



QAA Scotland Annual Report 2022-23



Introduction



Kathryn O'Loan, Director for Scotland, Wales and Northern Ireland

Celebrating 20 Years of our enhancement-led approach to quality was a big part of 2022-23 for QAA Scotland (QAAS). Twenty years ago, Scotland's higher education sector took a brave step in launching an approach to quality that integrated assurance with enhancement. QAAS was integral to that step. It is an approach that has paid off in terms of student experience, staff development, and in building collaboration across the sector. As a result, Scotland, rightly, has established an exceptional reputation internationally for how we manage quality and respond to the student learning experience.

Scotland is preparing to take another significant step in the evolution of its approach to quality by building a coherent system across the tertiary landscape, and QAAS is once again, playing an integral role. The new approach will draw on the strengths of both current college and university quality systems, but the impact of the university Quality Enhancement Framework (QEF) is clear. So, as we stand at this point of change, we were glad to take a moment to also look back on two decades of development, partnerships and successes that have brought us here.

Our partnership with other key quality agencies in Scotland - the College Development Network, Education Scotland, and sparqs - to support development of digital and blended learning across tertiary has been a really rewarding area of work. The Tertiary Enhancement Topic has also offered a chance to explore what cross-tertiary enhancement activity could look like in the future, looking at how digital/blended learning can be implemented in a way that supports student and staff experience of learning and teaching.

The Resilient Learning Communities Enhancement Theme has also produced a range of useful resources which will underpin improvement and professional development and support policy development - for example, through our work on the micro-credentials and small qualifications landscape in Scotland; and our 'Mind the Gap' project brought together colleges and universities to explore college to university transitions.

Our '20 Years of Enhancement' campaign convened the sector to reflect on the tangible difference that the last two decades of sector-wide collaboration have brought to the student experience in Scottish higher education. Insights and reflections from staff, students and other stakeholders have helped us to understand exactly how the sector-wide commitment has enhanced the quality of higher education at an institutional and sector-wide level. Scotland has also inspired other higher education communities globally to adopt a quality enhancement approach.

In the wider policy environment, the Scottish Government's Purpose and Principles have clearly set a vision for a more coherent and joined up post-school education and skills system with quality as a key driver. QAAS remains committed to contributing to this vision through successful delivery of a tertiary-wide approach to quality assurance and enhancement that supports colleges and universities in delivering enhanced outcomes for students and learners.

Our work in 2022-23

Highlights

The key highlights below demonstrate QAA Scotland's impact within Scotland and beyond. In 2022-23, these include:

Completion of the first year of Quality Enhancement and Standards Review (QESR) and Institutional Liaison Meetings (ILM), contributing to public confidence in academic standards and the quality of the student experience.

Completion of the Resilient Learning Communities Enhancement Theme supporting Scotland's colleges and universities to meet the changing needs and values of an increasingly diverse student community.

Celebration of '20 Years of Enhancement' through an interactive campaign that reflected on and shared the impact of the sector-wide commitment to quality enhancement in Scotland over the last 20 years.

More than 300 delegates engaged with our hybrid 'Shaping the Student Experience Together: 20 Years of Enhancement' International Enhancement Conference. The conference provided a platform for cutting-edge quality enhancement practice to be shared across colleges and universities in Scotland.

We have been commissioned by the Scottish Funding Council (SFC) to lead two key areas of the Tertiary Quality Project. QAA Scotland has begun to lead the development and planning for delivery of an external enhancement-led peer review and national thematic enhancement activity for colleges and universities.

The first cross-sector Tertiary Enhancement Topic 'The future of learning and teaching: Defining and delivering an effective and inclusive digital/blended offering' was introduced in 2022-23 and will run across the 2023-24 academic year. This has provided an opportunity for collaborative quality enhancement between colleges and universities.

About QAA

The Quality Assurance Agency for Higher Education (QAA) is an independent charity working to benefit students and tertiary education, and one of the world's experts in quality assurance. We are trusted by tertiary education providers and regulatory bodies to maintain and enhance quality and standards. We work with governments, agencies and institutions globally to benefit UK tertiary education and its international reputation.

QAA is the only body working in the quality assurance and quality enhancement of tertiary education across the whole of the UK. As the UK's independent quality body, QAA delivers tailored approaches for each of the four nations, underpinned by our UK-wide work under an inter-connected system of quality. The cornerstone of our UK-wide work is the UK Quality Code for Higher Education.

QAA works internationally to promote the interests of UK tertiary education, to build understanding of the UK tertiary education system, and make it easier for UK providers to operate in other countries and for UK graduates to work globally.

QAA is a full member of the European Association of Quality Assurance Agencies (ENQA) and listed on the European Quality Assurance Register (EQAR). Following the very successful review of QAA by ENQA in February 2023, QAA's continued listing on EQAR was confirmed in autumn this year.

QAA's work in Scotland is enhancement-led in order to have a dynamic, responsive approach to quality assurance firmly based on a partnership with the sector involving students and staff. Since 2003, the work of QAA Scotland has been guided by the [Quality Enhancement Framework \(QEF\)](#), which has five elements:

Institution-led Review (ILR)

QAA Scotland engages with each institution on an annual basis to reflect on the outcomes of these reviews and compiles an annual report to the SFC summarising these activities for the whole Scottish higher education sector.

Enhancement-led Institutional Review (ELIR)

Incorporates periodic institutional reviews, published reports, thematic analyses, annual discussions and a series of follow-up activities. Whilst the specific method for institutional review will not be called ELIR going forward, ELIR reflects the overall value, ethos and commitment to having an enhancement-led institutional review.

Scotland's Enhancement Themes

Enhancement Themes bring all Scottish higher education institutions together to participate in a programme of activity designed to deliver change around an agreed strategic topic.

Student engagement and leadership in quality

In Scotland, our approach involves students as partners at the heart of the system including through the inclusion of student members in all ELIR review teams, through student co-leadership of the Enhancement Themes and as members of our committees and working groups.

Public information about quality

QAA Scotland produces public information on quality, through publication of the outcomes of ELIR reviews and other strategic reporting.

This Framework will be replaced by Scotland's Tertiary Quality Enhancement Framework (TQEF) from 2024-25 onwards. It will be underpinned by the following five key principles:

Externality **Excellence in teaching, learning and assessment** **Enhancement** **Student engagement and partnership** **Supporting student success**

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2023 has been a demanding but impressive year for QAA Scotland. Their continued partnership working and collaboration with students, SFC, universities and colleges has facilitated greater interaction across the tertiary sector. Through a series of events, consultations, workshops QAA Scotland is continuing to have a significant impact on the development and implementation of Scotland's emerging Tertiary Quality Enhancement Framework (TQEF). This activity fundamentally supports the TQEF in a manner that reflects Scotland's internationally acknowledged collaborative, enhancement led approach to quality assurance and student partnership.

Professor Brian Green, Deputy Associate Principal (Academic Quality and Student Experience), University of Strathclyde and Convener, Quality Assurance in Scottish Higher Education Committee

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Remembering Professor Norman Sharp OBE

QAA Scotland was saddened to learn of the passing of Professor Norman Sharp OBE earlier this year. As the inaugural director of QAA Scotland, Norman played an instrumental role in establishing the enhancement-led approach to quality in Scotland 20 years ago.

He also led QAA's involvement in the creation of the comprehensive credit and qualifications framework in Scotland, the SCQF, and became a founding director of the SCQF Partnership in 2007. This built on Norman's passion for widening access to education, which he championed throughout his career.

In addition to his work in Scotland, Norman contributed extensively to quality matters internationally, supporting work in South Africa, Namibia, Luxembourg, Iceland, Ireland, Serbia, Romania and Albania. He held numerous leadership roles in quality assurance internationally including as a Board Member of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), the chair of the International Quality Board in Iceland and as a higher education quality advisor to the Ministry of Education in Luxembourg.

The work he accomplished as the first Director of QAA Scotland has laid the foundations for a well-recognised and respected quality enhancement system in Scotland. We are grateful for the immense contribution Norman made to our work and the work of the wider Scottish higher education sector during his time with QAA from 1997 to his retirement in 2009.

Our review work

QAA Scotland currently carries out cyclical external quality assurance review for higher education institutions in Scotland. The culture and fundamental approach of the method used in Scotland is peer review and enhancement-led, with each review taking place at an institutional level. These reviews underpin public confidence in the academic standards and quality of the student experience, whilst providing constructive feedback to institutions which supports ongoing enhancement of their quality arrangements.

From 2003 to 2021, the review method was referred to as Enhancement-led Institutional Review, or ELIR, and four cycles took place in that period. We completed the ELIR 4 cycle in 2021-22 with the final four reviews (University of Stirling, Robert Gordon University, University of the Highlands and Islands, and Abertay University), and the re-review of the Glasgow School of Art following its original ELIR review in Spring 2021.

A new method - also enhancement-led and a peer review process - is currently in development for colleges and universities. [Phase 1](#) which involves Quality Enhancement and Standards Review (QESR) and Institutional Liaison Meetings (ILM) began this year (2022-23) for higher education institutions and will continue in the following academic year. This approach will link back to ELIR 4 and inform Phase 2 of the arrangements.

Seven Quality Enhancement and Standards Reviews (QESRs) were successfully completed in 2022-23 and the [reports have been published](#) on the QAA Scotland website. In addition to the QESRs, 12 ILMs took place. The remaining 11 QESRs will take place in 2023-24 and the teams for these reviews have been allocated and confirmed with institutions. QAA ensured that the sector and review teams were well prepared for the Phase 1 arrangements by conducting reviewer training and institutional briefings for all involved. During the 2023-24 session, ILMs have been arranged with QAA Scotland institutional liaison officers for the seven HEIs who are not scheduled for a QESR. More information on the [Phase 1 quality arrangements](#) is available on the QAA Scotland website.

We are in the process of drafting a thematic report on emerging themes from QESR reports. The report will summarise areas of best practice and opportunities for enhancement in quality and standards across the Scottish higher education sector, providing practical advice to institutions in preparation for the commencement of the Phase 2 arrangements. A second report on the Tertiary Enhancement Topic (The future of learning and teaching: Defining and delivering an effective and inclusive digital/blended offering) is also being drafted. We expect these reports to be published in Summer 2024, when the current arrangements are complete.



Summary of QESR findings in 2022-23

This section provides a brief summary of some of the key points from the seven QESR reports which were published in the 2022-23 academic year.

Queen Margaret University received praise for continuing to cultivate a student-centred approach to strategy development and implementation, as particularly demonstrated by its overarching Student Experience Strategy (SES). The University was asked to develop an institutional approach which sets out the expectations for students across all modes and locations of study regarding the quality and timeliness of the feedback they receive on assessments.



Queen Margaret University
EDINBURGH

Royal Conservatoire of Scotland was commended for the range of opportunities available for students to participate as partners in decision-making. The review team recommended that they use the current cycle of Curriculum Review to ensure greater consistency in the design and delivery of assessment.



Royal Conservatoire
of Scotland

University of Aberdeen has successfully embedded learning from the national Enhancement Themes, enabling Theme priorities to be realised in a wide range of institutional policy and practice including ongoing work to decolonise the curriculum. The review team recommended that the University continues work to finalise their approach to personal tutoring arrangements, to ensure it provides equity of experience for the University's changing student population, particularly postgraduate taught students.



University of the West of Scotland received praise for placing students at the centre of all University decision-making and ensuring that they stimulate institutional thinking and planning at all levels. The report recommended that the University works with its' students' union to make certain that all student representatives complete training, reflecting on the barriers of current arrangements.



University of Glasgow was commended for the clarity of the University Learning & Teaching Strategy supported by the close integration and collaboration across workstreams to enable effective delivery of the Strategy. It was recommended that the University reviews its current approach to online and blended delivery to ensure greater equivalence across all provision.



University of Dundee has developed a clear, accessible and integrated approach to effectively monitor and utilise data relating to access, student retention, progression and degree outcomes to inform enhancement of the student experience. It was recommended that the University develops a systematic approach to professional services review that complements the existing mechanisms for engaging professional services in quality processes.



**University
of Dundee**

University of Strathclyde was commended for its clear and effective approach to strategic planning and ongoing commitment to enhancing the student experience. It was recommended that the University takes action to ensure that its Guidance for Postgraduate Research Students Who Support Teaching and Teaching-Related Activities is fully and consistently implemented across the institution.



**University of
Strathclyde
Glasgow**

“ We welcomed the constructive and thoughtful discussions with our QESR review team. The recommendations align well with our institutional priorities and have been useful in terms of focussing our efforts in these areas. We were pleased that the QESR submission allowed us to make best use of existing documents, whilst also offering scope to provide additional context, where appropriate. We look forward to continuing our work on the recommendations and to the sector learning from QESR, including in relation to the tertiary enhancement topic. ”

Dawn Martin, Assistant Secretary, Governance and Quality Enhancement, Queen Margaret University



Scottish Quality Concerns Scheme

The Scottish Quality Concerns Scheme (SCQS) provides an opportunity for students, staff and other parties to raise concerns about the quality and standards of Scottish higher education to QAA Scotland. The aim of the Scheme is to support confidence in how quality and standards are managed within the Scottish higher education sector. Concerns raised under the Scheme relate to how higher education institutions in Scotland manage academic standards, the quality of learning opportunities, and the information that they make available about their provision.

The Scheme has continued to have ongoing impact and value during 2022-23, providing an effective way to do a deep dive into priority issues in a timely manner. In academic year 2022-23, QAA received three applications to the SCQS – all three cases were related to the Marking and Assessment Boycott (MAB).

Of the three cases submitted, one case was rejected at Stage 1 - Eligibility review. Both of the two remaining cases proceeded to Stage Two - Concern assessment. Following Concern assessment, both cases resulted in the following outcome - 'Note and record information'.

In addition to the three submissions made under the SCQS, QAA Scotland was approached by a professional, statutory and regulatory body (PSRB) with a MAB-related issue, which QAAS agreed to review and identify options for resolution first, with an understanding that a formal Concern could be raised if this was not successful. QAAS provided an informal evaluation and finding to the institution and PSRB and agreed a way forward that mitigated the need for a formal Concern and supported positive outcomes for students.

Tertiary Enhancement Topic

SFC in its guidance on quality for 2022-23 and 2023-24 identified the design and delivery of an effective and inclusive digital/blended offering as its Tertiary Enhancement Topic.

SFC asked QAA Scotland, Education Scotland, the College Development Network (CDN) and sparqs (Student Partnerships in Quality Scotland) to work together to support improvement and enhancement of practice in the Scottish tertiary sector around curriculum delivery, with the aim of delivering better outcomes for our learners. The project is overseen by a Steering Group with members from each partner agency involved and SFC's Learning & Quality Team.

The project is guided by four lines of enquiry:

- What do institutions state they are offering?
- What do learners want?
- What are learners experiencing?
- What does the evidence suggest is best for learning?

In 2022-23, the project predominantly involved gathering and analysing data relating to these lines of enquiry, including the learner voice. In 2023-24, the project will involve enhancement/change activity, using the findings from 2022-23 to support regional and national conversations and developments in the enhancement of digital/blended learning within colleges and universities.

This project also serves as an initial opportunity for colleges and universities to explore enhancement on a tertiary-wide basis, which will inform the development of a plan for national thematic enhancement activities across colleges and universities.

Enhancement Themes

Enhancement Themes enable the sector to explore a specific area in depth through both sector-wide, collective activity and programmes of work within each institution. Together the sector achieves far more than institutions could individually, encouraging innovation and the sharing of effective practice with the aim of enhancing the student learning experience in Scottish higher education. Managed by QAA Scotland, the Enhancement Themes have had a positive impact on the Scottish higher education sector since their launch in 2003 and have inspired practice internationally in countries such as Ireland, Iceland and South Africa.

QAA continued to support [all sector committees responsible for leading the Enhancement Themes](#) including the Scottish Higher Education Enhancement Committee (SHEEC), the Theme Leadership Team (TLT) and the wider Theme Leaders' Group (TLG). These groups continued to meet regularly throughout the 2022-23 session and provided guidance to QAA Scotland on the successful delivery of the final year of the current Enhancement Theme.

The final year of the [Resilient Learning Communities Enhancement Theme](#) took place in 2022-23. Theme activity has raised awareness and developed a more nuanced understanding of the needs of different student groups and students with differing characteristics and how the timing of focused interventions enables more effective approaches and support.



The contribution of students, particularly student interns, to theme activity has harnessed a strong and authentic student voice and engagement. Most evidence of impact for students was for those directly involved in the delivered interventions, which included positively impact student satisfaction and experience with the intervention and specific development of skills, confidence and employability. Participating institutions have also reflected on how participation in enhancement activity has contributed positively to students' sense of belonging within the institution.

Institutions completed work across a range of activity including QAAS sector-managed projects, collaborative clusters and institutional projects. Further commentary on the impact of the Resilient Learning Communities Theme can be found in the Theme Report. Some of the key outputs from Year 3 of the theme are outlined below:

- [Anti-Racist Curriculum](#) - The project's [narrative story experience](#) explored the impact of our teaching through the lens of developing anti-racist curricula. It is intended to be used as a tool for the development of racial literacy and sensitivity among both staff and students and can be used as part of existing induction and training.
- [Valuing and Recognising Prior Learning and Experience](#) - The project team ran a series of online workshops aimed at practitioners in the sector who are seeking to learn about various aspects of RPL. The work to establish a Professional Learning Network to support RPL practitioners will continue into 2023-24 and it is likely that this will involve working closely with the SCQF (Scottish Credit and Qualifications Framework) Partnership. This network aims to provide a dedicated space for collaboration among RPL practitioners and builds upon the project's successful revision of the national RPL Framework for Scotland.

- [Understanding Micro-credentials and Small Qualifications in Scotland](#) - This project led to the creation of a [Good Practice Guide for Micro-credentials and Small Qualifications](#) in Scotland. Members of the Scottish Tertiary Education Network for Micro-credentials collaborated on the development of the Guide. The work of the Scottish Tertiary Education Network for Micro-credentials has improved sector understanding of the landscape of micro-credentials in Scotland which is estimated to be at least 22,715 learners on 350 (credit-rated) micro-credentials in 2022-23 and has the potential to support a pilot National Micro-credential Framework and Delivery Plan for Scotland.
- [Mind the Gap? College Students Experience of University](#) - Led by City of Glasgow College, this was a one-year collaborative cluster project. The project explored whether the expressed difference between the student experience of college and university teaching and learning is accurate and, if so, what changes can be made across the sector to support student success, preparedness confidence and attainment. Two reports, one led by student interns, have provided recommendations on seven aspects of transition that could be managed more effectively to ease college to university transitions. This resource will prove particularly valuable as colleges and universities work together on a shared approach to national thematic enhancement activity under the Scottish Tertiary Quality Enhancement Framework.
- [Exploring Community Partnerships for the Future of Further & Higher Education \(Student-led Project\)](#) - QAA once again worked with [student partnerships in quality scotland \(sparqs\)](#) on the delivery of the Student-led Project as part of the Theme. This project sought to explore how different communities within further and higher education interact and enrich each other and how individuals move within and beyond them. The first output, Guidelines for Developing Community Partnerships, was completed earlier in the year and published on the project website in May. The Steering Group curated a photographic output following a call for submissions from current students across colleges and universities in Scotland. This presented a pictorial reflection on the diversity of learner communities.

Alongside their participation in sector-wide and collaborative projects, institutions have designed and implemented their own enhancement initiatives. QAA Scotland has confirmed £4,000 in one-off funding to support institutional enhancement activity in the 2023-24 academic year. This funding will support a continued institutional commitment to enhancing the quality of the student academic experience whilst continues to develop an approach to national thematic enhancement activity for Scotland's colleges and universities.



20 Years of Enhancement

2022-23 marked the 20 year anniversary of the enhancement-led approach to quality in Scotland. From October 2022 to June 2023, QAA Scotland hosted its '20 Years of Enhancement' campaign, drawing on sector colleagues' experience of enhancement to create opportunities for critical reflection, celebration and looking to the future of enhancement in Scotland.

The campaign included panel discussions, re-developed resources and reflective blogs. Virtual panels featured a range of Scottish and international speakers and focused on various themes including 'Valuing student representation in quality enhancement', 'The international impact of Scotland's enhancement approach' and 'The role of enhancement in embracing relationship-rich education', attracting almost 400 delegates across three separate webinars. Web and social media promotion across the campaign created 67,583 impressions - widening awareness of the campaign and of the Scottish Enhancement Approach.

QAA Scotland also worked with Dr Liz Austen and Professor Stella Jones-Devitt to carry out an evaluation of the 20 years of Enhancement Themes. This project aimed to help us explore how, and to what extent, the Themes have impacted on the Scottish student experience, and in what ways this work has influenced enhancement approaches globally. The evaluation consultants carried out workshops with colleagues across the sector in Scotland as part of the evaluation project. A final report will be published in 2023-24.

The '20 Years of Enhancement' campaign culminated with QAA Scotland's fifth International Enhancement Conference, 'Shaping the Student Experience - 20 years of Enhancement' on the 14 and 15 June 2023 in Glasgow Caledonian University. More than 430 people gathered in-person and online to gain insights on how staff and students from across Scottish higher education have successfully collaborated to deliver an enhanced student experience locally and nationally.

Keynote speakers included Professor David Mba from the Black Leadership Group who prompted delegates to consider how institutions can respond to the needs of an ethnically diverse student body in Scotland. Graeme Dey, Minister for Higher and Further Education, set out the Scottish Government's vision for an integrated post-school education, research and skills system and considered how the future tertiary approach to quality assurance and enhancement will support this. 30 parallel sessions were also on offer across the two days, providing insights on how Scottish higher education institutions are collaborating to improve student transitions, develop an enhanced sense of belonging, evaluating the impact of teaching and learning, and many more topical issues.

The conference included a Civic Reception at Glasgow Caledonian University hosted by the Depute Lord Provost of Glasgow in celebration 20 Years of the Enhancement Approach in Scotland. Speakers from the Scottish higher education sector reflected on the positive impact that the sector-wide commitment to quality enhancement has had on institutional and sector-wide practice.



Towards a tertiary system

The 2022-23 academic year marked the co-creation phase for SFC's Tertiary Quality Project (TQP). Across the year, SFC convened a series of co-creation workshops and workstreams to progress plans for a common approach to quality assurance and enhancement across the Scottish tertiary sector. This was overseen by a cross-sector steering group. More than 130 colleagues from across the tertiary sector participated in the co-creation workshops which led to the development of:

- a set of draft principles that will underpin the common approach to quality assurance and enhancement
- a draft data catalogue, mapping college and university metrics which underpin quality evaluation and review.

Following approval by the cross-sector steering group, SFC commissioned QAA Scotland to lead on two key areas of the TQP. QAAS has been asked to lead the following projects:

External enhancement-led peer review

- designing, planning and delivering a multi-year external peer review cycle for colleges and universities for implementation in academic year 2024-25. QAA will work closely with Education Scotland, drawing on their expertise of the college sector to ensure the new review method supports the needs of the college sector.

National thematic enhancement activity

- designing and delivering an approach to national enhancement across Scotland's tertiary sector, drawing on the expertise of the College Development Network.

QAA Scotland will work with colleagues across the tertiary sector during 2023-24 to progress both projects ahead of planned implementation from 2024-25. In addition, QAAS will expand our engagement with the college sector, building upon the work we have carried out in recent years to extend college sector engagement within our enhancement activity.



Looking forward

Professor John Sawkins, Chair, and Kevin McStravock, Secretariat, QAA Scotland Strategic Advisory Committee

2022-23 has been a year of celebration, reflection and forward planning for the sector in Scotland. Firstly, it has provided us with the opportunity to acknowledge the sector-wide commitment to quality enhancement across two decades, and to highlight the tangible benefits this has brought to the student academic experience at an institutional and sector level. In doing so, we have been able to reflect on what the critical aspects of a quality enhancement culture in Scotland are and how we can bring these forward as we move towards a tertiary-wide approach to quality assurance and enhancement.

As the sector embarked upon the final year of the Resilient Learning Communities Enhancement Theme, QAA Scotland has continued to act as an integral convenor of sector-wide discussion and collaboration on shared areas of interest. With an eye towards the tertiary landscape, it has been particularly encouraging to see the first collaborative cluster led by a college and the outputs of the 'Mind the Gap' project, led by City of Glasgow College, will no doubt provide significant learning in the years ahead.

Among the celebration, QAA Scotland, with the support of Professor Stella Jones-Devitt and Dr Liz Austen, has also brought the higher education sector together to evaluate what impact the last two decades of the enhancement approach has brought to the student experience. It is encouraging to see evidence that the systems and processes created for disseminating, sharing and collaborating and the outputs generated from these activities have developed and been effective over the last 20 years. I particularly welcome the finding that direct student involvement in Enhancement Theme activity has led to changes in institutional strategies, policies and practices.

The Universal Evaluation Framework, developed through the evaluation project, will serve as an important resource for the entire tertiary sector in the years ahead, and will ensure that evaluation is at the forefront of our minds through every stage of the enhancement journey.

The QAA Scotland Strategic Advisory Committee remains committed to supporting QAAS in the important work it will undertake to deliver a common approach to quality assurance and enhancement across the tertiary sector in Scotland.



Alastair Delaney, Deputy CEO and Executive Director of Operations, QAA



As Scotland looks ahead to an exciting tertiary-wide future under the TQEF, QAA is excited to play a leading role in delivering this vision. The confidence that SFC and college and university representatives of the TQP Steering Group have placed in QAA reflects our considerable experience in delivering valuable quality enhancement activity in Scotland, the rest of the UK and internationally. This year, QAA published a new strategy which widens the focus of our work to serve the needs of the tertiary sector - reflecting the strategic vision underway in Scotland and in Wales through the Commission for Tertiary Education and Research.

QAA's global reputation and connections will enrich our work in Scotland. For example, in assembling review teams, we will be able to draw from a pool of experienced reviewers from across the UK and internationally whose varied expertise and experience will provide constructive challenge and valuable feedback to the colleges and universities they review. QAA recently successfully renewed its place on the European Quality Assurance Register, providing confidence that our approach to review remains in step with international best practice and underpins the leading reputation of UK higher education.

We look forward to working with colleges, universities, SFC and our tertiary agency partners in the coming months as we finalise arrangements for tertiary-wide review and enhancement activity. Through the spirit of collaboration that underpinned the QEF over the last 20 years, we are confident that the TQEF will continue to deliver high-quality outcomes for students and learners, and ensure that Scotland continues to lead the way globally in quality enhancement.

Our year in numbers

@QAAScotland

1628 followers

↑ +5.4%



@THEMESTweets

1683 followers

↑ +5.4%



LinkedIn

656 followers ↑ +28.3%



YouTube

229 followers ↑ +44%

Quality Enhancement
Newsletter

863 followers ↑ +5.5%



QAA Scotland News
(introduced in September 2023)

223 followers

Most popular resources

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Transitions Skills and Strategies: Avoiding and overcoming setbacks	177 downloads
Transitions Skills and Strategies: Establishing and achieving my goals	168 downloads
Transitions Skills and Strategies: Mindset student activities	155 downloads
Transitions Skills & Strategies: Avoiding and overcoming setbacks (student worksheet)	155 downloads
Transitions Skills & Strategies: Encouraging self-reflection	138 downloads
Integrative Assessment: Balancing assessment of and for learning	133 downloads

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