



Quality Enhancement and Standards Review

University of Stirling

Review Report
November 2023

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Introduction

This is a report of a review under the [Quality Enhancement and Standards Review \(QESR\)](#) method conducted by the Quality Assurance Agency for Higher Education (QAA) as part of Phase 1 of the Scottish Quality Enhancement arrangements at the University of Stirling.

The review took place on 22 November 2023 and was conducted by a review team, as follows:

- Alison Blackburn (Coordinating Reviewer)
- Brian Green (Academic Reviewer)
- Amy McLuckie (Student Reviewer).

QESR is Phase 1 of a two-phase approach that enables the Scottish Funding Council (SFC) to fulfil its statutory obligation under Section 13 of the *Further and Higher Education (Scotland) Act 2005* to ensure that provision is made for assessing and enhancing the quality of fundable higher education provided by fundable bodies for academic quality and enhancement between 2022-24. The second phase of QAA's external quality review arrangements starts in 2024-25 to coincide with the implementation of new tertiary quality arrangements.

The main purpose of this review was to:

- provide assurance about the provider's management of its responsibilities for academic standards to inform an enhancement-led full institutional review in Phase 2
- provide assurance about the provider's management and enhancement of the quality of learning opportunities for students to inform an enhancement-led full review in Phase 2
- report on any features of good practice
- make recommendations for action.

About the University of Stirling

The University of Stirling was established by Royal Charter in 1967, admitting its first students in that year. It is accommodated on a distinctive 330-acre campus on the edge of the city of Stirling. The campus includes the 18th century Airthrey Castle, Airthrey Loch, the Grade A listed Pathfoot Building, the MacRobert Arts Centre, and Stirling Court Hotel. As identified at the last Enhancement-led Institutional Review (ELIR), the University has developed its campus environment and facilities for teaching and research through a number of major capital projects.

Based on 2022-23 figures, the University had a total of approximately 11,727 full-time equivalent (FTE) students based at its Stirling campus. Of these students, 74% were undergraduate, 23.2% were postgraduate taught, and 2.8% were postgraduate research. 61% of students were classified as Scottish, with 10.4% from the rest of the UK (rUK); 7.8% from the European Union (EU); and 20.8% stated to be non-EU international. Over 140 nationalities were represented in the student body.

Findings

From the evidence presented, the QESR team is confident that the University of Stirling is making effective progress in continuing to monitor, review and enhance its higher education provision to enable effective arrangements to be in place for managing academic standards and the quality of the student learning experience.

Good practice

The QESR team found the following **features of good practice**.

- **Supporting belonging:** The University, in partnership with the Students' Union, has developed a 'Be Connected' scheme which provides a range of learning, wellbeing and arts and culture events, activities and resources available through the university app, which supports community and belonging on and off campus for students and staff (paragraph 10).
- **Development of the use of data:** There is ongoing collaborative activity to ensure that data supports curriculum management and reporting, and to enhance the utility of, and access to, data and information (paragraph 23).
- **Research student environment:** The University has taken positive steps to enhance the postgraduate student environment, developing arrangements and activities to support Research Supervisor Training and staff development - for which uptake has been good, from a range of staff across different career stages, and for which feedback has been positive (paragraph 26).

Recommendations for action

The QESR team makes the following **recommendations for action**.

- **Hybrid learning:** The University should ensure consistency in the approach to hybrid learning in accordance with university policies and articulated approaches and reduce reliance on individual staff approaches, particularly in respect of lecture recording and access via 'Listen Again' (paragraph 32).
- **Feedback to students:** The University should develop an approach to ensure the consistent dissemination of information from Staff Student Feedback Committees (SSFCs) to enable effective closing of the student feedback loop. This should ensure programme teams meet the expectations set out in the Policy on Student Module Evaluation Surveys and the Staff Guide to SSFCs (paragraph 17).
- **Collaborative provision reporting:** The University should improve the management of collaborative provision to ensure that reporting at senior institutional level is formalised and strengthened so that the University can more effectively consider issues and necessary actions at institutional level. Action on this recommendation should build on the established quality assurance and enhancement processes, and the effectiveness of arrangements with the Partnership Management Team and the Partnership Management Committee (paragraph 38).
- **External examiners:** The University should take a proactive approach to ensure that all students have automatic access to the external examiner reports for their programmes of study, building on the progress in this area since ELIR 4 (paragraph 27).

Institutional approach to quality enhancement

Strategic approach to enhancement

1 The QESR team is confident that the University of Stirling has effective arrangements in place to monitor, review and enhance its strategic approach to enhancement. The team considered a range of documents including the Learning and Teaching Quality and Enhancement Strategy (LTQES), ELIR 4 follow-up documentation, SFC annual quality report, SFC outcome agreement report, and minutes from meetings of key institutional committees with responsibilities for quality and academic standards, learning and teaching, and the wider student experience. The University's embedded approach to the enhancement of the student experience was also evident through the QESR team's meetings with staff and students.

2 The University's vision as articulated in its Strategic Plan and LTQES is to deliver learning and teaching of the highest quality and an outstanding learning experience. The University Strategy and Policy Group led preparations for the university strategy towards 2030 and senior staff reinforced the view that a distinctive student experience, combined with high-quality learning and teaching infrastructure remains a core strategic priority. This overarching strategy will be supplemented by a series of enabling strategies - including for Learning and Teaching, Digital Provision and Research - supported by continued investment in the campus, infrastructure, and systems to support and enhance the staff and student experience.

3 The QESR team found the University has effective and established systems in place to promote the strategic enhancement of learning and teaching, including the Learning and Teaching Quality and Enhancement Strategy which is currently being refreshed to align with the new Strategic Plan. Consultation with the university community and key stakeholders has been fundamental to ensuring continued alignment of learning and teaching strategy with the institutional strategy.

4 The University has policies and procedures, and a schedule for annual and periodic institutional review for the effective monitoring of academic quality and standards. The QESR team considers that these arrangements confirm and evidence the University's commitment to an enhancement-led approach which is reviewed and reported internally and externally to SFC and professional, statutory and regulatory bodies (PSRBs).

5 The QESR team noted the positive views expressed by staff and students regarding the institution's commitment to continuous improvement of the student experience. This is reflected through both the recent substantial investment in the university campus and the establishment of the Teaching and Learning Enhancement team.

6 Oversight of academic quality, education and the student experience is the responsibility of the Education and Student Experience Committee (ESEC) which reports to the Academic Council. ESEC has a number of sub-committees including the Learning and Teaching Quality Committee to ensure appropriate depth of focus. These committees receive reports and updates from the five faculties and the professional services teams. The team noted that this reporting could be further strengthened to ensure that trends and themes are identified, considered, and translated into formally recorded and monitored university-level action points. This would support more effective completion of action on issues of institution-wide significance.

7 Implementation of the University's education strategy has been accompanied by significant investment in the learning and teaching infrastructure and environment. Campus Central, in which digital technology supports external speakers and hybrid engagement, is

considered to be an outstanding learning and study space by students and staff. Campus Central's success is also driving enhancements across the wider campus, informing the design, and supporting technological infrastructure for the extensive refurbishment of learning and teaching spaces with innovative technology and approaches implemented by the Teaching and Learning Enhancement team.

8 The QESR team heard in meetings with staff that investment in the Teaching and Learning Enhancement team is reflective of the University's wider ambition to integrate and extend support for staff in relation to a range of strategic ambitions. These include enhanced digital provision and infrastructure, academic development, the reaccreditation of Advance HE programmes and an overall commitment to staff support.

9 At the time of the current QESR, the University was engaged in several curriculum and portfolio review activities. Central to these is the implementation of the 'Curriculum Lifecycle Management System'. This project reinforces the University's ambitions to streamline the curriculum and the related approvals and review process, linking the institution's embedded approach and ongoing commitment to integrating an enhancement-led approach to quality and academic standards. Staff commented that although the project was at an early stage of implementation, feedback to date indicated the positive impact the work would have on increasing the efficiency of academic support systems and on reducing the administrative burden. The University plans to further embed its commitment to inclusivity and equality in its approach to portfolio and curriculum review and to incorporate an institutional commitment to authentic assessment, skills development, and work-based learning.

10 Student partnership is an embedded characteristic of institutional activity. Students are full and active participants in education committees and working groups at university, faculty and divisional levels. The University, in partnership with the Students' Union, has developed a 'Be Connected' scheme which provides a range of learning, wellbeing, and arts and culture events, activities and resources available through the university app which supports community and belonging on and off campus for students and staff. The QESR team considers this to be a **feature of good practice**.

11 Sector Enhancement Themes have impacted positively on strategy, policy and practice development in learning and teaching, and the wider student experience. This includes embedding updates and reporting on the Enhancement Themes into strategic learning and teaching priorities, student partnership working and annual monitoring.

Student partnership

12 The QESR team is confident that the institution has effective arrangements in place to monitor, review and enhance its approach to student partnership and engagement. The team considered the Student Partnership Agreement (SPA), Committee Student Representation and Quality Code Mapping, and met with staff and students.

13 The QESR team found the University has in place policies and procedures to support the engagement and representation of students. Student partnership is outlined in the University's 'Student Participation and Feedback' policy and the SPA which was produced collaboratively between the Students' Union (SU) and University and is reviewed for each SU Officer term.

14 Student representation consists of Academic Representatives (module/programme/year-group), Undergraduate and Postgraduate (research/taught) Faculty Officers, and the SU. Ownership of the representation system is shared; the SU recruits and trains while faculties manage Student Staff Feedback Committees (SSFCs). Information from Academic Representatives filters upwards through Faculty Officers to the

SU. Students use the representation system to gather opinions, seek clarity and liaise with staff. Staff noted that they had experienced disengagement with the system after the pandemic and the student representation process is currently under review. Students spoke very highly of the support teaching staff provide, and this was also noted in Quinquennial review reports. The Vice-President Education and Faculty Associate Deans are working collaboratively to improve recruitment and training; training was previously held online, but now includes the option to attend in-person.

15 Students can provide feedback via several mechanisms, including SSFCs, held at least twice per semester, and governance committees such as University Court, Academic Council, and Education and Student Experience Committee (ESEC), where students hold full membership. One student described the first SSFC meeting of each semester as an opportunity to raise issues, and for progress on these to be discussed in the second. The approach to these meetings varies, with some being staff-led and others by Faculty Officers.

16 SSFCs are currently undergoing redevelopment by the Dean for Learning, Teaching and Student Experience. The new terms of reference aim to enhance how the University hears and responds to student feedback and seek to promote SSFCs as a 'joint activity' with the SU. The Staff Guide to Student Staff Feedback Committees focuses on encouraging engagement and emphasises closing the feedback loop. The University and SU collaborated on the production of a student guide, mirroring the terms of reference, which uses accessible language and tone of voice without jargon to provide information on SSFCs and how to fully utilise them. Notably, students are guided with prompt questions taken from sparqs' (Student Partnerships in Quality Scotland) Student Learning Experience Model. The QESR team noted this positive approach to supporting students in the representation process.

17 The QESR team found that there was inconsistent practice in disseminating information post-SSFC with some students receiving minutes, and others not receiving them at all, and staff were unclear about where responsibility lies for closing the loop following SSFC meetings. This was also identified as an issue during the University's 2022-23 Quinquennial Reviews. Closing the feedback loop is referred to in the Policy on Student Module Evaluation Surveys and the Staff Guide to SSFCs. The QESR team **recommends** that the University should develop an approach to ensure the consistent dissemination of information from Staff Student Feedback Committees (SSFCs) to enable effective closing of the student feedback loop. This should ensure programme teams meet the expectations set out in the Policy on Student Module Evaluation Surveys and the Staff Guide to SSFCs.

18 There is an institutional commitment to student participation in review activity, and students (usually Faculty Officers) are members on Quinquennial Learning and Teaching Reviews. The Vice-President Education and Faculty Officers support students in populating an evaluative 'Student Submission', considered by review teams during Quinquennial Review and staff highlighted the importance of student participation during the review and their appreciation of it. Students can also provide feedback via Early Module Check-ins (EMC) and Module Evaluation Questionnaires (MEQ), as well as internal and external surveys.

19 The University and SU have an embedded, collaborative relationship which is evident through the joint initiatives set out in the SPA, ongoing work on SSFCs and student representation system. This strength in relationship was also tangible in the meetings.

Action taken since ELIR 4

20 The QESR team is confident that the University has effective arrangements in place to monitor and review its actions taken in response to ELIR 4. The team considered the documentation including the *Update to Follow-up Report to Enhancement-Led Institutional*

Review (ELIR) 4 and minutes from key institutional committees and met with staff and students.

21 ELIR 4 recommended five areas for development and the QESR team is confident that the University has made progress in four of the areas with continued enhancement evident through a combination of improvement of systems and an institutional commitment to enhancing the student and staff experience. For the other area, ongoing action is required to address the student-facing aspects associated with external examiner roles and access to reports.

22 The QESR team saw evidence of systematic follow-up on ELIR 4 through the ELIR Monitoring Group convened by the Deputy Principal (Education and Students) which has student and staff representation. The University's follow-up to ELIR is evidenced through institutional governance and reporting reflected in the information submitted for QESR and from the QESR team's meetings with staff and students.

23 Building on the University's commitment to evolving its data-informed approach to supporting and enhancing the experience of students and staff, the ELIR 4 team recommended the completion of the review of the University's approach to data management to explore and maximise the benefits from the integration of key information systems. Documentation reviewed by the QESR team reinforced the positive progress being made through a range of systems integration and enhancement projects and engagement with the university community. Core to this is a commitment to 'improve data accessibility ... ensuring the right people have access to the right information when they need it' (see also paragraphs 50-54). The ongoing impact is reflected through a range of activities, policies and projects, including information to support internal review, thematic and summary analysis and reporting of feedback, annual reports and review findings. There is ongoing collaborative activity to ensure that data supports curriculum management and reporting, and to enhance the utility of, and access to, data and information. The QESR team considers this to be a **feature of good practice**.

24 ELIR 4 recommended the introduction of a process for reviewing student-facing professional services that complements the current process of annual review, drawing on good practice from the approach to the institution-led review of academic provision. The University has made some progress with this recommendation. Guidance has been approved for the review of student-facing professional services. Internal reorganisation has delayed the implementation of the revised guidance but discussions with staff confirmed that a review utilising this approach, focused on employability and skills, will take place in spring 2024.

25 Oversight of the postgraduate research student (PGR) experience was highlighted by the ELIR 4 review team as an area where governance and reporting by the Institute for Advanced Studies (IAS) required clarification. This would help to provide the University with effective oversight of the postgraduate research student experience including student progression and awards, student feedback and student engagement with training and research skills provision. The QESR team noted positive action with consistent and systematic oversight and reporting from the IAS to Academic Council at institutional level with further engagement through the University Research Committee and the Education and Student Experience Committee. Both of these committees have staff and student representation to support and facilitate reporting to and from faculties.

26 The Institute for Advanced Studies continues to coordinate support for the University's research community, including PGR supervisors. Since ELIR, there have been updates to the code of practice for research degrees for staff and PGR students. This commitment to developing and supporting supervisors and supervisory teams is a clear strategic priority and

reflected in reporting to SFC and through internal reviews and reporting at divisional, faculty and institutional levels. Arrangements and activities outlined in the ELIR follow-up report have been successfully implemented and the University has taken positive steps to enhance the postgraduate student environment by developing arrangements and activities to support Research Supervisor Training and staff development - for which uptake has been good from a range of staff across different career stages, and for which feedback has been positive. The QESR team considers this to be a **feature of good practice**.

27 The previous ELIR recommended that students have clarity regarding the work of external examiners and to have access to the external examiner reports. The QESR team received information which highlighted updates to the process and support for external examiners. However, the team was concerned that students did not receive access to external examiner reports unless specific requests were made. The team also noted that students had limited awareness of the role of external examiner processes associated with quality and academic standards and **recommends** that the University takes a proactive approach to ensure that all students have automatic access to the external examiner reports for their programmes of study, building on the progress in this area since ELIR 4.

Sector-wide enhancement topic

28 The QESR team is confident that the University has effective arrangements in place to monitor and review its approach to defining and delivering an effective and inclusive digital and blended learning offering. The team considered the Tertiary Enhancement Topic reflective summary, Learning and Teaching Quality and Enhancement Strategy (LTQES) 2018-2023 and LTQES Evaluation, and met with staff and students.

29 The University recognised the importance of future digital learning in the LTQES, and this was accelerated in response to COVID-19. The University has continued to build upon these developments through updating the provision of equipment available to students, introducing an app which aids accessibility of university software, improving staff training and through strategic projects relating to digital learning.

30 The University introduced changes to support student learning during COVID-19 and has maintained and adapted these to cater for current circumstances - for example, access to SSFCs online to allow a broader range of students to be involved. Students informed the QESR team that most meetings have continued to take place in a hybrid format or online. The Students as Partners in Learning Group where students 'road-tested' online content prior to going live was introduced during the pandemic. An update on this activity was provided during the review meetings and the QESR team heard that, although this specific group is no longer active, the University is planning to foster this approach in other activities. The University introduced short-term, medium-term, and full academic year laptop loan services during COVID-19 and is maintaining the scheme in response to student demand and feedback. The University also upgraded on-campus PCs and introduced a software which allows students/staff to access university software from personal devices.

31 The University Wifi Wizard Helpers, is a peer-support service, introduced during induction. The QESR team learned from students that this service is accessible to them via the library, available all year round, and that students who run the service are remunerated.

32 The QESR team heard from students that the approach to hybrid learning is variable across faculties and can be dependent upon staff running individual modules. The team were advised that blended learning is the standard approach; however, the degree of 'hybridity' varies. Digital content - such as pre-learning materials, podcasts and discussion forums - were spoken of positively. It is university policy for lectures to be recorded via Listen Again. However, students noted that it does not happen in all cases and a recommendation

related to this was made during the recent ILR. The QESR team **recommends** that the University ensures consistency in the approach to hybrid learning in accordance with university policies and articulated approaches and reduces reliance on individual staff approaches, particularly in respect of lecture recording and access via Listen Again.

33 The University is developing a Digital Capabilities Framework for staff for 2023-24 which focuses on Online Teaching, Teaching in a Digital Environment (on campus), and Digital Assessment. Staff will receive digital badges. Staff noted the new Teaching and Learning Enhancement team as a good source of digital support but that training for Teaching Assistant postgraduate students could be improved. Good practice is showcased at the University Learning, Teaching and Quality Committee (ULTQC) and a new approach to a Learning and Teaching Festival occurred this year.

Academic standards and quality processes

Key features of the institution's approach to managing quality and setting, maintaining, reviewing and assessing academic standards

34 The QESR team is confident that the University has effective arrangements in place to monitor and review its approach to managing quality, and for setting, maintaining, reviewing, and assessing academic standards. The team considered a sample of quality process reports, relevant policy and guidance documents for Module Review, Annual Programme Monitoring and Quinquennial Learning and Teaching review, and minutes from institutional committees, and met with staff and students. There was a level of consistency across the sources of evidence considered by the team, which was seen as demonstrating that processes are well understood.

35 The QESR team found that the University's arrangements for managing quality and setting standards meet the expectations of the UK Quality Code for Higher Education (Quality Code) and align with the guidance issued by the Scottish Funding Council (SFC). Comprehensive procedures are in place with flexibility to accommodate all provision. Institutional policies relating to programme development and approval are aligned to sector expectations expressed in the Quality Code and take account of relevant Subject Benchmark Statements and the Scottish Credit and Qualifications Framework. The Education and Student Experience Committee (ESEC), through devolved powers from Academic Council, has responsibility for overseeing and regulating the University's curriculum and approval of curriculum, in turn devolving consideration and approval of module and programme approvals to its Curriculum Management sub-committee (CMSC).

36 Within the University's overall approach to Institution-led Review, it conducts Module Review, Annual Programme Monitoring, and Quinquennial Learning and Teaching review - the latter of which is focused on subject level and includes on the panel an external member and a student representative. Detailed reports identify commendations and recommendations, and these are then considered at subject, faculty, and university level (specifically University Learning and Teaching Committee), and good practice is shared through a number of routes, including symposia, a Learning Festival, the staff bulletin and social media.

37 The QESR team reviewed an Annual Programme Monitoring report for an online master's degree, which showed responsiveness to student feedback and active ongoing enhancement activity. The Learning and Teaching review report for the subject area in question similarly evidenced a keen awareness of the support and resources needed by cohorts of students studying remotely.

38 Approval and review of collaborative provision follows the standard approach for on campus programmes and outputs and outcomes from partnerships/collaborations are monitored through the University's quality assurance and enhancement arrangements. The QESR team was able to view examples of collaborative provision Partner Annual Summary reports which were thorough and consistent in their approach. These reports are considered by the Partnership Management team and the Partnership Management Committee. Matters are identified in the summary reports as 'for the attention of the university' but the team was unable to ascertain the formal route by which this would happen. The QESR team **recommends** that the management of collaborative provision is improved to ensure that reporting at senior institutional level is formalised and strengthened so that the University can more effectively consider issues and necessary actions at institutional level. Action on this recommendation should build on the established quality assurance and enhancement processes, and the effectiveness of arrangements with the Partnership Management team and the Partnership Management Committee.

39 There is a separate review process to evaluate the effectiveness of professional services and their contribution to the student experience. These Student-Facing Services Reviews are planned to be undertaken on a periodic basis, on a four to five-year rolling programme, with each review addressing either an area of professional service practice or a particular theme. Priorities for review will be identified through the integrated planning process. Due to work being undertaken to revise the professional services structure, however, these reviews were not implemented as planned in 2022-23 and have been deferred until 2024.

40 The University has effective arrangements in place for the management of assessment. The institutional analysis of external examiner reports provides a comprehensive overview of external examiner activity and action; this includes thematic analysis at institutional level, including key recommendations and identification of areas of strength.

41 Work to review the institutional approach to external examining in the light of the QAA External Examining Principles is ongoing, with some elements - such as improved processes for Right to Work checks - already in place and others - for example, reviews of the report pro forma and the External Examiner Handbook - in train.

Use of external reference points in quality processes

42 The QESR team is confident that the University has effective arrangements in place to monitor and review its approach to the use of external reference points in quality processes. The team considered the mapping of the quality processes against the Quality Code, minutes from key institutional committees, and met with staff and students.

43 The QESR team found that the University makes effective use of external reference points in the management of academic standards through review and implementation of its regulations, policies and procedures. The University's policies and frameworks are aligned to the Quality Code and appropriate PSRB standards and expectations.

44 The team saw evidence of the annual monitoring process being reviewed in relation to the advice and guidance sections of the Quality Code, and the mapping to the Quality Code is kept under review and used to support enhancement. The University's Quality team staff are responsible for UK Quality Code mapping and the QESR team noted the comprehensive, thorough and effective mapping that had been reviewed and approved by the Education and Student Experience Committee for academic year 2022-23. Staff at faculty and divisional levels ensure alignment with PSRB requirements and standards, and

externality is embedded in formal reviews, partnership working, governance and developmental activities at programme level.

45 The University's Policy and Procedure on Quality Monitoring and Evaluation and the Guidance on Quinquennial Learning and Teaching Reviews also reinforce and highlight integration of the Quality Code and expectations in relation to internal process and procedures at faculty and divisional levels. The QESR team noted the institutional commitment to alignment with the Quality Code, the SFC's guidance and expectations, and relevant PSRB requirements.

46 Institutional policies for programme and module approval are aligned to sector expectations. A defined policy and procedure on programme and module approval ensures that a clear and consistent approach is adopted and that Subject Benchmark Statements, the Scottish Credit and Qualifications Framework (SCQF), PSRB requirements and external input are incorporated. The QESR team reviewed a range of evidence of the integration of key reference points in SFC reporting, annual monitoring processes, programme approval and in the reports from internal reviews - for example, through external representation on internal and thematic reviews, and engagement with external examiners and professional bodies in programme review and approvals.

47 The University Learning, Teaching and Quality Committee receives and reviews an annual summary of external examiner reports and feedback following review of reports at programme, divisional and faculty level. This review, in combination with thematic summaries for internal reviews and student feedback, provides ULTQC and, thereafter, the Education and Student Experience Committee and Academic Council, with the necessary oversight and assurance associated with external expectations and standards alongside sustained inputs and feedback from programmes, staff and students.

Use of data and evidence to inform self-evaluation and decision-making

48 The QESR team is confident that the University has effective arrangements in place to monitor and review its approach to the use of data and evidence to inform self-evaluation and decision-making external reference points in quality processes. The team considered the update to ELIR 4 Follow-Up Report, the Annual Report on Institution-Led Review 22-23, reports pertaining to attainment, appeals, awards, complaints, discipline and Quinquennial Review reports.

49 ELIR 4 featured a recommendation on the management and sharing of data. The University has made steps towards improving this - for example, through the recruitment of a Data Architect in spring 2022 and by undertaking a data usage gap analysis. The University is currently undertaking a scoping exercise which will create a Data Entity Relationship map to better understand the flow of data and its sources, and ultimately result in a new Data Governance Model.

50 A range of data is considered in the University's key quality processes - primarily, Institution-led Subject Review, annual monitoring and programme approval. ULTQC receives attainment reports and appeals reports. The Student Experience Committee receives complaints reports. Module Review Reports, Module Evaluation, feedback received from SSFCs and data from surveys - including National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES) - are considered during Annual Programme Monitoring (APM) where staff are required to 'review and reflect'. Summary APM reports are submitted to Registry and considered by ESEC for institution-wide consideration. The APM process is currently under review with

aims to 'support optimal data access and nurture critical reflection and build alignment with Quinquennial Learning and Teaching Reviews'.

51 The University uses interactive data visualisation software to provide staff with data dashboards which can be used for planning and monitoring. Faculties are provided with data (including student satisfaction, demographics and staffing) to support and inform planning activities. This feeds into Faculty Planning Meetings which occur five times per year. The University is also introducing Faculty Planning Committees which will support faculties in planning development and investment. Data dashboards relating to student attainment, awards, progression and retention are in progress. At a local level, this data and emerging dashboards will increasingly support staff in identifying the needs of students, identifying those at risk and allows for timely support.

52 Learning and Teaching Reviews are also supported by data dashboards and the software allows for a consistent data set to be provided for review teams ensuring 'accuracy and robustness'. Staff noted that the improvements to data allowed for a smoother and more data-focused review and are looking forward to accessing the tools.

53 Data from the Stirling Experience Survey and national surveys - including NSS, PRES and PTES - is considered at faculty/division level and progress is monitored through the use of action trackers. Staff can use data dashboards to analyse these surveys at varying levels (subject through to sector) and across years. Data analysis is conducted at faculty, subject and course level, and faculties prepare action plans based on the results. University-wide actions are considered at ESEC. There is a specific group dedicated to student surveys, re-established in spring 2023, which reports to ESEC and aims to 'minimise student survey fatigue and to maximise the impact and use of data generated by those surveys which do take place as evidence for enhancement'. Data from Early Module Check-ins (EMC) and Module Evaluation Questionnaires (MEQs) are considered during quality assurance processes such as Module Evaluation and Annual Programme Monitoring.

54 There are plans in progress to introduce a dedicated Student Conduct and Casework team to manage complaints, appeals, discipline and fitness to study in 2023-24. The team intends to facilitate progress in case management timelines and use data to inform development and enhancement in relation to student information, guidance and support.

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