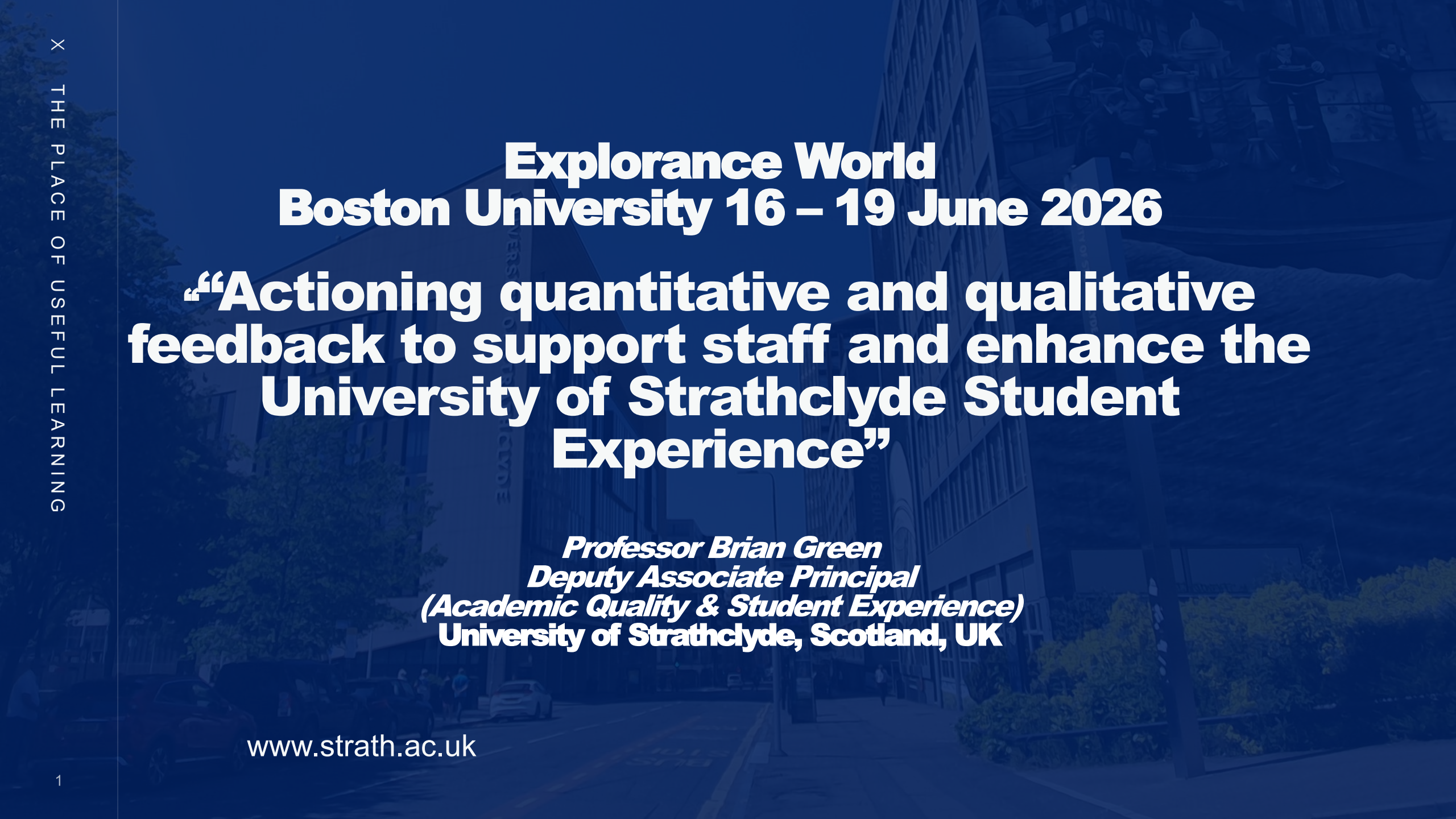


Explorance World
Boston University 16 – 19 June 2026

“Actioning quantitative and qualitative feedback to support staff and enhance the University of Strathclyde Student Experience”

Professor Brian Green
Deputy Associate Principal
(Academic Quality & Student Experience)
University of Strathclyde, Scotland, UK

www.strath.ac.uk

“Actioning quantitative and qualitative feedback to support staff and enhance the University of Strathclyde Student Experience”

- Scottish Higher Education & University of Strathclyde
- Scotland’s Tertiary Quality Enhancement Framework (TQEF)

  Principles and Mechanisms
- Tertiary Quality Enhancement review (TQER)
- Processes, Outcomes & Actions
- Data Informed Quality Assurance & Enhancement at University of Strathclyde

  Internal Quality Assurance Framework & Actions

  Data Informed Quality Enhancement & Student Experience
- Student Voice, Impact & Next Steps at University of Strathclyde

Scottish Higher Education & University of Strathclyde

- Scottish & UK Higher Education & Quality Assurance Landscape
- Scotland's Universities
- University of Strahclyde
- Scotland's Tertiary Quality Enhancement Framework (TQEF)

Department for the Economy

QAA NORTHERN IRELAND

Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

QAA SCOTLAND

Medr
Y Comisiwn Addysg Drydyddol ac Ymchwil
Commission for Tertiary Education and Research

QAA CYMRU

Office for Students
OfS

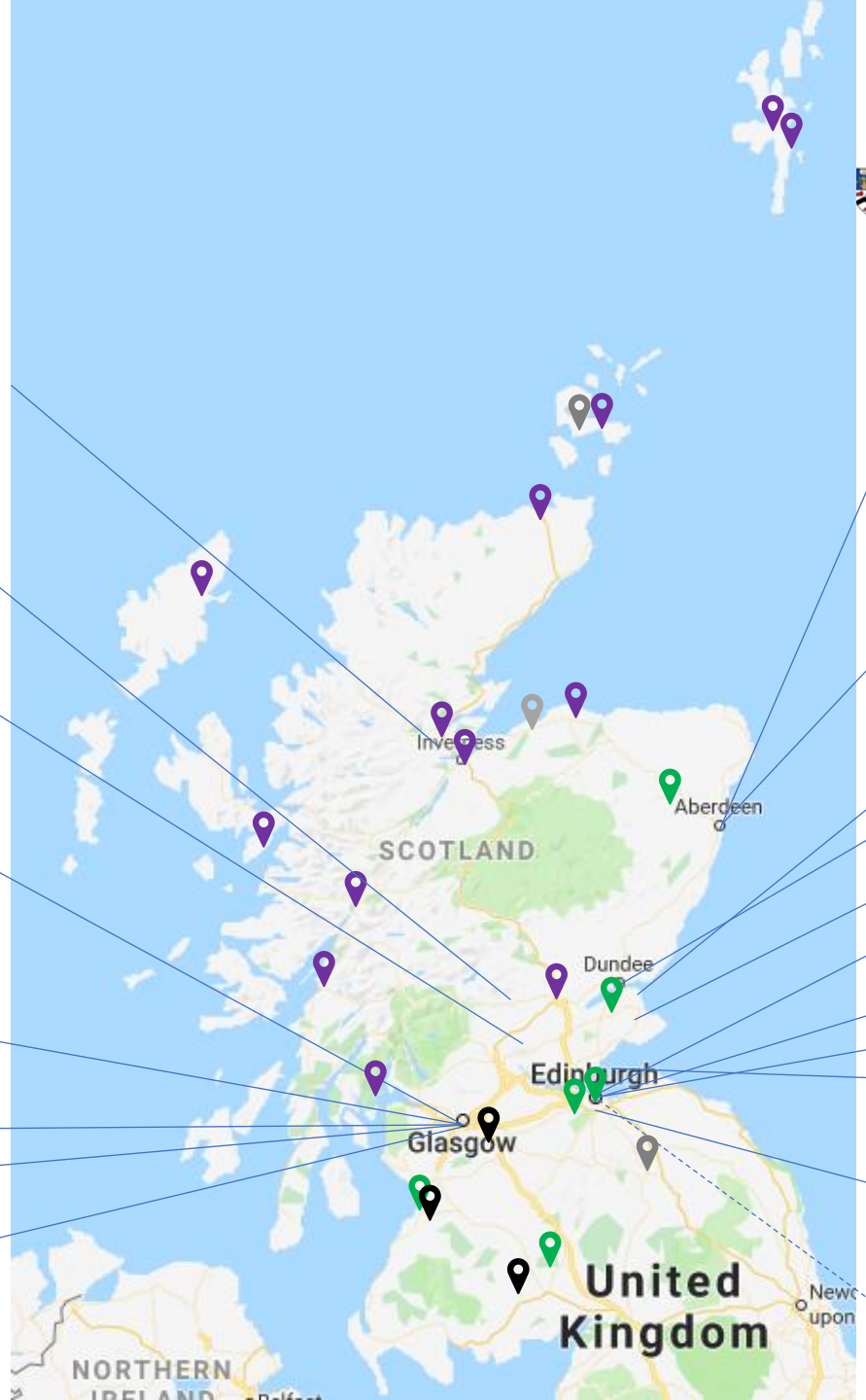
QAA

SCOTLAND'S HEIs

UHI campuses:
- Argyll College
- Highland Theological College
- Inverness College
- Lews Castle College
- Moray College
- NAFC Marine Centre
- North Highland College
- Orkney College
- Perth College
- Sabhal Mór Ostaig
- SAMS UHI
- Shetland College
- West Highland College

Glasgow School of Art campuses:
- Glasgow
- The Creative Campus, Highlands and Islands

UWS campuses:
- Ayr
- Dumfries
- Hamilton



Heriot Watt campuses:
- Edinburgh
- Scottish Borders
- Orkney

SRUC Campuses:
- Aberdeen
- Ayr
- Barony
- Edinburgh
- Elmwood
- Oatridge

Overview of the University of Strathclyde

University of Strathclyde Glasgow

University of Strathclyde

City of Glasgow

Strathclyde

3rd Largest in Scotland

Undergraduates	Postgraduates	Staff
15,000	**10,000**	**4,500**

University of Strathclyde Glasgow

- **UK UNIVERSITY OF THE YEAR 2026**
  Daily Mail University Guide
- **THE QUEEN'S ANNIVERSARY PRIZES**
  1996, 2019, 2021 & 2023
  For Higher and Further Education
- **UK UNIVERSITY OF THE YEAR 2012 & 2019** Times Higher Education
- **EMPLOYER OF THE YEAR AWARD 2024** Scottish Tertiary Education

210,000 Alumni

Top Scottish Research Intensive for Widening Access

2nd in Scotland
2025 NSS Results (OS)

33rd Overall
20th Impact
UK REF 2021

University of Strathclyde:

Education Enhancement

Student Experience

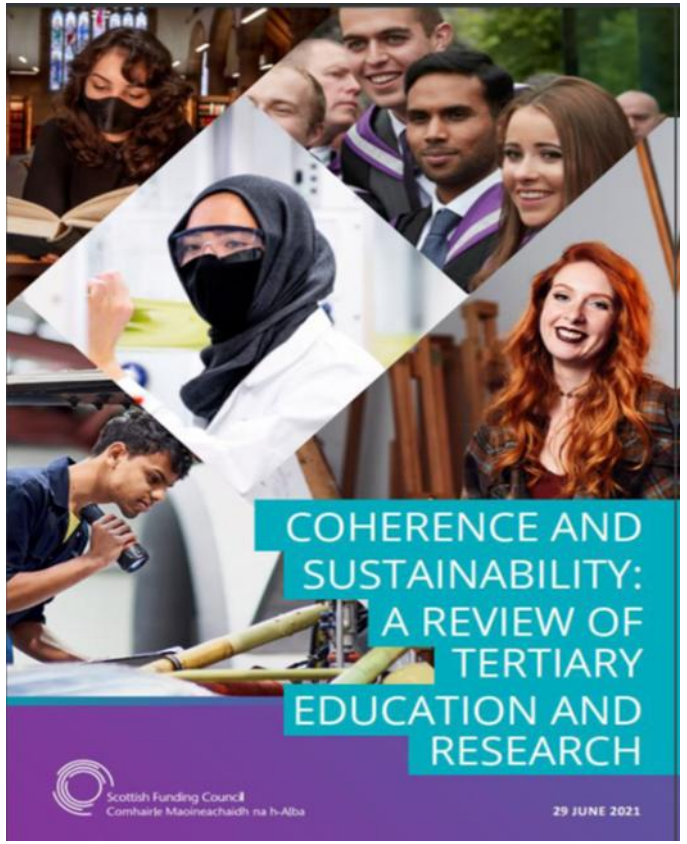
Strategy & Planning

Organisation & Staff Development

Strath (Student) Union

Scotland's Tertiary Quality Enhancement Framework (TQEF)

- TQEF Principles
  - Sector developed & agreed
- TQEF Quality Cycle & Mechanisms.
- Tertiary Quality Enhancement Review TQER).
  - Cyclical, External Peer Review
- Institutional / Internal Quality Assurance Mechanisms



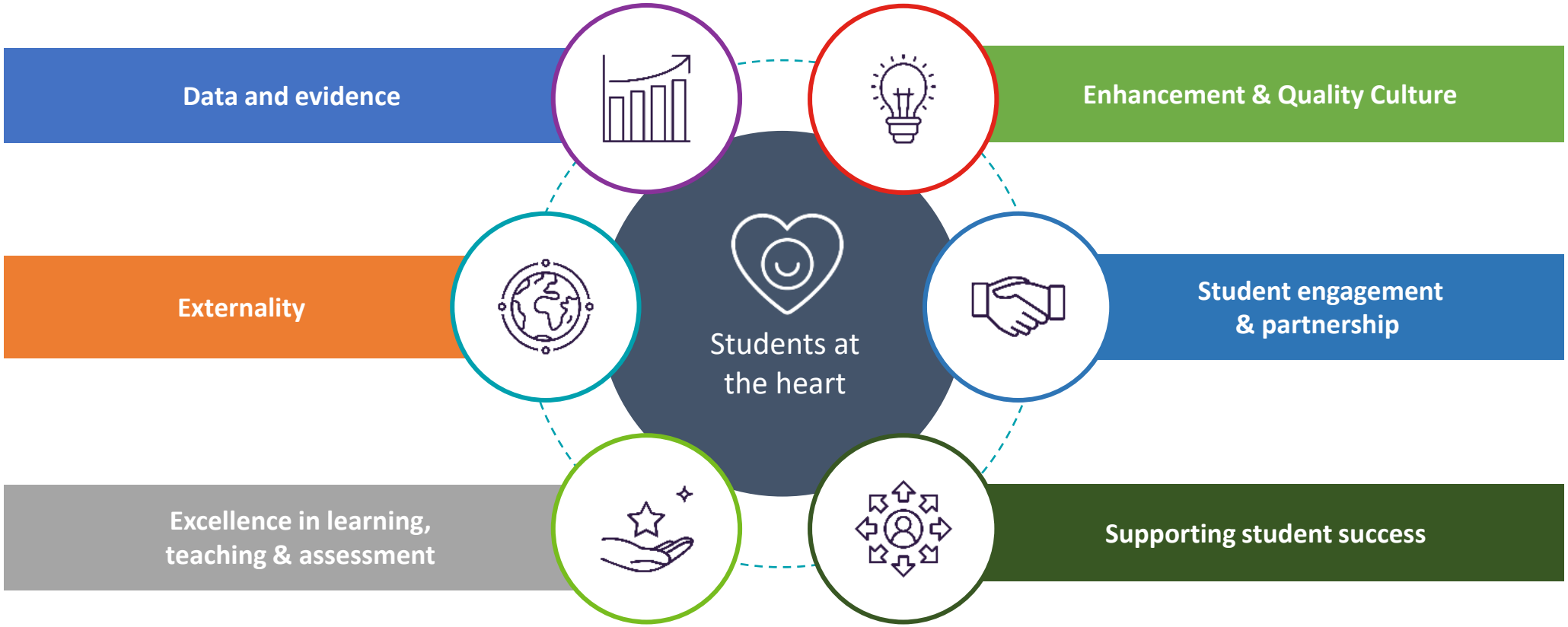
QAA SCOTLAND

Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

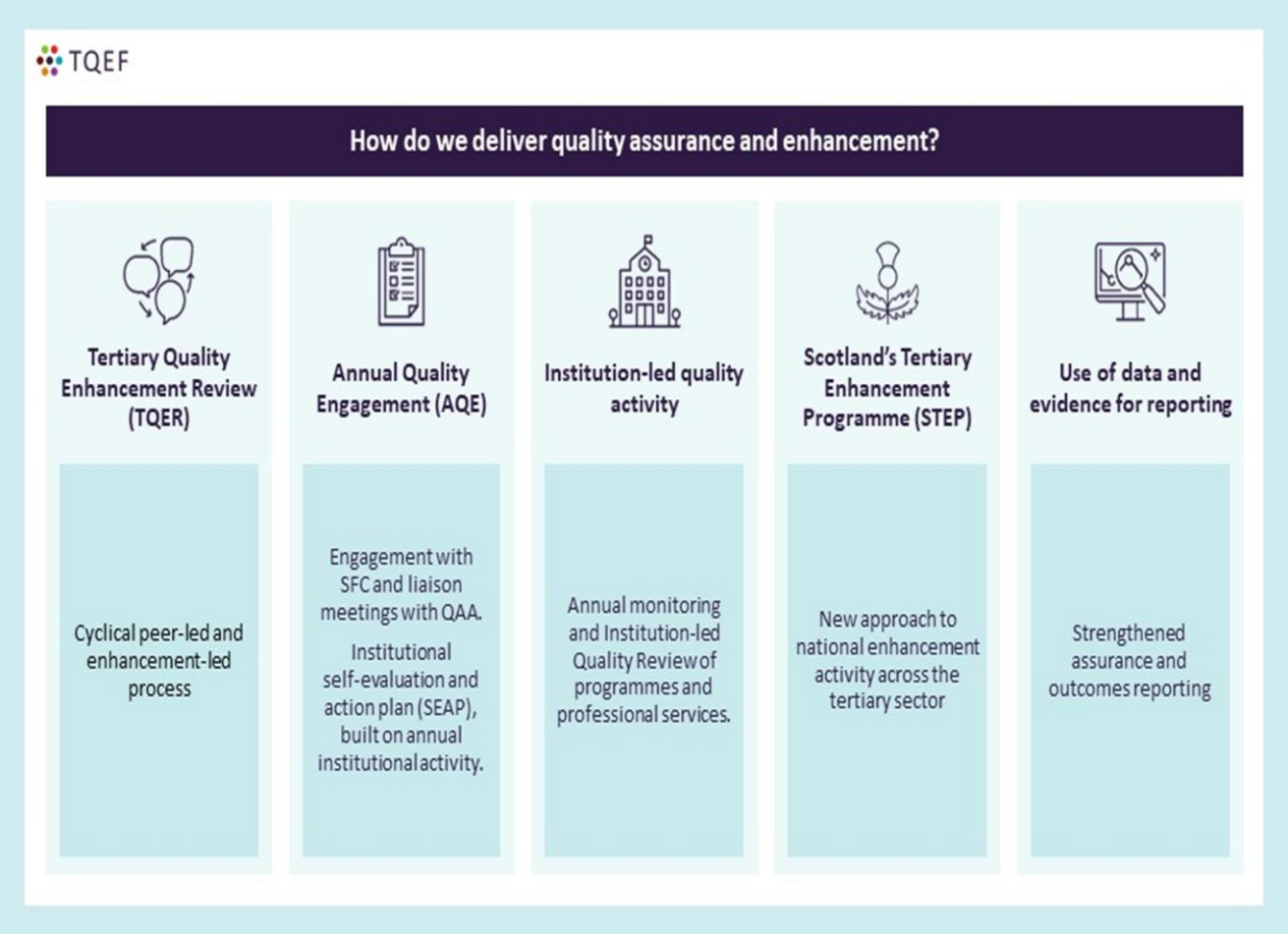
sparqs

cdn
College Development Network

Principles of Scotland's Tertiary Quality Enhancement Framework (TQEF)



TQEF: Mechanisms of Quality Assurance & Enhancement



1. **External Peer Review Cycle (TQER - Report and Action Plan)**
2. **Annual Quality Engagement (Scottish Funding Council & QAA Scotland)**
3. **Institution-led quality activity (Internal Review Framework → SEAP - Self Evaluation Action Plan)**
4. **Use of data and evidence for reporting**
5. **Scotland's Tertiary Enhancement Programme (STEP)**

TERTIARY QUALITY ENHANCEMENT REVIEW (TQER)

Tertiary Quality Enhancement Review (TQER) is the **external peer review** methodology for Scottish tertiary education, developed by QAA in partnership with the sector and SFC.

TQER focuses on quality assurance, quality enhancement and self-evaluation in the context of external peer review and examines the TQEF 4 core principles with Externality and **Data & Evidence** underpinning all themes.

- TQER Scope and logistics agreed with QAA Scotland.
- Key Institutional Contacts (Quality, Student & Academic)
- TQER underpinned by (reflective) Strategic Impact Analysis, Advance Information Set and SFC data set.
- TQER Panel (Staff & Students) visit institution twice
- Initial Visit and documentation fundamental in shaping Main Review Visit
    - Meetings and key Lines of Enquiry (student voice fundamental)
- TQER Outcome Report
- Action Plan and follow up (Internal and external)

Strathclyde's 2025/26 TQER In Numbers

University of Strathclyde Glasgow

TQER Documentation

Strathclyde Submission	Documents (N)
Strategic Impact Analysis	
Initial Information / Evidence	320
Pre-Review Visit (Additional)	70
Scottish Funding Council Data Set	

Review Visits (22-23 October & 1-4 December)

- Peer Reviewers 5 (including student reviewer)
- QAAS Officers 2
- Review meetings 20

Strathclyde Staff and Student Meetings*

- Students 71 (7 Meetings)
- Staff 82 (12 Meetings)
- Employers 11 (1 Meeting)

***** *In addition to the 164 in meetings, 50+ colleagues supported TQER preparation and operations at all levels.*

THE UNIVERSITY OF STRATHCLYDE

Principles of Scotland's Tertiary Quality Enhancement Framework (TQEF) & TQER

***TQER Outcome**:*

*"University of Strathclyde is **effective** in managing academic standards, enhancing the quality of the learning experience and enabling student success."*

Data and evidence

- Student outcomes
- Common dataset for reporting
- Institutional PIs/QIs
- Institution-led self-evaluation and action planning
- Use of student and staff feedback
- Outcomes of review activity

Enhancement & Quality Culture

- Institution wide culture of assurance, improvement and enhancement
- Institution-led review/activity and action planning
- External institutional peer review
- Sector enhancement activity
- Impact of collaboration
- External outlook – globally responsive

Externality

- External institutional peer review
- Sector reference points/requirements
- External specialists/experts
- Public information and assurance

Student engagement & partnership

- Engaging students as partners in their learning experience
- Students at core of review and enhancement activity
- Student voice – every place, every level
- Effective support for student representation
- Responsiveness to student feedback

Excellence in learning, teaching & assessment

- Academic standards and awarding
- Strategic leadership of learning and teaching
- Curriculum planning, design and delivery
- Learning environment, resources and technologies
- Professional development
- Currency of learning and teaching
- Peer review and evaluation of learning, teaching and assessment
- Innovation in learning, teaching & assessment

Supporting student success

- Enabling student success – wellbeing, inclusion, equality, student support
- Context and community - meeting the needs of students
- Effective and successful transitions
- Support for employability, skills development and lifelong learning
- Achieving positive outcomes for every learner
- Responsiveness to concerns

TQER Outcomes

Recommendations include:

1. Process for the **periodic review of professional services** that is aligned with SFC's guidance.
2. Institution-wide compliance with assessment and feedback policy, for **timeliness of assessment feedback**.
3. Oversight of the PGR student experience to support **consistency of student experience and community for PGR students**.
4. Establish a **clear and consistent institutional approach to pastoral, personal development and academic advising** for students.

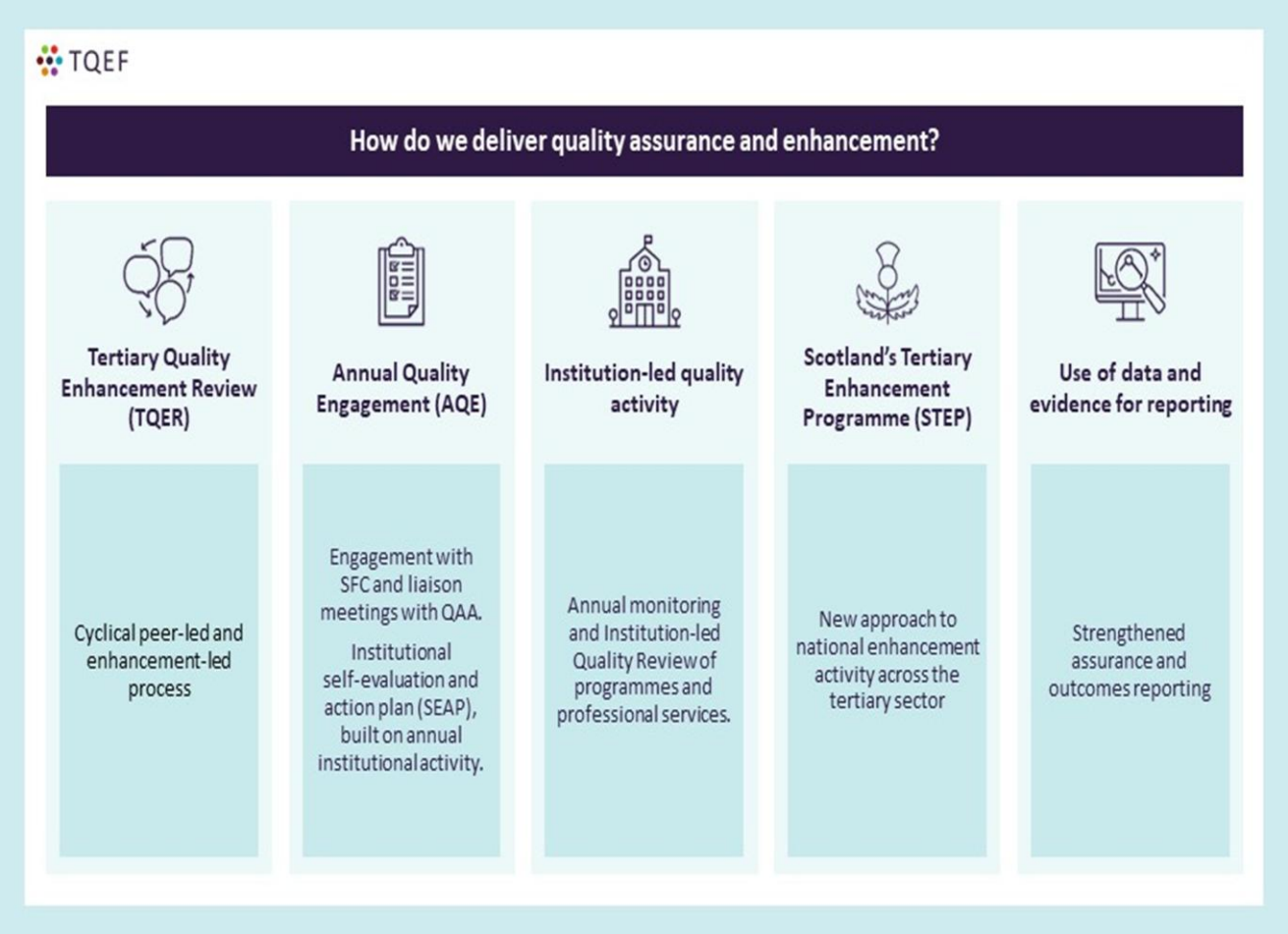
Features of Good Practice include:

1. **Engagement with employers, industry and public sector organisations** through curriculum development, research collaborations, teaching, placements/internships and work-related learning experiences for students that leads to work ready graduates.
2. The **impactful, inclusive and entrepreneurial culture** supported by the personal and professional development of academic and professional services staff, which supports a strong sense of community.
3. The **student and staff centred culture of care,** which supports wellbeing, inclusivity and individual success.
4. The **student voice** is heard and valued throughout the University, and across diverse student groups, which **leads to timely action and meaningful change.**

Quality Assurance and Enhancement at the University of Strathclyde

- Balancing Sector and Strathclyde Requirements & Engagement
- Internal Quality Assurance & Enhancement
- Data, Student Voice, Reporting & Actions

TQEF: Mechanisms of Quality Assurance & Enhancement



1. External Peer Review Cycle (TQER - Report and Action Plan)
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5. Scotland's Tertiary Enhancement Programme (STEP)

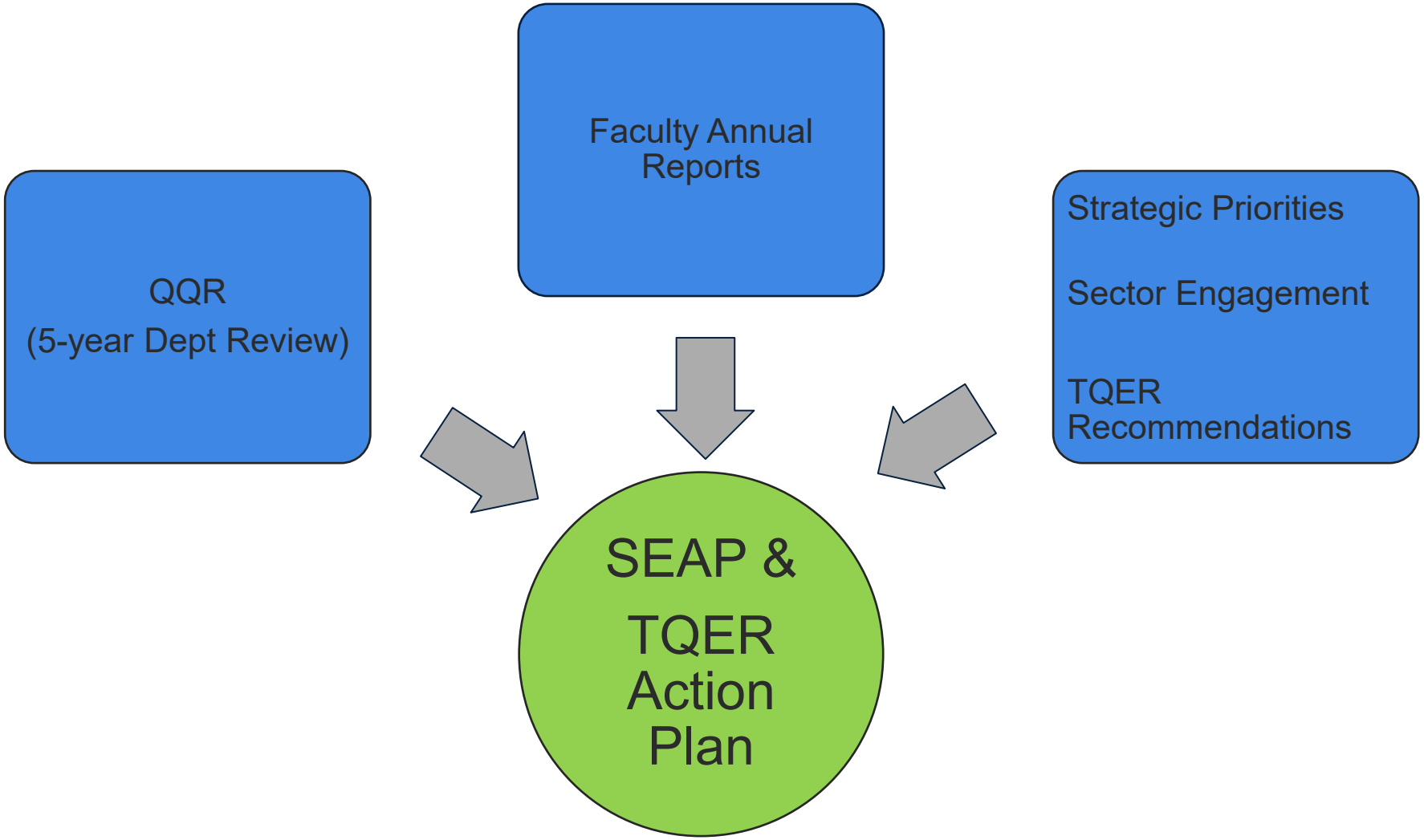
Institution-led Quality Assurance – Key Elements

University's Internal Review Framework

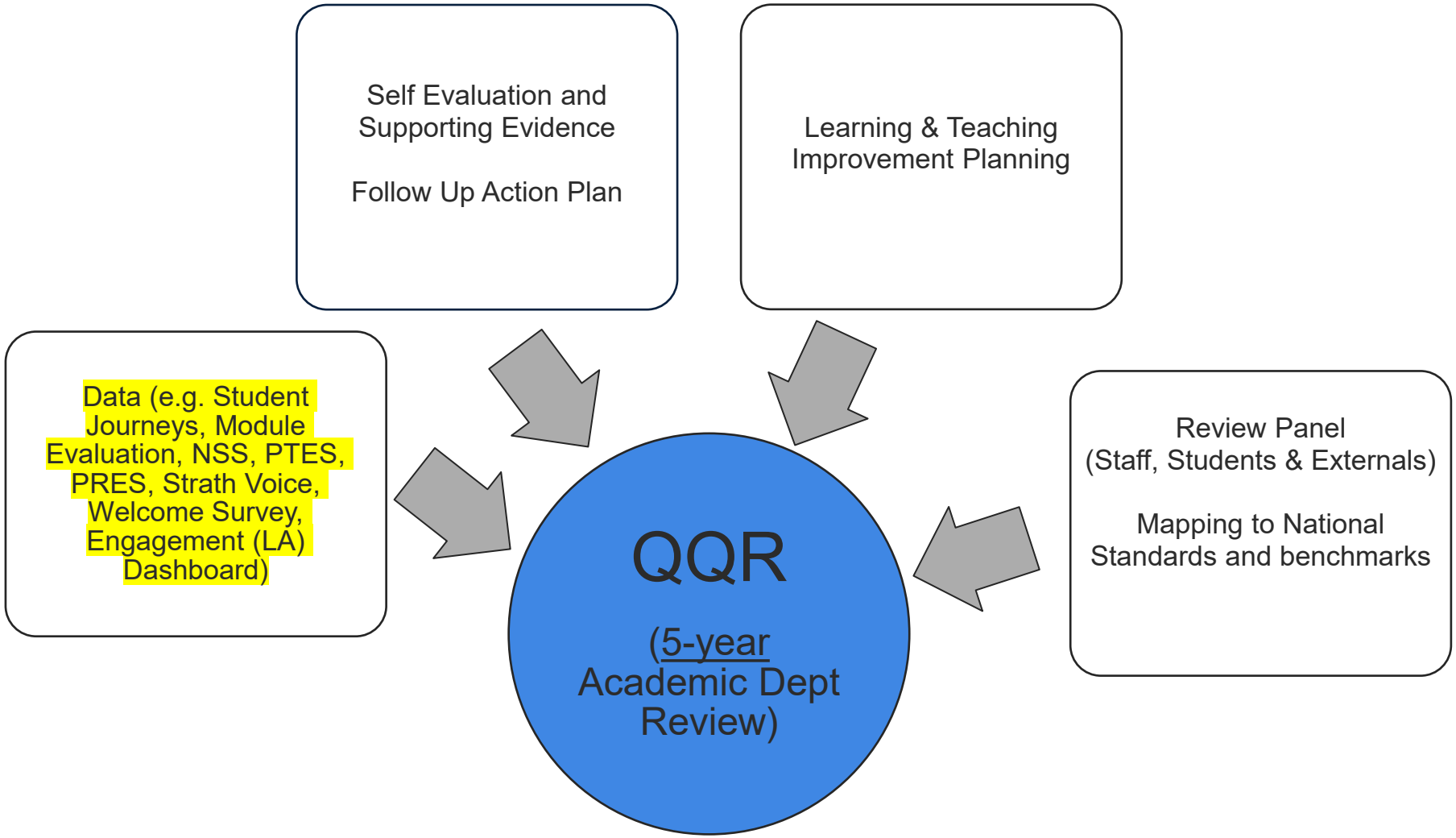
- Academic Department Quinquennial Reviews (QQR)*
- Faculty Annual Reports (FAR)*
- Strategic Priorities
- Professional Services Review (PSR)

- Thematic Reports (FARs, QQRs)
- Sector Engagement / Reporting

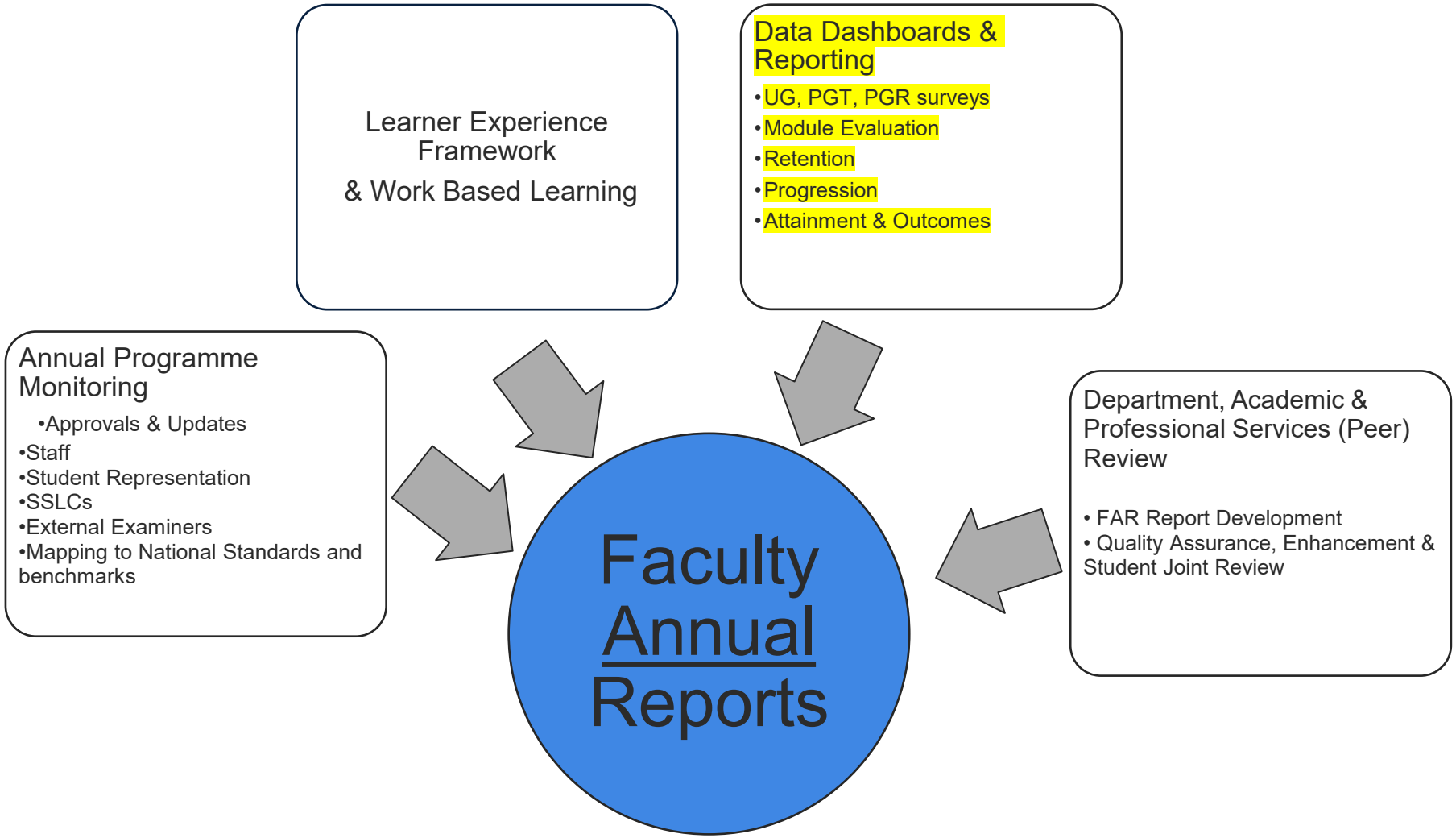
Internal (University) & External (QAA & SFC) Reporting



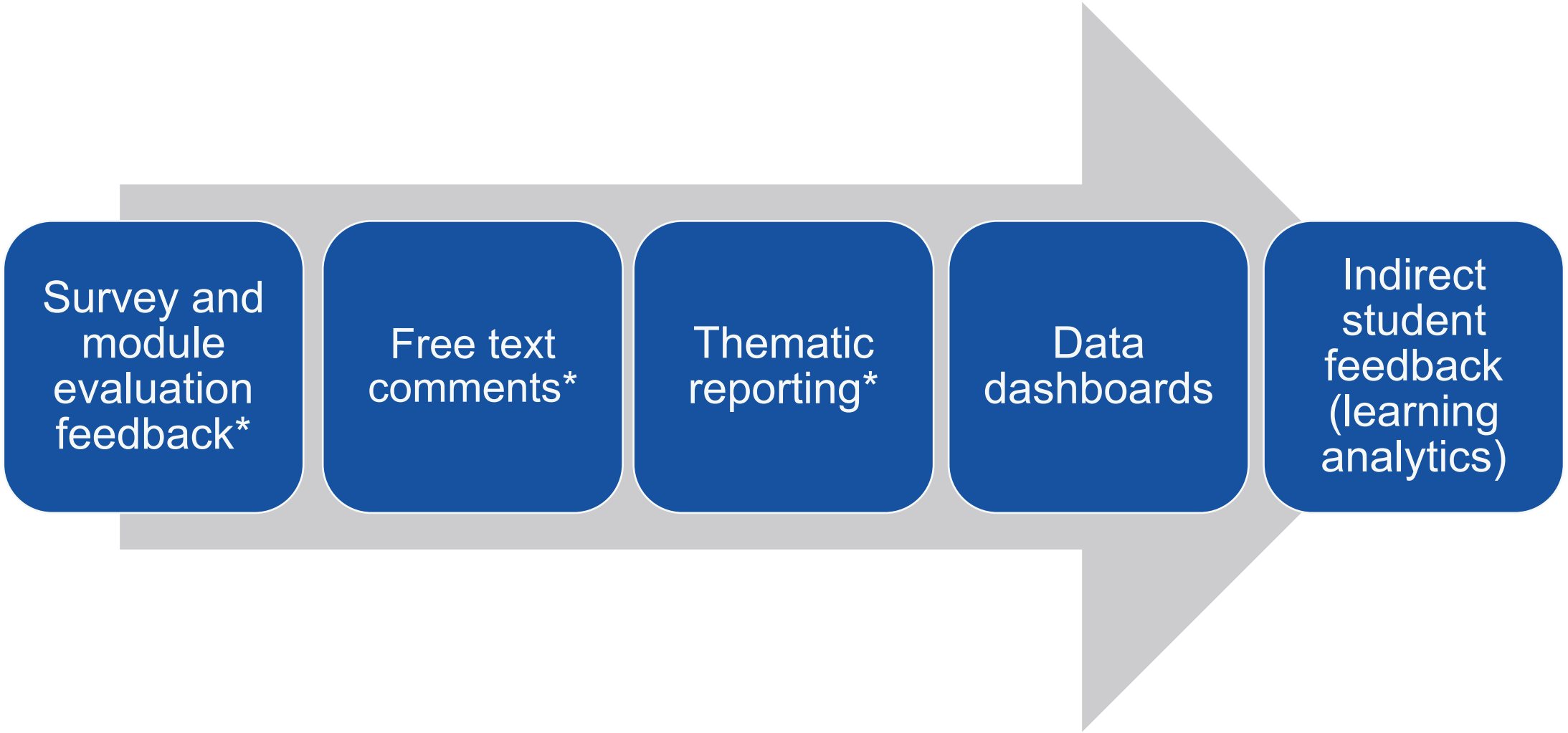
Internal Quality Assurance, Enhancement & Reporting



Internal Quality Assurance, Enhancement & Reporting



INTERNAL REVIEW FRAMEWORK - STUDENT VOICE REPORTING



*** Current & planned increased use of MLY**

THE UNIVERSITY OF STRATHCLYDE

STUDENT VOICE MECHANISMS

- Surveys
- Student Module Evaluation
- Student Reps & Staff / Student Groups
- TQER, SEAP & Action Planning
- Social Media

National Student Survey

blue

STRATH UNION EST.1964

QAA Scotland

University of Strathclyde Glasgow

GRADUATE OUTCOMES SURVEY

Tertiary Quality Enhancement Framework

You said, we did

Making a difference...

Your feedback matters. Here are some of the changes we've made from listening to you:

TQER Good Practice: *"The student voice is heard and valued throughout the University, and across diverse student groups, which leads to timely action and meaningful change."* *(QAA Scotland 2026)*

TQER & SEAP Action Planning (Enhancement & Quality Culture)

- Systems, Processes & Reporting
- Continued activity on Student Voice will build on strength and emphasis on data informed approach and provision.
- MLY fundamental to our approach.
- Enhanced integration of wider range of student voice mechanisms.
- Internal Survey development and refinement - Mapping Student Voice.
- Increased efficiency in survey and design (survey duplication & fatigue).
- More extensive and integrated qualitative analysis.

TQER & SEAP Action Planning (Student Partnership)

- Establishment of **Student Policy Forum** to support policy development and review.
- Include more **diverse** student voices in meetings, working groups and committees
- Implementation of the revised Student Academic **Representation** Policy.
- Develop enhanced mechanisms and platforms for **celebrating** student partnership and student voice, aligned to the Learning and Teaching Improvement Framework and institutional events.
- Strengthen partnership through annual update of joint University/ Strath Union **Strategic Alliance Framework**.
- Review and refresh the institutional student partnership framework, demonstrating student partnership at all levels.
- Continued activity on **Student Voice** will build on our commitment to data informed enhancement of the student experience.

Impact of Education Insight & Student Voice Activities

Students (e.g.)

- Enabling closing the feedback loop comments from module leaders as part of overall feedback to students on their learning.
- Greater collation of student voice mechanisms supported by MLY
- Support for Student Partnership & Representation
- Local and institutional changes because of student feedback.

  Strathclyde Sport - “girls' night in”

  Extended library opening during exam time

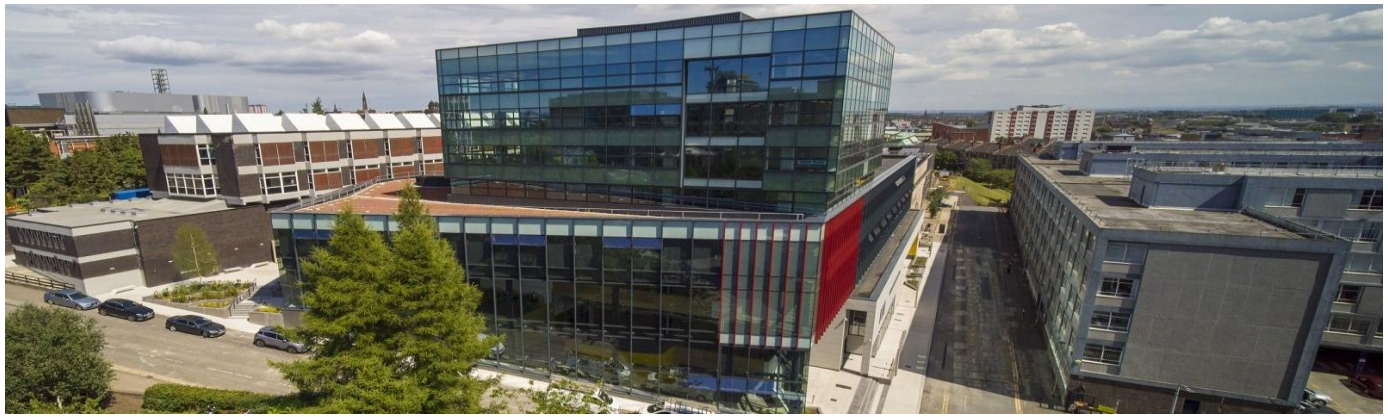
  Introduction of Spring graduations to students (≈ 600) attending a ceremony before visa expiry.

  Confidence in the impact of student voice and partnership
- Embedded confidence in the impact of student voice and partnership **– “Strathclyde was willing to listen”**

Impact of Education Insight & Student Voice Activities

Staff (e.g.)

- Being kept informed of student feedback at all levels – module, department, faculty, institutional.
- Increasing use of MLY to support the analysis of free text comments.
- Understanding profile of student feedback to enable sharing of good practice, identifying areas for enhancement.
- Understanding student feedback over time to help understand impact of interventions / initiatives / other changes and its impact.
- Strengthening an Enhancement-led approach.
- **Trusting and acknowledging** Education Insights reporting and supporting systems



"The student voice is heard and valued throughout the University, and across diverse student groups, which leads to timely action and meaningful change."
(QAA Scotland, 2026)

Acknowledgements:

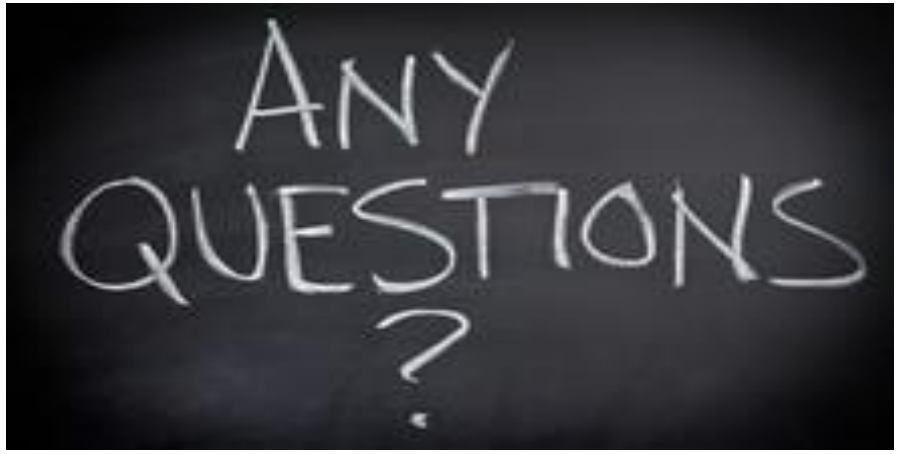
University of Strathclyde Colleagues:

Strathclyde's "Team TQER"
Strath Union
Education Insight Team
Education Enhancement Directorate

https://www.qaa.ac.uk/docs/qaa/reports/tqer-university-of-strathclyde-dec-25.pdf?sfvrsn=c8bac81_5

University of Strathclyde Glasgow

Thank You



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TQEF Quality Cycle

Scottish Funding Council Outcome Framework and Assurance Model

Academic Year

SFC Annual Quality Engagement (AQE)		**Nov SEAP submissions**		**SFC engagement meetings**
	QAA Institutional liaison meetings (ILMs)			
Tertiary Quality Enhancement Review (TQER)	**1 TQER per 6-year cycle for each institution plus follow-up activity (QAA).**			
Institutional-led quality activity	**Institutional quality assurance and enhancement activity, including annual monitoring and Institution-Led Quality Review (ILQR)**			
Scottish Tertiary Enhancement Programme (STEP)	**STEP Year 1: Discovery**	**STEP Year 2: Implementation**	**STEP Year 3: Implementation**	**STEP Year 4: Evaluation**
Use of data and evidence for reporting	**On going data collection, returns and action planning**			

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Your insights are greatly appreciated!

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