

# TQF Bulletin, Winter 2019

Welcome to the first TQF Bulletin - your quick guide to the activity of the Teaching Quality Forum. Please feel free to share this with colleagues who might find it valuable.

The first meeting of session 2019-20 took place on 21 October 2019 at the University of Glasgow, and we were delighted to be joined by two engaging speakers.



[Jon Renyard](#) (Arts University Bournemouth) offered some personal reflections on the **landscape of HE quality arrangements in the UK**. Jon has served as Chair of the [Quality Strategy Network \(QSN\)](#) and the Quality Management Network of [Guild HE](#), as well as being a member of the [UK Standing Committee on Quality](#)

[Assurance \(UKSCQA\)](#), and offered an insightful and thought-provoking presentation on the present and future challenges faced by the UK higher education sector.

Later, over a working lunch, [Andy Smith](#) (QAA) led a presentation and discussion session on [Degree Outcomes Statements](#), which are intended to

encapsulate an institution's regulations, policies and data on degree outcomes. These have been introduced in response to concerns about changing trends in degree classification profiles, and will be a mandatory part of the regulatory



landscape in England. While they will not be mandatory in Scotland, some institutions may choose to produce a Degree Outcomes Statement or similar document. It is currently recognised that Scottish HEIs share a range of information as part of the [Quality Enhancement Framework](#). It may be that degree outcomes information could be shared in institutions' annual reports on quality to the [Scottish Funding Council \(SFC\)](#), as well as being considered in [Enhancement-Led Institutional Review \(ELIR\)](#). Scottish institutions' engagement will be discussed as part of the sector group, Quality Arrangements for Scottish Higher Education (QASHE). TQF also heard that SFC, QAA Scotland and [Universities Scotland](#) would work collaboratively to conduct analysis of data relating to changing trends in degree classification profiles at the Scottish HEIs.

Colleagues broke into two smaller groups to discuss in more depth how Scottish institutions might produce something similar to a Degree Outcomes Statement. Among the points raised, colleagues noted that a

'one-size fits all' approach was unlikely to be appropriate given the different profiles and missions of institutions (and even disciplines). Colleagues also emphasised that it would be difficult to capture the impact of enhancement activity in a high-level document. It was suggested that there might be scope for a national statement to provide the Scottish context.

Dawn Martin (Queen Margaret University) offered colleagues an opportunity to discuss her recently-completed [Enhancement Themes](#) project on **progression and retention data analysed in Annual Monitoring processes**. As well as a short [report](#), the project has resulted in a [web resource](#) which brings together examples of practice addressing areas of challenge. Colleagues are invited to submit more examples of practice, and also to [let QAA Scotland know](#) how they have been using this resource. TQF will continue to engage with this work.

Colleagues revisited a discussion about the **future shape and role of TQF**. Jack Aitken (University of Glasgow, Convenor of TQF) is exploring how we might develop the relationship between TQF and QSN. Nichola Kett (University of Edinburgh, Vice-Convenor of TQF) will convene a subgroup to consider how colleagues might get the most value out of the group. Colleagues are invited to [contact QAA Scotland](#) if they would like to be involved with this subgroup. QAA Scotland agreed to update the pages on its website relating to TQF with a view to raising the visibility of TQF in the sector.

Colleagues also noted the following sector developments:

- During the summer, QAA published a [Characteristics Statement on Higher Education Apprenticeships](#). Colleagues agreed that it would be useful to hear from institutions offering degree apprenticeships, and that this discussion might involve a wider group of staff.
- QAA Scotland has produced an **analysis of the ELIR 4 outcomes** published to date.
- QAA, in partnership with Universities UK and Guild HE, has launched a [consultation on transnational education \(TNE\)](#). This will be open until 3 January 2020, and colleagues are encouraged to participate.
- Institutions will shortly receive feedback from QAA and SFC on their **annual returns to SFC**.
- [sparqs](#) have instigated a new **Education Officers Network** and **Student Engagement Staff Network**. Colleagues are encouraged to help raise awareness of these networks and ensure that their institutions are appropriately represented.
- Professor Tina Harrison (University of Edinburgh) has been appointed Chair of sparqs **University Advisory Group**.

The next meeting of TQF will be on 12 March 2020 at the University of Strathclyde.

**TQF is a forum for sharing practice on matters of teaching quality, and colleagues are encouraged to suggest items for discussion. This might include the management of degree apprenticeships, how your institution is mapping to the new Quality Code, planned or ongoing revisions to policy or practice, or anything else you would like to share. Please [get in touch with QAA Scotland](#) if you would like to share practice from your institution.**