University of Strathclyde

May 2026

The action plan has been formed taking into account that all actions will require engagement from the wider staff and student community at all levels of the organisation. Specific oversight and engagement will be co-ordinated as follows:
Owner: Education Strategy Committee has responsibility for ensuring and monitoring the progress of the University's TQER Action Plan.
Leads: Key roles where action is aligned to area of responsibility, for both academic and professional services leads. 'Lead Student Representative' reflects the terminology of the TQER process, for Strathclyde this is our StrathUnion Vice President Education (to be known as Education President from 2026/27)
Key Contacts: Committees, Working Groups or business areas where remits are aligned with action plan item.

Milestones have been defined to reflect where the substantive recommendation will be completed. To support engagement and monitoring of successful enhancement, further associated milestones are defined which reflect the ongoing implementation, monitoring and review, which will be tracked through the ESC committee framework, and reported through Institutional Liaison Meetings and future Self Evaluation Action Plans, as appropriate.

RECOMMENDATIONS

Principle and area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/ target date(s), continuing/ carried forward	Responsible/ lead
Recommendation 1: The University should put in place, as a matter of priority during academic year 2025 26, a process for the periodic review of professional services that is fully aligned with SFC's guidance for ILQR to	1. Develop a revised Policy and Procedure, defining scope, criteria, and mechanism for determining unit of review for the periodic review of Professional Services, to incorporate	Recommendation complete by **July 2026** with Implementation through 2026/27, and cyclical review thereafter. 1. Present for review and endorsement by Quality Assurance Committee (QAC) (**June 2026**) and endorsed at Education Strategy Committee (ESC) (**July 2026**), and onward Senate	**Owner:** ESC **Leads:** Director, Education Enhancement and Deputy Associate Principal (DAP) (Quality Assurance and Student Experience)

prevent any risks to the management of standards and to the quality of the student experience. **TQEF Principle: Excellence in learning, teaching and assessment.** *TQER Report, para 13.*	the existing annual monitoring of student-facing professional services. 2. Confirm arrangements and introduce a schedule for periodic review of Professional Services, which ensures that all student-facing services are reviewed in a cyclical process. 3. Update Internal Review Framework to reflect the revised approach to Professional Services Review.	approval (**July 2026**). 2. Agree 6 year review schedule, detailing units / scope, and timing of first periodic review under new process at ESC (**October 2026**), with review scheduled for 2027/2028 3. Revised Institutional Internal Review Framework homologated by Senate (**November 2026**).	**Key Contacts:** QAC Quality Enhancement and Assurance Team

Principle and area for development and TQEF principle	**Action(s) and planned impact/ outcomes**	**Milestone(s)/ target date(s), continuing/ carried forward**	**Responsible/ lead**
Recommendation 2: The University should ensure and monitor institution-wide compliance with its assessment and feedback policy, as it relates to the timeliness of assessment feedback. **TQEF Principle: Excellence in learning, teaching and assessment.** *TQER Report, para 20.*	1. Introduce new process for monitoring compliance of Assessment and Feedback Policy as it relates to timeliness of feedback at programme level, with reporting to Faculty Academic Committees and subsequently to QAC. 2. Establish a clear and consistent monitoring process and standardised data collection mechanism across all	Recommendation **complete by June 2027**. Implementation through 2026/27, and cyclical monitoring thereafter. 1. Process introduced for the start of AY 2026/27. 2. Annual report on institution-wide compliance to be presented at QAC (**June 2027**) and incorporated into the	**Owner:** ESC **Lead:** Director, Education Enhancement DAP (Learning, Teaching & Assessment) DAP (Quality Assurance & Student Experience) **Key Contacts:** QAC Learning Enhancement Committee (LEC)

	modules (e.g. the MyPlace tool) – to provide accurate data on feedback release times to identify any areas of particular concern. 3. Ensure all Programme and Module Leaders provide clear and transparent communications on feedback turnaround times, including the rationale and associated activities within the marking process.	ongoing Schedule of Business for QAC. 3. Guidance for Module Handbooks and Teaching & Learning Checklists to be updated and introduced for start of Academic Year **September 2026**/27.	Faculty Academic Committees Assessment and Feedback Working Group Strath Union Lead Student Representative
Principle and area for development and TQEF principle	**Action(s) and planned impact/ outcomes**	**Milestone(s)/ target date(s), continuing/ carried forward**	**Responsible/ lead**
Recommendation 3: The University should review its institutional oversight of the PGR student experience, including the role of the Strathclyde Doctoral School (SDS), to realise the ambition of achieving consistency of student experience and community for PGR students. **TQEF Principle: Supporting student success.** *TQER Report, para 70*	1. Review and update the University's governance and oversight for the PGR student experience. 2. Implement revised governance for oversight of the PGR student experience. 3. Implement refreshed PGR Student Experience Strategy 2030, informed by the SDS strategy consultation 2025. 4. Work with student community to transition to new oversight arrangements, ensuring effective	Recommendation **completed May 2026**. Ongoing implementation of associated changes through 2026/27. 1. Proposal agreed by University Executive (**May 2026**). 2. New governance framework shared for endorsement at ESC (**April 2026**) and approved by Senate (**May 2026**). 3. Ongoing with oversight from new governance framework. 4. Ongoing, embedded into new governance framework from AY 2026/27.	**Owner:** ESC **Leads:** DAP (Learning, Teaching and Assessment) DAP (Education Systems & Enhancement) Director of Education Enhancement **Key Contacts:** Strath Union President (Education) Chair of Doctoral Researchers Group Faculty Associate Deans Research Head of PGR Enhancement and Development

	engagement of student voice. 5. Carry out review and redesign of PG Cert in Researcher Professional Development during AY 2026/27 for re-approval (Senate, May, 2027) and implementation from start of AY 2027/28.	5. Review of PGCert in Researcher Professional Development to be approved (Senate **May 2027**).	Strath Union Lead Student Representative

Principle and area for development and TQEF principle	**Action(s) and planned impact/ outcomes**	**Milestone(s)/ target date(s), continuing/ carried forward**	**Responsible/ lead**
Recommendation 4: The University should establish a clear and consistent institutional approach to pastoral, personal development and academic advising for students. **TQEF Principle: Supporting student success.** *TQER Report, para 78*	1. Review and agree Terms of Reference for a working group to explore the institutional approach, to include developing an institutional baseline for pastoral, personal development and academic advising. 2. Define and communicate key service levels provided by the University and ensure students are aware of the range of support services available to them	Recommendation **complete September 2027**. Implementation of new approach through 2027/28. 1. Terms of Reference of Working Group to be submitted to Student Experience Committee (SEC) and LEC for first meeting of AY 2026/27. 2. Working Group to undertake options appraisal and align with emergent Flourish (Student Mental Health Strategy) action plan, for	**Owner:** ESC **Leads:** Strath Union President DAP (Learning, Teaching and Assessment) DAP (Education Systems and Enhancement) DAP (Academic Delivery, Alignment and Quality) **Key Contacts:** Student Experience Committee and Learning Enhancement Committee

	and how to access these. 3. Secure Executive level agreement on proposed model, which can be incorporated into Department workload models. 4. Review and assess student data and information available across Departments and Professional Services to help inform and personalise the support available to students. 5. Develop staff and student-facing communications which highlight the full range of mechanisms in place to support students throughout the academic year, including academic, pastoral, and personal development support.	implementation by end of AY 2027/28. 3. Executive level agreement to be confirmed by **September 2027**. 4. Ongoing and to feed into Working Group, supported by engagement with Student Journeys Working Group, as appropriate, ongoing through 2026/27 and 2027/28. 5. Shared with Senate to support awareness and engagement, Senate 2027/28.	Executive Deans & Associate Principals

Principle and area for development and TQEF principle	**Action(s) and planned impact/ outcomes**	**Milestone(s)/ target date(s), continuing/ carried forward**	**Responsible/ lead**
Recommendation 5: The University should consider the appropriateness of the 'managed difference' approach in implementation of policy and approaches across faculties and take action	1. Develop framework to define clarity of expectations in relation to roles and	Recommendation **complete September 2027**. Ongoing monitoring built into ESC committee framework thereafter. 1. Framework and mechanisms proposed to ESC **September 2027**.	**Owner:** ESC **Lead:** DAP (Quality Assurance and Student Experience) DAP (Learning, Teaching and Assessment)

where discrepancies may lead to inconsistency in, or pose a risk to, academic standards and the quality of the student experience. **TQEF Principle: Enhancement and quality culture.** *TQER Report, para 96.*	responsibilities for all quality enhancement and assurance matters across the University alongside mechanisms for assuring compliance. 2. Complete a review of where there may be variation in the implementation of policy and approaches across faculties and take action to resolve. 3. Take forward ongoing actions to track and reflect activities under way incorporating the review of the General Academic Regulations and the drafting of institutional level Policy and Procedure for Boards of Examiners. This will also inform further reflection in light of the recent announcement on a National Review of Awarding Arrangements.	2. Ongoing through regular review through ESC, QAC and annual monitoring throughout AY 2027/28 and cyclical thereafter. 3. Amendments to General Academic Regulations and institutional level Policy and Procedure for Boards of Examiners for approval at QAC (**June 2026**). National Review Action Register prepared for ESC review (**July 2026**) and on-going monitoring through 2026/27.	**Key Contacts:** QAC Policy Coordination Group Strath Union Lead Student Representative

FEATURES OF GOOD PRACTICE

Principle and area for development and TQEF principle	Action(s) and planned impact/ outcomes	Milestone(s)/ target date(s), continuing/ carried forward	Responsible/ lead
Feature of good practice 1: The University's approach to engagement with employers, industry and public sector		**Completion by September 2027** Continued through indicators of success tracked through ESC committee framework thereafter.	**Owner:** ESC **Lead:** DAP (Learning, Teaching and Assessment)

organisations through curriculum development, research collaborations, teaching, placements/ internships and work-related learning experiences for students that leads to work ready graduates. **TQEF principle: Excellence in learning, teaching and assessment.** *TQER Report, para 30 and 31.*	1. Establish a University level strategic employers advisory group which will bring senior external employer insight from a breadth of employers to inform the ongoing development and future-focused transformation of our broad education portfolio across all levels. It will support Strathclyde's aim to ensure our diverse educational provision equips students with the skills, attributes and experiences needed for successful transition into employment, further study, upskilling and lifelong learning. 2. Explore opportunities to promote the University's success in the Graduate Outcomes Survey, enhance our sector-leading approach to engagement with employers, industry and the public-sector and the positive experience students have of these opportunities and celebrate this externally recognised feature of good practice through internal and external-facing dissemination mechanisms. Continue to raise awareness of work-related opportunities to students and explore ways of developing these opportunities to ensure equity of access to experiences. 3. Further our commitment to continuous improvement and enhancement of	1. Strategic Group to be approved at ESC (April 2026) for launch in AY 2026/27. 2. Update website (June 2026). 3. Key Agenda item for the Surveys and Metrics Working Group and Careers	**Key Contact:** Careers and Employability Working Group Marketing and Communications Strath Union Lead Student Representative

	practice in this area through our institutional Learning and Teaching Improvement Forums, annual Learning and Teaching Day, and our annual Employability Showcase event, offering staff opportunities to share best practice and connect with potential employers. Explore ways to recognise and celebrate students' work-related learning experience. 4. Continue the annual review of the University's Learner Experience Framework, ensuring this is used to focus discussions on work-related learning opportunities and give greater strategic oversight, ensuring maximum value is gained across departments and faculties.	and Employability Working Group in 2026/27. 4. Key Agenda item for Careers and Employability Working Group in 2026/27 to incorporate feedback from faculties into revised LEF for implementation in AY 2026/27as part of the Faculty Annual Reporting process and continue to review and enhance on an ongoing basis.	

Principle and area for development and TQEF principle	**Action(s) and planned impact/ outcomes**	**Milestone(s)/ target date(s), continuing/ carried forward**	**Responsible/ lead**
Feature of good practice 2: The impactful, inclusive and entrepreneurial culture supported by the personal and professional development of academic and professional services	1. Continue to encourage staff to share best practice in enhancements and	**Completion by September 2027** Continued through indicators of success tracked through ESC committee framework thereafter. 1. Continuing through Learning and Teaching Innovation Networks (LaTIN)	**Owner:** ESC **Leads:** DAPs (Learning and Teaching) Director of Education Enhancement

staff which supports the strong sense of community. **TQEF Principle: Excellence in learning, teaching and assessment.** *TQER Report, para 52*	innovations via existing mechanisms and expanding engagement in existing peer networks. 2. Continue to highlight staff and student achievements through internal communication networks and support staff to engage with national/local awards. Share good practice case studies demonstrating impact on the learner experience. 3. Review mechanisms for capturing the full range of professional development offerings across learning, teaching, assessment and student experience across the institution. 4. Continue to develop impactful and engaging staff development initiatives in subject content, methods of delivery, and engagement and ensure Bahrain campus-based staff are able to engage fully in existing and new staff development opportunities.	and other existing networks. 2. Continuing through internal communication channels including Inside Strathclyde. 3. Proposal to be submitted to Learning Enhancement Committee in AY 2026/27. 4. Continuing development of approaches and comprehensive programme of activity aimed at all staff and based on priorities identified in annual academic and professional services enhancement review activity.	**Key Contact(s):** LEC Organisational and Staff Development Unit (OSDU) Strath Union Lead Student Representative

Principle and area for development and TQEF principle	**Action(s) and planned impact/ outcomes**	**Milestone(s)/ target date(s), continuing/ carried forward**	**Responsible/ lead**
Feature of good practice 3: The student and staff centred culture of care,		**Completion by September 2027** Continued through indicators of success	**Owner:** ESC

which supports wellbeing, inclusivity and individual success. **TQEF Principle: Supporting student success.** *TQER Report, para 77*	1. Continue to strengthen and promote the support mechanisms and opportunities available to staff and students, particularly those students studying off campus, apprenticeship programmes, part-time students or on placement to ensure equity of student experience.	tracked through ESC committee framework thereafter. 1. Continuing under the business of Student Experience and Learning Enhancement Committees and Leadership Group.	**Lead:** DAP (Learning, Teaching and Assessment) DAP (Education Systems and Enhancement) **Key Contact(s):** SEC LEC Student Mental Health Working Group Leadership Group Strath Union Lead Student Representative

Principle and area for development and TQEF principle	**Action(s) and planned impact/ outcomes**	**Milestone(s)/ target date(s), continuing/ carried forward**	**Responsible/ lead**
Feature of good practice 4: The student voice is heard and valued throughout the University, and across diverse student groups, which leads to timely action and meaningful change. **TQEF Principle: Student engagement and partnership** *TQER Report, para 90.*	1. Seek ways to include more diverse student voices in meetings, working groups and committees initially through establishment of planned Student Policy Forum to feed into policy development and revision. 2. Develop new mechanisms and platforms for celebrating student	**Completion by September 2027** Continued through indicators of success tracked through ESC committee framework thereafter. 1. Proposal developed and presented at SEC during AY 2026/27. 2. To be initiated in AY 2026/27.	**Owner:** ESC **Lead:** Director of Education Enhancement Director of Student Experience Deputy Associate Principals (Learning and Teaching) Heads of Department Vice Deans (Academic) **Key Committees:**

	partnership and student voice, aligned to the Learning and Teaching Improvement Framework. 3. Continued activity on Student Voice will build on our acknowledged strength and emphasis on data informed approach and provision. 4. Approval and implementation of the revised Student Academic Representation Policy. 5. Review and refresh the institutional student partnership framework, demonstrating student partnership at all levels of the organisation. 6. Incorporate the annual review of Strath Union Executive Officer priorities as part of Student Voice update to ESC. 7. Continue the institutional strategic partnership alliance through annual update of joint University/ Strath Union priorities through Strategic Alliance Framework.	3. Continuing under the business of Survey and Metrics Working Group. 4. Senate to approve (May 2026). 5. ESC to approve (October 2026). 6. ESC to note (October 2026). 7. Priorities to be agreed between Strath Union and University Executive Team (Autumn 2026)	SEC LEC Survey and Metrics Working Group Student Policy Forum Student Policy Coordination Group Strath Union Lead Student Representative

Glossary

ESC Education Strategy Committee
QAC Quality Assurance Committee
LEC Learning Enhancement Committee
SEC Student Experience Committee
DAP Deputy Associate Principal