Westminster Higher Education Forum policy conference:

Next steps for the Teaching Excellence Framework Timing: Morning, Friday, 21st November 2025

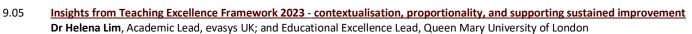
Taking Place Online

Draft agenda subject to change

8.30 Registration

9.00 Chair's opening remarks

Senior Parliamentarian



9.20 <u>Embedding assessment in a rolling regulatory cycle - assurance, accountability, and institutional coordination</u>

expectations for the proposed shift from a fixed to a rolling, embedded assessment model | aligning the framework with baseline conditions and institutional missions | strategic approaches to continuous quality enhancement | adapting governance, data systems, and internal processes to support ongoing engagement | integrating expectations across varied academic contexts | evidencing student voice, educational gain, and impact | supporting transparency and fairness in assessments | balancing consistency in judgement with contextualisation for diverse providers | managing regulatory burden, compliance, and reputational risk | graduate outcomes and public accountability | insights from the 2023 exercise | alignment with the Office for Students Strategy 2025-2030, including early intervention approaches, and potential expansion to postgraduate and transnational provision

Dr Arti Saraswat, Senior Policy Manager, Higher Education, Association of Colleges

Dr Richard Davies, Programme Leader, MA Education Framework, School of Education, University of Hertfordshire

Dr Steve Briggs, Director of Learning, Teaching and Libraries, University of Bedfordshire

9.40 Questions and comments from the floor

10.00 Assessing value and accountability across provider types - performance metrics, reputational risks, and fairness and comparability

Senior representative, sector body

Questions and comments from the floor

10.20 'Quality improvement models outside England - embedding enhancement and student partnership'

Professor Clare Peddie, Vice Principal, Education, University of St Andrews; and Deputy Chair, Quality Council for UK Higher Education

Questions and comments from the floor

10.40 Chair's closing remarks

Senior Parliamentarian

10.45 Break

10.55 Chair's opening remarks

Senior Parliamentarian

11.00 Student outcomes and institutional strategy - improving progression, attainment, and educational equity

practical strategies for improving continuation, progression, and attainment | addressing disparities in outcomes | linking curriculum design and staff development to student success | embedding equity into quality enhancement processes | aligning access, participation, and attainment strategies across the student lifecycle | using outcome data to inform targeted support and institutional planning | reflecting educational gain and graduate success in institutional strategies | reponding to regulatory expectations on continuation and progression thresholds | demonstrating value for money and student return on investment

Julian True, Access and Participation Manager, University of Plymouth

Professor Helen Driscoll, Deputy Vice-Chancellor, Education, University of Sunderland

Joy Elliott-Bowman, Director, Policy and Development, Independent Higher Education

Senior representative, students' union

Questions and comments from the floor

11.45 <u>'How quality assurance can enable continuous improvement'</u>

Steph Tindall, Head, UK and International Membership Delivery, The Quality Assurance Agency for Higher Education

11.55 <u>Developing institutional narratives - evidencing excellence, improvement, and impact</u>

building a clear and credible narrative in evolving quality assurance frameworks | insights from high-performing submissions | documenting improvement journeys and evidencing impact | presenting longitudinal improvement and responsiveness to past regulatory feedback | supporting diverse institutional models, including those with widening participation profiles or distinctive missions | capturing diverse forms of excellence and aligning narrative to mission and context | integrating student voice into narrative construction | ensuring frameworks accommodate innovation and non-traditional provision | navigating reputational risk while presenting innovation and ambition | preparing for external scrutiny | adapting appeals processes under evolving regulatory expectations

Professor Julian Chaudhuri, Pro-Vice Chancellor, Education, University of Bath

James Dunphy, Director, Educational Excellence, Advance HE

Emma Maskell, Head, Student and Academic Services, Norland College

12.15 Questions and comments from the floor

12.30 Priorities for developing the Teaching Excellence Framework and the next phase of regulation

Graeme Rosenberg, Head, Student Outcomes, Office for Students Questions and comments from the floor

12.55 Chair's and Westminster Higher Education Forum closing remarks

Senior Parliamentarian

Sean Cudmore, Westminster Higher Education Forum

