<table>
<thead>
<tr>
<th>Para.</th>
<th>RECOMMENDATIONS</th>
<th>Lead &amp; potential contributors</th>
<th>Proposed Action (s)</th>
<th>By (date)</th>
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</table>
| 16    | **Training for Student Representatives** - The University should work with its Student Union to make certain that all student representatives complete training, reflecting on the barriers of current arrangements. This will help ensure that student representatives are well-equipped to fulfil their responsibilities on relevant committees at school, divisional and institutional levels and to better represent students. | **VCE Sponsor:** Deputy Vice Chancellor  
**Lead:** Director of Student Success  
**Contribution:** Students' Union, Directorate of Student Success, School Enhancement Developers  
**Managed through:** Student Partnership Forum | **Action:** Review current system of student representation and training to ensure students are well-equipped to fulfil their responsibilities.  
**Current status:** - Director of Student Success working with Student Representation and Communications Team Leader to discuss developing the Student Partnership Forum to account for training and support needs for representatives.  
- Core training is up and running but participation has been impacted this year by the cyber incident, which has resulted in delays to schools recruiting a full cohort of student representatives. | September 2024 |
| 12    | **Training for staff and students who teach** - By the end of the 2023-24 academic session, the University should introduce a clear institution-wide policy that ensures that all staff and students must complete appropriate training before undertaking teaching and/or assessment responsibilities. | **VCE Sponsor:** Pro Vice-Chancellor Learning, Teaching and Student Success  
**Lead:** Director of Learning and Teaching Enhancement  
**Contribution:** Research Innovation and Engagement / Research | **Action:** Ensure that all staff and students complete appropriate training before undertaking teaching and/or assessment responsibilities. An Institution-wide policy outlining the requirements and nature of this training should be developed in tandem.  
**Current status:** - Explored via the Focus Programme – Programme Board with appropriate alignment and integration of this recommendation with already live/ planned initiatives. | July 2024 |
Services / Learning Transformation / Schools

**Managed through:**
Focus Programme

initiatives (e.g. the development of the Organisational Effectiveness - 'Academic Career Development Framework').
- Reviewing outputs from the recent focus groups seeking staff feedback on ‘Induction’ at UWS.
- Considering via the Focus Programme, Learning Transformation, P&OD and Schools a proposal to develop a pre-teaching / assessment introduction to learning, teaching and assessment at UWS, supported by subsequent and aligned learning and development (eg. PgCAP or equivalent dependant on experience).
- Development of Organisational Effectiveness and Academic Development Framework.

Director of Learning and Teaching Enhancement has met with Director of Organisational Effectiveness to plan for how this recommendation can be included within programme.

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<tr>
<th>VCE Sponsor:</th>
<th>Action:</th>
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<tr>
<td>Vice Principal Planning and Recruitment</td>
<td>To develop an effective approach to the strategic management of change.</td>
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**Lead:**
Head of Strategic Programme Management Office

**Contribution:**
All strategic Focus Areas Programme Management Office / governance / stakeholder input

Managed through:

5 & 6 **Implementation of change** - in developing and implementing strategic enhancement initiatives, the University should develop an effective approach to the strategic management of change. This will help ensure planned implementation of identified initiatives take into account the balance between its ambition and the resources available to deliver them, considering feasibility of time-scales and inter-dependencies between initiatives to enable effective implementation.

UWS has utilised programme and project management methodology in order to coordinate and manage competing priorities across a range of strategic change initiatives for a number of years. In reviewing the impact on staff and students, and change adoption, further implementation of ProSci (ADKAR) methodologies will support the people aspects of change, over the technical processes of change. On top of this, a Planning Committee will be introduced to more effectively control priorities, By the end of academic year 2023/24
| Strengthen the use of data in quality processes | Vice-Chancellor’s Executive | interdependencies and the pace of change within the context of the organisation’s appetite, ambition and capacity for change. Stakeholder engagement has also been strengthened recently with an increasing number of “town hall” and roadshow events designed to engage stakeholders in strategic change projects. The remit and terms of a Planning Committee are under discussion for introduction in 2023/24.

Current status:
Steady progress is being made to increase stakeholder engagement and change manager roles are being introduced across a range of projects. In the IT space, a new Technical Design Authority and Change Advisory Board have been introduced to ensure change is aligned with strategic objectives. ProSci methodology has started to be introduced across a range of change projects from summer 2023.

| VCE Sponsor: Vice Principal Planning and Recruitment | Action: To strengthen the use of data in quality processes through training and development of staff involved in Enhancement and Annual Monitoring activities.

Current Status:
This will be affected by the cyber incident as teams pull together to recreate critical data and platforms. The Dashboards have been disrupted by our cyber incident. We are currently working to ensure that Schools have access to a smaller, consistent data set to inform their decision making for the current cycle of Enhancement and Annual Monitoring. | September 2024

| Lead: Director of Strategic Planning & Development | Managed through: Existing review of quality mechanisms | October 2023

<p>| Contribution: Strategic Planning / Quality Enhancement and Standards Team / Schools |  |  |</p>
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<tr>
<th>Additional Recommendations</th>
<th>VCE sponsor:</th>
<th>Action:</th>
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<td>The University is <strong>encouraged</strong> to support the SU in disseminating information during induction to ensure student familiarity with school, divisional and SU representative structures; ensure that the link between any feedback provided and subsequent response following SSLGs is evident across all campuses and modes of study; and that students recognise how existing partnership arrangements inform development of strategic initiatives impacting and enhancing the student experience.</td>
<td>Deputy Vice-Chancellor</td>
<td>Continue to strengthen partnership working between UWS and Students’ Union to ensure student understanding of representative structures, and partnership arrangements to enhance the student experience.</td>
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<tr>
<td><strong>Lead:</strong></td>
<td>Director of Student Success as co-chair of Student Partnership Forum</td>
<td><strong>Current status:</strong></td>
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<tr>
<td><strong>Contribution:</strong></td>
<td>Students’ Union / Learning, Teaching and Student Success (particularly Student Success Hub) / Schools / School Enhancement Developers</td>
<td>- Student Success have been working with Students’ Union Manager on the welcome offer, this will continue post cyber incident into next year as we reset the start of year group and work up plans for 2023/24.</td>
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<tr>
<td><strong>Managed through:</strong></td>
<td>Student Partnership Forum</td>
<td>- Student Partnership Agreement signed (September 2023).</td>
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<td>Page</td>
<td>The University should continue to foster strong links between the new SSH service and academic staff and to develop its plans to further use learner analytics and engagement data to identify the longer-term impact of disengagement on student progression, including across widening participation groups.</td>
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|      | **VCE Sponsor:** Pro Vice-Chancellor Learning, Teaching and Student Success  
**Lead:** Director of Student Success  
**Contribution:** Student Success / Schools / Strategic Planning  
**Managed through:** Student Partnership Forum |
|      | **Action:** Development of retention task forces to increase momentum around engagement and progression, informed by data.  
Current status: Student Success are legislating for this via the new Retention Task Forces (one per School). To support this development, creation of and recruitment to Student Success and Early Intervention specialist roles (completed).  
This new development will look at data and provide intensive support for early intervention – briefings for Retention Task Forces have taken place and the groups have now been established. |
|      | **September 2024** |
| 23   | Professional Services Review - The University intends taking this work forward in 2023-24, including detailed consultation with professional services staff. The QESR team encourages UWS to ensure timely progress is made with this recommendation by the end of next academic year. |
|      | **VCE Sponsor:** Pro Vice-Chancellor Learning, Teaching and Student Success  
**Lead:** Head of Quality Enhancement and Standards Team  
**Contribution:** Quality Enhancement and Standards Team with input from professional services stakeholders |
|      | **Action:** Develop and pilot revised Professional Services Review.  
Current status – Student Success Hub identified as first service to pilot review.  
- Create revised review process (will be similar to current ILR process for programmes)  
- Meet with Student Success Hub to discuss plan (October 2023) |
|      | **September 2024** |
| 33 | Enhancement and Annual Monitoring – integration of NSS action plans into PMRs
The University is encouraged to pursue this approach, to promote more consistent and effective action planning at programme level. | **Managed through:** Professional Services Review Working Group / Student Partnership Forum

**VCE Sponsor:** Pro Vice-Chancellor Learning, Teaching and Student Success

**Lead:** Head of Quality Enhancement and Standards Team

**Contribution:** Quality Enhancement and Standards Team / Schools / Strategic Planning / IT

**Managed through:** Existing review of quality mechanisms

**Action:**
- Promote more consistent and effective action planning at programme level through integration of NSS action plans into Programme and Module Reviews.
- Review current approach through Enhancement and Annual Monitoring Short Life Working Group
- Standardise approach to action planning
- Ensure that all Programme and Module Reviews consider NSS data and include action plan in submission.

**Current Status:**
This has been affected by the cyber incident and we are currently working to ensure that Schools have access to a smaller, consistent data set to inform their decision making.

| 34 | The review of Enhancement and Annual Monitoring: The team encourages the University to use this review to ensure that the extensive data at its disposal is used fully in programme monitoring, and that the opportunities that annual monitoring provide for the sharing of good practice institutionally are fully exploited. | **VCE Sponsor:** Pro Vice-Chancellor Learning, Teaching and Student Success

**Lead:** Head of Quality Enhancement and Standards Team

**Contribution:**

**Action:**
Continue review of Enhancement and Annual Monitoring

**Current Status:**
This has been affected by the cyber incident and we are currently working to ensure that Schools have access to a smaller, consistent data set to inform their decision making.

|  |  | September 2024 |
### Quality Enhancement and Standards Team / Schools / Strategic Planning / IT

Sharing of good practice occurs through the Positive Practice sessions that emerge from the Institutional Enhancement and Annual Monitoring and NSS meetings process.

The 2022/23 Institutional Enhancement and Annual Monitoring (January 2024) will be a school-led event where Schools come together to reflect on the processes, pinpoint effective practice, where we can improve, and particularly outstanding practice.

### VCE Sponsor: Pro Vice-Chancellor Research, Innovation and Engagement

**Lead:** Head of Research

**Contribution:** Research / Doctoral College / Quality Enhancement and Standards Team / Schools

**Managed through:** Doctoral College

**Action:** Review current sectoral practice to ensure alignment with other Scottish Higher Education Providers.

**September 2024**

### VCE Sponsor: Pro Vice-Chancellor Learning, Teaching and Student Success

**Lead:** Director of Learning and Teaching Enhancement

**Managed through:** Doctoral College

**Action:** Review of assessment strategy, design and progression to ensure appropriate oversight and coordination.

**Current status:**
- The cyber incident has focused attention on progression. The co-ordination and structures supporting progression are to be established

**September 2024**
### Issue: Issues of consistency of marking criteria and rubrics, and moderation processes

**Contribution:** Learning Transformation / Registry / Quality Enhancement and Standards Team / Regulations Committee / Schools

**Managed through:** Workstream 4 of the Student Experience Focus Area / Academic Integrity Working Group

**VCE Sponsor:** Pro Vice-Chancellor Learning, Teaching and Student Success

**Lead:** Director of Learning and Teaching Enhancement

**Action:** Linked to the action above, the review will surface these areas and make recommendations to be taken forward. This will in turn inform our staff and external examiner inductions.

**June 2024**

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### Issue: Issues of consistency of marking criteria and rubrics, and moderation processes

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**Managed through:** Workstream 4 of the Student Experience Focus Area / Academic Integrity Working Group

**VCE Sponsor:** Pro Vice-Chancellor Learning, Teaching and Student Success

**Lead:** Director of Learning and Teaching Enhancement

**Contribution:** Learning Transformation / Registry / Quality Enhancement and Standards Team / Schools

**Managed through:** Workstream 4 of the Student Experience Focus Area / Academic Integrity Working Group

**Action:** Linked to the action above, the review will surface these areas and make recommendations to be taken forward. This will in turn inform our staff and external examiner inductions.

**September 2024**