

TEESSIDE UNIVERSITY: QAA Higher Education Review – Action Plan

Good Practice	Action to be taken	Date for Completion	Action by	Success Indicators	Update
1. The University's highly valued and well attended annual Further & Higher Education Conference for Partner College staff, which enhances student learning opportunities.	The Annual HE in FE Conference will be further enhanced by its inclusion in the University's three-day Festival of Learning (March 2017 and July 2017), where, as well as sessions of interest to HE overall, specific sessions relating to HE in FE will be provided, some led by partner staff and students.	July 2017	Academic Registrar	A high proportion of HE in FE conference sessions will be led by partner staff and students; conference evaluations from partner staff will be high.	In 2016/17, the Learning & Teaching Conference (renamed from Festival of Learning) took place over two events held on 16 March and 26/27 June 2017. In total, the two events were attended by 85 partner staff and 319 students. There was particularly strong engagement from students, with 18 delivering sessions and 9 submitting posters. Abstracts were also produced and published. The University will continue to build on this format.
2. The University's strategic engagement with local and regional employers, which works to the benefit of its students and supports its position as a valued contributor to the local economy.	The new Student Futures Strategy will be in place by October 2016, detailing the University's future plans for strategic employer engagement. The plan has a number of themes, the delivery of which will be ensured by detailed action plans. These plans will be reviewed on a quarterly basis at the Enterprise & Business Engagement Committee.	July 2017	PVC (Enterprise & Business Engagement)	Success criteria will be in the Student Futures Strategy and will include: <ul style="list-style-type: none"> ▪ DLHE KPIs achieved; ▪ Numbers of SMEs engaged; ▪ Graduate start-ups; 	Student Futures Strategy approved and action plans being implemented. The Enterprise & Business Engagement Committee receives regular updates and reports on the strategy's implementation and performance.

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	<p>The newly created role as Head of Student Futures will be in place by February 2017 to lead the delivery of the plan, with a reporting line to the PVC (E&BE).</p> <p>The PVC (E&BE) is appointed to sit on the newly created Mayoral Development Corporation, responsible for the re-generation of the 5000 acre site and, therefore, leading the skills strategy around future industry needs.</p>			<ul style="list-style-type: none"> ▪ Numbers of strategic partnerships as per KPI targets; ▪ Presence on LEP/combined authority Boards; ▪ Membership and contribution to the Mayoral Development Corporation [MDC] strategy; ▪ Evaluating the economic impact of the University using UUK/ UA research and stats. 	<p>Head of Student Futures in place, with line management of careers and enterprise teams.</p> <p>The MDC continues to meet regularly and the business plan for MDC is in development</p>

Recommendations	Action to be taken	Date for Completion	Action by	Success Indicators	Update
<p>1. Ensure that the Threshold Quality Standard: Student Support Systems is consistently implemented.</p>	<p>Reinforce consistent implementation of TQS Student Support Systems (Personal Tutoring) with Associate Deans (Learning & Teaching) at first meeting of Student Learning & Experience Committee 2016-17.</p> <p><i>(In addition, carry out review of TQS framework during 2016-17 to test suitability and explore alternative methods of achieving consistency of quality across Schools, including consistent terminology across Schools.)</i></p>	<p>September 2016</p>	<p>PVC (Learning & Teaching)</p>	<p>All students receive equivalent level of support in the operation of the Personal Tutoring system.</p>	<p>QAA recommendation and action complete Sept'16. QAA Action Plan discussed at SLEC in October 2016.</p> <p><i>(Additional action identified by TU re. Review of TQS Framework: This activity began in 2016/17 and early explorations suggested that a more detailed investigation of sector practice and a review of policies/guidance outwith the TQS framework was needed. This is ongoing.)</i></p>
<p>2. Ensure that all assessed work is returned within the specified time frame.</p>	<p>Re-emphasise importance of returning all assessed work, with high quality feedback, within the specified time frame with Associate Deans (Learning & Teaching) at first meeting of Student Learning & Experience Committee 2016-17.</p> <p><i>(In addition, Associate Deans (Learning & Teaching) to monitor time taken to return assessed work and report percentage returned and actions to address issues to</i></p>	<p>September 2016</p>	<p>PVC (Learning & Teaching)</p>	<p>All students will have assessed work returned within the specified time frame.</p>	<p>QAA recommendation and action complete Sept'16. QAA Action Plan discussed at SLEC in October 2016.</p> <p><i>(Additional action identified by TU re. ongoing monitoring: Associate Deans</i></p>

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	<p><i>Student Learning & Experience Committee throughout 2016-17. As the School Heads of Department roles are introduced across the University, they will support the Associate Deans to monitor areas such as this.)</i></p>				<p><i>(Learning & Teaching). SLEC on 31.03.17 received an update from Schools, who confirmed additional enhancements in place to monitor and improve response rates. There has been an overall improvement in this area, and this will be reported on via this year's Annual Monitoring & Enhancement.)</i></p>
<p>3. Address and resolve the problem of poor performance in a minority of Partner Colleges.</p>	<p>Colleges to develop Action Plans to address poorly performing programmes as part of the Annual Monitoring & Enhancement process; progress to be monitored by Academic Registry and raised as appropriate at Partner College Strategic Steering Groups.</p>	<p>June 2017</p>	<p>PVC (Learning & Teaching) and Academic Registrar</p>	<p>All poorly performing programmes to show increased levels of performance or to be closed to further entry pending review.</p>	<p>QAA recommendation and action complete March 2017. Colleges submitted Action Plans as part of their Collaborative Provision Annual Monitoring & Enhancement Reports. Academic Registry prepared an oversight report based on these, noting that as a result of robust AME processes Colleges had been more likely to agree to close</p>

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					<p>poorly performing courses. Schools also monitor programme performance. This was also a substantive item for the College Strategic Steering Groups [SSGs] that took place April/May'17 and as an outcome, Colleges have produced a commentary and action plan, which will continue to be reviewed via SSGs.</p>
<p>4. Ensure that all postgraduate research students study within a research environment that offers an appropriate baseline entitlement, and effectively supports their desired academic outcomes.</p>	<p>Research & Innovation Committee will progress this. A document will be produced that captures the baseline entitlement for all PhD students in the University. This document will form part of the OFFA documentation for all new students from Autumn 2017.</p>	<p>June 2017</p>	<p>PVC (Research & Innovation)</p>	<p>A clear baseline entitlement for all PhD students at Teesside University, details of which will be made available publicly.</p>	<p>QAA recommendation and action complete Apr'17. A baseline entitlement has been developed via the Research & Innovation Committee, including consultation with the PGR Student Rep. This was approved via Academic Board in April 2017 for</p>

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					implementation September 2017.

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1. The University is reviewing annual monitoring with the aim of strengthening its contribution to quality assurance and enhancement.	A working group will continue to examine the processes underpinning Annual Monitoring & Enhancement, including the supply of relevant timely data, and the group's recommendations will be implemented during 2016-17.	July 2017	PVC (Learning & Teaching) and Academic Registrar	Revised Annual Monitoring & Enhancement processes that reduce complexity, ensure speedy resolution of issues, and increase the implementation of enhancement activities.	<p>QAA affirmation and action complete Feb'17.</p> <p>An update regarding the review of AME is presented to each meeting of SLEC as part of the AME Action Plan for 2014-15. This includes the development of the 'data dashboard'.</p> <p>In 2016/17, a revised AME process was introduced for the event in Feb'17, which was well-received. There was a greater focus on enhancement and strengthening of reflection on Schools' portfolio review process, which was informed by the 'data dashboard' analysis and RAG ratings. Where possible, actions were mapped to the Learning & Teaching Strategic Plan Projects (arising from the University</p>

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					Learning & Teaching Strategy).
<p>2. The University is addressing its obligation to provide transparent information about all additional programme costs.</p>	<p>The University has already established a Fees & Charges Strategy Group. This group is scoping additional programme costs and will make these clear to students in all relevant printed, web-based and electronic, University-wide and programme-specific information.</p>	<p>July 2017</p>	<p>PVC (Learning & Teaching)</p>	<p>All students will be fully aware of any additional programme costs.</p>	<p>QAA affirmation and action complete Jul'17. Fees & Charges Regulations have been updated for 2016-17 and 2017-18 entrants. The University has developed a Tuition Fee Price Guide, which is updated on an annual basis. Alongside this, the University webpages identify what is and what is not included in tuition fees in terms of additional costs.</p>