

Swansea University - Quality Enhancement Review Action Plan 2026

Higher education institutions in Wales are required by Medr, the regulatory body for tertiary education in Wales, to undertake an external quality assurance review every five years. The method for the external quality review is the Quality Enhancement Review (QER) and it is undertaken by the Quality Assurance Agency (QAA) on behalf of Medr.

The QER method assesses higher education providers against the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the Medr baseline requirements as detailed in the Quality Assessment Framework for Wales.

The review team visited the University in May 2026. The review team confirmed that:

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

These judgements confirm that Swansea University meets baseline requirements and has in place effective practices for managing academic quality and academic standards.

This action plan has been developed in response to the review team's report and addresses the recommendation and areas of ongoing development and explains how the University will capitalise on the commendation.

Commendations	Statement
The University's systematic, institution-wide implementation of Curriculum Transformation, which has established a coherent and evidence-based framework for redesigning all taught programmes to enhance the overall student learning experience.	The University welcomes this commendation and will build on the success of Curriculum Transformation by embedding the Curriculum Framework within its Continuous Enhancement processes. Through ongoing monitoring, Programme Enhancement Planning, staff development and

	the dissemination of effective practice, the University will support programme teams to maintain alignment with the Framework's principles and ensure their consistent application across all taught programmes. This will enable the University to sustain the benefits of Curriculum Transformation, promote innovation and responsiveness, and secure the continuous enhancement of the student learning experience.
The way in which the University's professional services, academic colleagues and students have worked in partnership to improve the student experience.	The University is proud of the strong culture of partnership that exists between professional services staff, academic colleagues and students, and recognises the significant impact this partnership approach has had on enhancing the student experience. Through a shared commitment to continuous improvement, professional services teams and academic colleagues will work collaboratively with students to identify priorities, co-create solutions and respond effectively to emerging needs to continue enhancing the student experience.
The University's employability initiatives that contribute to improving students' career-readiness.	The University is committed to preparing our students for success in both their careers and wider societal roles. We seek to develop well-rounded individuals, who can navigate the complexities of the modern world, contribute meaningfully to their communities, and thrive in diverse professional environments. We therefore welcome this commendation and will continue to work in partnership with our large network of employers to ensure our students have the skills and abilities required for successful careers.

Recommendation	Responsibility	Action	Date of Completion
That the University reviews its guidance and practice relating to extenuating circumstances to remove ambiguity and ensure greater clarity and consistency for all students.	Pro-Vice Chancellor, Education	(i) Work in partnership with students to review and align the Extenuating Circumstances Policy, guidance, FAQs and student communications to ensure clarity and consistency, to identify areas of ambiguity and co-design improved guidance and communications.	September 2026
		Clarify evidential requirements, including the use of self-declaration where appropriate, and provide clear examples of acceptable evidence.	
		(ii) Benchmark sector practice to explore alternative approaches to enhance accessibility and consistency of support.	May 2027
		(iii) Implement and plan evaluation of revised arrangements, with an enhanced model in place for 2027/28 and ongoing review of effectiveness and student experience.	September 2027

Area of Ongoing Development	Responsibility	Statement	Date of Completion
The steps being taken to strengthen the consistency of guidance and practice relating to the permitted use of generative AI in assessed work across the University.	Pro-Vice Chancellor, Education	(i) Engage staff to identify assessment, marking, and academic integrity challenges arising from generative AI, and develop targeted guidance and staff development resources. Review and refine assessment guidance to support consistent approaches to the permitted use of generative AI in assessed work across the University. Engage and support students to develop the confidence and skills to use generative AI appropriately and ethically within assessment.	May 2027
		(ii) Develop and pilot a focused suite of staff and student resources during Semester 2 of AY 26/27, informed by feedback and emerging practice. Implement a University-wide framework and resource set by September 2027, with ongoing review and evaluation to respond to technological and pedagogic developments.	September 2027