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

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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.

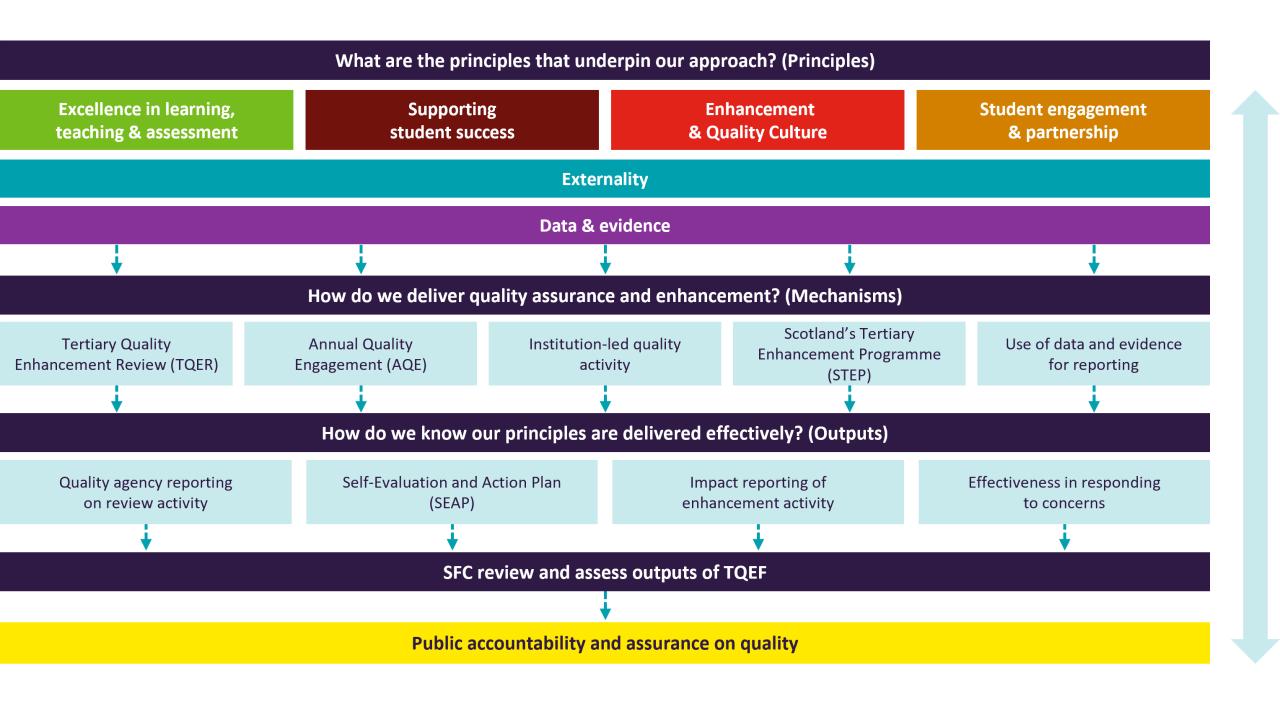
TQEF: New National Framework for Scotland for 2024-25

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





How do we deliver quality assurance and enhancement?

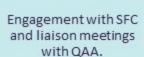


Tertiary Quality Enhancement Review (TQER)

Cyclical peer-led and enhancement-led process



Annual Quality Engagement (AQE)



Institutional selfevaluation and action plan (SEAP), built on annual institutional activity.



Institution-led quality activity





Scotland's Tertiary Enhancement Programme (STEP)



Use of data and evidence for reporting

New approach to national enhancement activity across the tertiary sector

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)	Submission (end Jun)	
Lead student representative contributes	Co-authorship of Strategic Impact Assessment with students	

PANEL VISITS

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

Initial Review visit (Sept 1.5 days)

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

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

