

Student Engagement and Partnership in the Tertiary Quality Enhancement Framework (TQEF) and Tertiary Quality Enhancement Review (TQER)

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UNIVERSITY OF THE
WEST of SCOTLAND
UWS

SCOTLAND'S TQEF - CONTEXT

New for 2024-25

Combines all tertiary education under one Quality Framework

National Framework:

allows colleges and universities to give **assurance on academic standards, the quality of the student experience**, and ensure **accountability for public investment** in learning and teaching – supporting SFC's ambition to make Scotland an outstanding place to learn and educate now and in the future.

TQEF: New National Framework for Scotland for 2024-25

TQEF will seek to answer the question:

“Is the learning provision delivered by Scotland’s colleges and universities of high-quality and is it improving?”

TQEF is:

- *Enhancement focussed*
- *Places students at the heart, and with student partnership and engagement as a key principle*

What are the principles that underpin our approach? (Principles)

Excellence in learning, teaching & assessment

Supporting student success

Enhancement & Quality Culture

Student engagement & partnership

Externality

Data & evidence



How do we deliver quality assurance and enhancement? (Mechanisms)

Tertiary Quality Enhancement Review (TQER)

Annual Quality Engagement (AQE)

Institution-led quality activity

Scotland's Tertiary Enhancement Programme (STEP)

Use of data and evidence for reporting



How do we know our principles are delivered effectively? (Outputs)

Quality agency reporting on review activity

Self-Evaluation and Action Plan (SEAP)

Impact reporting of enhancement activity

Effectiveness in responding to concerns



SFC review and assess outputs of TQEF



Public accountability and assurance on quality



How do we deliver quality assurance and enhancement?



Tertiary Quality Enhancement Review (TQER)

Cyclical peer-led and enhancement-led process



Annual Quality Engagement (AQE)

Engagement with SFC and liaison meetings with QAA.

Institutional self-evaluation and action plan (SEAP), built on annual institutional activity.



Institution-led quality activity

Annual monitoring and Institution-led Quality Review of programmes and professional services.



Scotland's Tertiary Enhancement Programme (STEP)

New approach to national enhancement activity across the tertiary sector



Use of data and evidence for reporting

Strengthened assurance and outcomes reporting

TQEF Delivery Mechanisms: Institution-led Quality Activity

UWS ACADEMIC QUALITY FRAMEWORK	
Is our academic provision of high-quality and is it improving?	
MONITORING & REVIEW	APPROVAL (PORTFOLIO DEVELOPMENT)
Student Engagement and Partnership	
Annual	New Academic Provision
Enhancement and Annual Monitoring	Programme Approval
External Examiners	Collaborative Approval
Periodic	Amendment & Development
Institution-led Review (ILR)	Programme Amendment
Collaborative Review	New Modules & Module Amendment
Professional Service Review	

Institution-Led Quality Activity

Student Engagement and Partnership

Student voice [activity: Module Evaluation, SSLGs, NSS, focus groups] – **Informs:**

- Period Review of our Academic Subjects (ILR)
- Periodic Review of our Student Services (PSR)
- Enhancement and Annual Monitoring
- Development and approval of new programmes and modules

Students are reviewers (as panel members): ILR and PSR

Student representation:

School and University committees (bring ideas and contribute to decision-making)

SSLGs – two-way (gather student views, report on enhancement and quality data)

TQEF Delivery Mechanisms: Tertiary Quality Enhancement Review (TQER)

External Review of the quality of all of our credit-bearing provision on a 7 year cycle

Undertaken by a Peer Review team - student reviewers are full and equal members of the review team

TQER considers: the management of academic standards, the enhancement of the quality of the student learning experience and enabling student success

TQER evaluates: ***An institution's effectiveness in meeting the principles of TQEF***

TQER at UWS – Key Stages

PREPARATION

Scoping Meeting (Feb)

Lead student representative contributes

Submission (end Jun)

Co-authorship of Strategic Impact Assessment with students

PANEL VISITS

Initial Review visit (Sept 1.5 days)

Meet multiple student groups to ensure “... the breadth of student voice is equal to the leadership voice in influencing the direction of the review.”

Main review Visit (Oct – up to 5 days)

Students attend formal meetings with the review team across a range of areas

TQER - Outcome

3 scale Judgement on Effectiveness in:

“Managing academic standards, enhancing the quality of the learning experience and enabling student success”

Relating to the Principles of TQEF

Effective	Partially Effective	Not Effective
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TQER at UWS – Key Stages

Key Outcomes		
Key Outcomes Letter (Nov) Provisional Judgement – 2 weeks after MRV	Full Report (published Jan) (advance draft to check factual accuracy)	Action Plan (April) Devised in response to judgement and report

Student Engagement and Partnership

As we have seen, TQEF and our quality activity is highly structured.

Question:

In addition to structured forms of student engagement in our quality activity, how can we include the informal elements of the student voice into these? – particularly in the forthcoming TQER?

Thank You



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