Action plan in response to the Tertiary Quality Enhancement Review
University of St Andrews
October 2025

Area for development and Tertiary Quality Enhancement Framework (TQEF) principle	Actions and planned impact/outcomes	Milestone(s), target date(s), continuing/carried forward	Responsible/lead
Recommendation 1: Transparency of information for applicants regarding fees for external placement years. The University should review its communications regarding the tuition fees payable for an external placement year on the Integrated Masters programmes in Biology and Chemistry to ensure complete transparency for applicants. **TQEF principle: Supporting Student Success** *TQER report: Paragraphs (paras) 35, 36.*	a. **Review and update, as needed, University-level communications on placement year and integrated year abroad fees,** including ensuring the offer letter clearly specifies that full fees are payable for each year of study, including any placement year, and that funding, even if successful, will not cover the full fee [Student Mobility Officer (Outbound)]. b. **Review and update, as needed, all School-level communications on placement year and integrated year abroad fees** [Student Mobility Officer (Outbound)]. c. **Gather evidence** from relevant Schools and existing student feedback mechanisms **to confirm that communications on placement year and integrated year abroad fees have been updated and are clearly understood** [Student Mobility Officer (Outbound)]. *Applicants will have clear, consistent, and accessible fee information before accepting an offer, and reminders at key points in their studies, enabling informed decision-making.*	a. Check all University-level communications on placement year and integrated year abroad fees (Oct 2025). Implement agreed updates to communications, including the offer letter ahead of the new application cycle (Oct 2025). b. Check all School-level communications on placement year and integrated year abroad fees (Dec 2025). Implement agreed updates (May 2026). c. Analyse evidence from relevant Schools and student feedback mechanisms (e.g. SSCCs, pre- and post-departure placement surveys) to confirm clarity and effectiveness of updated communications (Aug 2026).	**Owner** Academic Monitoring Group (AMG) **Lead** Student Mobility Officer (Outbound), Global Office **Key contacts** 1. President of Education, Students' Association (SA) 2. Associate Dean Students (Science) 3. Deputy Director of Admissions (Access and Widening Participation) 4. Head of Marketing 5. Registry Officer (Fees and UG Records) 6. Head of Students' Union Marketing

Area for development and TQEF principle	Actions and planned impact/outcomes	Milestone(s), target date(s), continuing/carried forward	Responsible/lead
Recommendation 2: Parity of the postgraduate (PG) student experience. The University should consider further steps to ensure parity of the PG student experience, both taught and research, with that of Undergraduates. Consideration should include student representation mechanisms, ways of building a sense of community and the locus for strategic leadership of the PG student experience at the University. **TQEF principle: Student Engagement and Partnership** *TQER report*: *Paras 50, 54, 66-71*.	a. Building on the Reimagining Representation project, **audit school-level engagement with PG representation** structures, ensuring alignment with the newly developed Student Partnership Agreement and Student Voice & Representation Policy, and upholding a culture of partnership across the institution [DirStudExp with SA]. b. **Develop and implement effective feedback mechanisms for PG students** by drawing on established approaches, adapting them to the PG context, and/or co-designing new methods with student partners to ensure feedback is meaningful, responded to appropriately, and outcomes are communicated clearly [Provost with DirStudExp]. c. **Audit communications to PG students** to ensure appropriate channels are used, relevant information and opportunities are shared, and to create and implement a distinct PG branding/visual identity [DirStudExp with Comms and SA]. d. **Clarify and communicate the locus of strategic academic leadership for postgraduate education and the postgraduate student experience**, through the merger of St Leonard's College and the Graduate School for Interdisciplinary Studies, supported by a communication plan to ensure clear messaging to internal and external audiences [Provost with DirStudExp].	a. Discuss PG engagement at the Postgraduate Academic Forum and Postgraduate Research Committee (S1, 2025/26). Conduct the first annual audit of PG Student Staff Consultative Committees (S1 audit – Dec 2025, S2 audit – April 2026). Present findings and recommendations to AMG (May 2026). b. Review current feedback approaches and outputs from action A to identify gaps and opportunities (S1, 2025). Discuss, co-develop and pilot new mechanisms (S2, 2026). Report outcomes and produce best practice guidance (June 2026). c. Complete audit (Feb 2026). Develop and implement PG branding/visual identity (June 2026). d. Draft communications plan (Oct 2025). Launch new website and start phase 1 of comms plan (Jan 2026). Full launch (Aug 2026)	**Owner** AMG **Co-leads** 1. Director Student Experience 2. Provost **Key contacts** 1. PGR President, SA 2. PGT President, SA 3. Head of Student Engagement, SA 4. Corporate Communications

	e. **Ensure representation of the PG community on the Spaces and Places Committee** (SAPC), using this forum to collaboratively enhance the physical and social infrastructure for taught postgraduate (PGT), research postgraduate (PGR), and online PG cohorts [DirStudExp with SA]. *PGT, PGR, and online PG students will have equitable representation, access to the necessary development opportunities for success, tailored communications, and a sense of community identity and value.*	e. Appoint PG representative to SAPC (Oct 2025). Embed PG input into committee discussions (Dec 2026). Report PG contributions and outcomes to SESMG and PG Academic Forum (May 2026).	

Area for development and TQEF principle	**Actions and planned impact/outcomes**	**Milestone(s), target date(s), continuing/carried forward**	**Responsible/lead**
Recommendation 3: Clarity in governance arrangements. The University should progress the intended governance review to ensure clarity of decision making. **TQEF principle: Enhancement & Quality Culture** *TQER report: Paras 16, 61, 77-79.*	a. Through the annual prioritisation and working groups exercise, **review ESMG, SESMG, and cross-cutting working groups** (e.g., Employability WG), focusing on chairing, reporting, and priorities. Update the Education & Student Experience (ESE) governance map, revise terms of reference (remit, membership, frequency), and publish on the ESE site [Head of Service Enhancement]. b. As part of the governance project, and with reference to the outcomes of the Senate Effectiveness Review, **review all committees with an education or student experience focus outside of ESMG, SESMG, and their working groups**, and develop recommendations for the Principal's Office to improve structure, clarity, and efficiency [AVP Strategy & Planning]. c. Building upon the Reimagining Representation project, **review student representation on University committees** to ensure a balance between diverse student	a. Review ESMG/SESMG working groups (August 2025). Update governance map (Sept 2025). Revise and publish terms of reference (Oct 2025). b. Update "as is" map of committees (Dec 2026). Identify overlaps/streamlining (Dec 2026). Draft and consult on recommendations (Feb 2026). Present to Principal's Office (March 2026). Confirm next steps/ implementation (March 2026). c. Support the SA in reviewing and identifying student representatives for ESMG,	**Owner** AMG **Co-leads** 1. AVP Strategy & Planning 2. Head of Service Enhancement 3. SA Head of Student Engagement or delegate

	voices and effective Executive Officer oversight for advocacy across multiple forums [SA Head of Student Engagement or delegate]. *Governance structures, decision-making processes, and approval routes will be clearly communicated, easy to navigate, and readily understood by staff and students. Key committees and working groups will have well-defined roles, remits, and reporting lines, with student representation embedded throughout. The governance framework will strengthen confidence among staff and students, ensuring consistent strategic oversight, informed decision-making, and constructive engagement across the University. Routine review and feedback mechanisms will safeguard clarity, inclusivity, and responsiveness.*	SESMG and underlying working groups for 2025-26 (Oct 2025). Support working groups to induct/onboard new student representatives, update terms of reference and update governance web pages (Nov 2025). Support the Student's Association in reviewing their Reimagining Representation project incorporating recommendations into the review of the Student Representation Policy (Dec 2025).	

Area for development and TQEF principle	**Actions and planned impact/outcomes**	**Milestone(s), target date(s), continuing/carried forward**	**Responsible/lead**
Area of good practice 1: The strategically driven and well-coordinated support for, and promotion of, learning and teaching. The University's support for driving excellence in learning and teaching is reflective of a strategic partnership approach delivered through a comprehensive range of	a. **Enhance formal development opportunities by including a session on the Academic Review & Development scheme in the HoS induction programme**, ensuring heads are equipped to signpost and support staff development during reviews [Academic Staff Developer]. b. **Continue the annual review of support for doctoral students who teach,** encompassing policy awareness, enhancements to administrative processes, and training and development opportunities - for example, offering optional workshops to complement the Essential courses and trialling opening nine ASDP workshops to PGRs – and identify where such enhancements can be delivered through existing resource and where new	a. Deliver HoS session within the 4-month induction plan (Aug 2025). b. Present review of last year's provision to AMG (Sept 2025 and annually thereafter). Present review capturing impact of changes in AY 2025/26 (Sept 2026). Access to workshops to complement the Essential courses for PGRs who teach (S1 AY 2025-26) and survey staff and PGRs to gather feedback (Dec 2025)	**Overall owner** AMG **Key leads** 1. Associate Dean Education (Arts & Divinity) 2. Associate Dean Education (Science) 3. Associate Provost Education 4. Head of Educational Development 5. Academic Staff Development Adviser

formal and informal mechanisms. **TQEF principle: Excellence in Learning, Teaching and Assessment** *TQER report*: *Paras 18-19.*	resource would be needed [Associate Provost Education and Head of Educational Development]. c. **Include non-credit-bearing short courses in Annual Academic Monitoring and extend dissemination event invitations** to either the School President or a PGR representative (previously only the School President) [Academic Policy Officer (Quality)]. d. **Continue to hold Education Development Leave Applications Workshops** [Academic Staff Development Adviser]. e. **Continue the new podcast series:** *The Narratives Project: Education-Focused Careers at St Andrews* (https://st-andrewsefocusednarratives.wp.st-andrews.ac.uk/) [Prof Miles]. f. **Enhance formal development opportunities via a new three-year CPD project** with an annual thematic focus providing tailored resources, events, and development opportunities [Associate Deans Education and Prof Miles]. g. **Launch a UK-wide mentoring scheme for education-focussed staff** [Prof Miles]. h. **Continue to develop an edited book with Cambridge University Press:** *Not Just Teaching: Identity, Recognition and Belonging in Education-Focused Academic Careers* [Prof Miles]. i. **Publish profiles highlighting the career pathways of academic women at the University** on the EDI webpages and showcase them on Staff News throughout	c. Extend invites for the 2025 event (Nov 2025). Update report template to include non-credit-bearing short courses, issued to schools in spring 2026 for August 2026 submission (Feb 2026). d. Annual workshop scheduled if sufficient numbers; support from Vice-Principal (Proctor) available if cancelled (Ongoing). e. Ongoing f. Completion of the first year of the CPD project on AI (Aug 2026). g. Mentoring partnerships in place for AY 2025-26 (Oct 2025) h. Abstracts received (Sept 2025). Authors notified of outcome. (Nov 2025). Publication (July 2027). i. Review profiles and publish approved on EDI webpages (Sept 2025). Feature profiles on Staff News (2025/26). j. Schools identify VIPs for core, elective, and dip-across modules (ongoing). Explore	6. Academic Policy Officers (Quality) 7. Prof Miles Senior Lecturer, Psychology & Neuroscience 8. Director of VIPs 9. Coordinator of VIPs

	2025/26, in line with Athena Swan institutional charter (Action 5) [EDI Faculty Lead, and People and Diversity Executive Officer]. j. **Embed VIPs in degree pathways and continue to showcase VIP provision and innovation nationally and internationally** [Associate Dean Education (Arts & Divinity), Director of VIPs, and Coordinator of VIPs]. k. **Explore opportunities to share and disseminate good practice externally**, including through conferences, professional networks, and other relevant forums [Associate Deans Education and Academic Policy Officers (Quality)]. *These actions build on the University's support for learning and teaching, enhancing professional development, improving processes, and raising the profile of education-focused careers, with monitoring and review supporting ongoing improvement and reinforcing a culture of excellence.*	opportunities to disseminate VIP initiatives at various national and international conferences (ongoing). k. Identify key external audiences and forums for sharing good practice (Dec 2025). Compile a list of potential dissemination activities (Jan 2025). Submit expressions of interest to external events, such as the Quality Insights Conference, as opportunities arise (ongoing).	

Area of good practice and TQEF principle	**Actions and planned impact/outcomes**	**Milestone(s), target date(s), continuing/carried forward**	**Responsible/lead**
Area of good practice 2: A comprehensive and effective approach to student support. The University operates a comprehensive and inclusive approach to student support which is	a. **Compare students flagged by the Student Engagement dashboard with those identified by current monitoring systems** (academic alerts and self-certifications of absence) to inform the planned transition to full dashboard monitoring [Director of Student Services].	a. Parallel monitoring (AY 2025/26). Full dashboard adoption (Summer 2026). b. System launch (July 2025). Implement management reporting and dashboards (Sept 2025).	**Owner** AMG **Key leads** 1. Associate Dean Education (Arts & Divinity) 2. Director of Student Experience

delivered through anticipatory and targeted measures, underpinned by the strategic use of data to inform interventions. This is further strengthened by cohesive 'wrap-around' provision, facilitated through effective collaboration between Professional Student Support Services and Academic Schools. **TQEF principle: Supporting Student Success** *TQER report*: *Paras 38-40.*	b. **Launch the new case management system (Advocate, by Symplicity) and introduce management reporting and school-level dashboard reports**, to improve understanding of student support needs and ensure appropriate information is shared with school role holders [DirStudExp]. c. **Continue to review the roles of Wellbeing Officers and Champions across the University**, with a view to recommending changes to strengthen support for and understanding of these roles. This may include reviewing the training provided for staff in these roles [People and Diversity Executive Officer, Director of Student Services, Occupational Health Manager]. d. Make our Inclusive Curriculum Feedback Form currently housed under Resources for inclusive and anti-colonial practice more visible to students [Associate Dean Education (Arts & Divinity)]. e. As part of the multi-year Reducing Barriers to Inclusion project**, review support provided to different cohorts of student**s and use this to inform training, communication, and enhancement of that support [DirStudExp]. *These actions aim to enhance student support and engagement, strengthen partnerships between Student Services and Academic Schools, and ensure that support for different student cohorts is targeted and effective, contributing to a more inclusive and supportive learning environment.*	c. Review completed (S1, 2025/26). Recommendations made (Dec 2025). Implementation of changes (S2, 2025/26). d. Incorporation of the Curriculum Feedback Form to our new Module Feedback Questionnaire project and system (June 26). e. Map support for students and arrange by different cohorts (Dec 2025). Use the mapping to support a review and enhancement of support for students (March 2026). Develop a plan for the enhancement of web content to improve discoverability of support (March 2026). Enhance our use of data to inform interventions (introduce a Gypsy, Roma, Travellers, Showmen, Boaters flag to enable student disclosure and communication of general and targeted support) (March 2026).	3. Director of Student Services 4. People and Diversity Executive Officer 5. Occupational Health Manager