCB-Enrolments-10-Nov-2021.pdf

052.9c VCB-Enrolments-8th-December-2021.pdf

052.9d VCB-Enrolments-17th-January-2022.pdf

052.9e VCB-Enrolments-7th-February-2022.pdf

052.9f VCB-Enrolments-28th-February-2022.pdf

052.9g VCB-Enrolments-21st-March-2022.pdf

052.9h VCB-Enrolments-11th-April-2022.pdf

052.9i VCB-Enrolments-3rd-May-2022.pdf

052.9j VCB-Enrolments-23rd-May-2022.pdf

052.9k VCB-Enrolments-13th-June-2022.pdf

052.9l VCB-Enrolments-4th-July-2022-1.pdf

053 Degree outcomes report 2021-22 to Q&SSP and BoG Oct-Nov 2022.pdf

054 additional docs

054a Record of HEFCW WGU Quality Monitoring Meeting August 2022 and WGU Response 161222.pdf

054b AI Academic Board Action Plan 161222 FINAL.docx

054c NSS-Report-2021.pdf

054d NSS-Report-2022-1.pdf

054e SSSLA action plan 2022-23 FINAL.pdf

055 Degree Apprenticeship employer input evidence

055a Engineering Industry Liaison Group 30.6.21 minutes.pdf

055b Computing Industry Liaison Group - 2.9.21 minutes.pdf

055c EILB reflection against DA.xlsx

056a Manchester Campus Operational Group ToR & Membership - Agreed Sept 2022.pdf

056b 02\_WGU Mcr Campus Operational Group Minutes 27\_07\_22 - Confirmed.pdf

056c 02\_WGU Mcr Campus Operational Group Minutes 27\_09\_22 - Confirmed.pdf

056d 02\_WGU Mcr Campus Operational Group Minutes 14\_12\_22 DRAFT.pdf

057 MoA Bloomsbury Jan 2022 FINAL.pdf

057.7a retention October-2019.pdf

057.7f VCB-Enrolments-3rd-January-2020.pdf

057.7g VCB-Enrolments-28th-January-2020.pdf

057.7h VCB-Enrolments-24th-February-2020.pdf

057.7i VCB-Enrolments-10th-March-2020.pdf

057.7j VCB-Enrolments-6th-April-2020.pdf

057.7k VCB-Enrolments-27th-April-2020.pdf

057.7l VCB-Enrolments-18th-May-2020.pdf

057.7m VCB-Enrolments-8th-June-2020.pdf

057.7n VCB-Enrolments-29th-June-2020.pdf

057.7o VCB-Enrolments-21st-July-2020-1.pdf

058 APC reports to LTQC

058a Paper to LTQC APC report October 2020.docx

058b Paper to LTQC APC report February 2021.docx

058c Paper to LTQC APC report April and June 2021.docx

058d Paper to LTQC APC report October 2021.docx

058e Paper to LTQC APC report Feb 2022.docx

058f Paper to LTQC APC report July 2022.docx

059 New partnership proposal - rejection

059a Extract from APC minutes February 2022.docx

059b Extract from minutes of Academic Board February 2022.docx

059c RPT Europe Prog Del Approval Panel Report FINAL.docx

059d RPT Europe Prog Del Approval Panel Outcome FINAL.docx

060 Closure of partnership

060a 260417\_Letter changes to programmes Sept 17\_AM.pdf

060b 2018\_06\_28\_08\_13\_48 GLLM withdrawal notice.pdf

060c AL Report GLLM 18-19 YW.docx

060d AL report GLLM BUS571 2018-19 GR.docx

060e AL report GLLM HNC 2018-19 GC.docx

060f AL report GLLM PSP 2018-19 DJ.docx

060g GLLM Annual Partner Review Report 18-19.docx

060h GLLM RMR 18-19.docx

061a Accompanying explanatory Note Manchester campus.docx

061b UG Business Programme Spec Sept 22.pdf

061c MBA 20 credit Programme Specification Sept 22.pdf

062 Student support and Campus Life Structure.pptx

063 University Risk Register and recent review

063a Risk Management report Audit & Risk Committee - 10th November 2022.pdf

063b Risk Management report to Board of Governors 25th November 2022.pdf

063c Risk - extract from A&R and Board unconfirmed minutes November 2022.docx



066	AE request - Manchester Campus.pdf
066a	AE request - Manchester Campus REVISED 16 JAN 2023.pdf
067	Academic-Appeals-Procedure-2021-22-ENGLISH-Final.docx.pdf
068a	Complaints training.docx
068b	STUDENT COMPLAINTS guidance for investigating officers.docx
068c	Example of formal investigation actions and action plan.docx
068d	Computing with Advanced Practice action plan summary.pdf
068e	Extract Mins re IE Action Plan.pdf
068f	International Student Engagement Action Plan March 2022.pdf
068g	Intl Engagement Action Plan Dec 2022.pdf
069a	Student Support and Resourcing.docx
069b	PPVI SCL May 22.pptx
070a	Student Complaints and Academic Appeals report 2020-21.pdf
070b	Complaints and Appeals AB 2021-22.pdf
070c	Annual Complaints report 2020-21 - Nov 2021.pdf
071a	progression and completion summary.docx
071b	Attainment and Completion Gap Report 2022 with cover page AB.pdf
072a	Applied Science AMR 2020-21.docx
072b	AMR Applied Science subject level mtg minutes 13.12.21.docx
073	Partner data 22-23 18 Jan 2023.pdf
074	Student Support and Resourcing.docx
075a	SHRM PRM 2020-21.docx
075b	UDC PRM 2020-21.docx
075c	LSC Dhakar PRM 2020-21.docx
076	PGT Withdrawal rates.pdf
52.11a	PT Continuation performance against benchmark.docx
	Additional information request 17th January 2023.docx
T07	CIPW 2nd request for additional information form (2).docx
T07	CIPW request for additional information form (1) (002).docx
M1	Meeting with Senior Staff
M2	Meeting with staff involved in partnership and Degree Apprenticeship provision
M3	Meeting with students
M4	Meeting with Board of Governors
M5	Meeting with Academic and Professional Services staff
M6	Final meeting with Senior Staff

#### HEFCW Documentation

1. Email to WGU re MRes and their response - chain with CON and CT 6/6/22
2. WGU analysis - includes their responses to the public information disclosures and the non-public information disclosures (other issues)
3. Request to WGU for information (letter from DB to MH 23/2/22)
4. Additional information from WGU re Master's with Advanced Practice; internal HEFCW email attaching correspondence from WGU to EB, 13/1/22
5. Academic partnerships report from WGU in response to an IRR request
6. Agreement for underlease for Manchester campus, as provided by WGU
7. Manchester campus MOA with LSC, as provided by WGU
8. Manchester campus decision notice Manchester Council, as provided by WGU
9. WGU retention meeting - national measures data and WGU learner engagement strategy -

- email on 27/9/22 with attachments for consideration at meeting with WGU on 29/9/22
10. OIA case study
  11. Correspondence with OIA re case study - correspondence with OIA and HEFCW, 10/7/22
  12. Degree apprenticeships review report - QAA report March 2021
  13. WGU response regarding the OIA complaint
  14. HEFCW letter to WGU re Degree Apprenticeship Action Plan 9/08/21
  15. WGU Action plan re Degree Apprenticeships July 2021
  16. WGU response to HEFCW re Degree Apprenticeships Action Plan - letter 3/09/21
  17. Re-review of WGU Degree Apprenticeships provision
  18. Notes of meeting with WGU regarding quality issues, August 2022
  19. Presentation from WGU to Council January 2022, including information on the student mix
  20. Governance review report of WGU commissioned by them from AHE, January 2022
  21. Institutional risk review letter to WGU May 2022
  22. Documentation from the original complaint to HEFCW re WGU Masters with Advanced Practice
  23. Letter from HEFCW to WGU re Manchester Campus/Educational Oversight 29 Nov 2022
  24. Notes of meeting with WGU re degree apprenticeships April 2022
  25. Notes of meeting with WGU re degree apprenticeships August 2022
  26. National measures data 2020/21
  27. Letter from HEFCW to VC re NSS, 2 August 2022
  28. Letter from HEFCW to VC re NSS follow-up, 25 November 2022
  29. Letter from MH to DB re NSS follow-up letter, 30 November 2022

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Southgate House, Southgate Street, Gloucester GL1 1UB  
Registered charity numbers 1062746 and SC037786

Tel: 01452 557 000  
Website: [www.qaa.ac.uk](http://www.qaa.ac.uk)