

**Quality Enhancement and Standards Review**

**Follow-up Action Plan**

This action plan summarises the University’s response to the to the Quality Enhancement and Standards Review (QESR) review undertaken on 22 November 2023 and the review report published on 31 January 2024.

The report states that, *“…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”*.

The review identified three 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.
* **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.
* **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.

In addition, the review report provided four recommendations for action and this plan sets out the actions planned and progressed by the University in response to these recommendations. The preparation of the action plan and progression of each of the agreed actions has been overseen by the External Quality Review Group.

**QESR RECOMMENDATION – 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'

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| **Action Ref** | **Action in Response to Recommendation** | **Action Lead** | **Timeline for Action Completion** | **Status of Action** |
|  | Upgrade all teaching rooms and lecture theatres to be equipped with high quality recording equipment in line with the standard specifications determined through the Learning Spaces Project and to facilitate consistency of approach. | Director of Service Delivery and Change | June 2024 | Complete |
|  | Develop guidance for staff on making lecture recordings available to students immediately, via both the Panopto platform and MS Teams. | Director of Service Delivery and Change | June 2024 | Complete |
|  | Disaggregate the ‘Policy on Audio Visual Material to Support Learning’ from the wider policy relating to support for learning, to enhance clarity, accessibility and consistent adoption by staff. | Academic Registrar | August 2024 | In progress |
|  | Ensure the ‘Policy on Audio Visual Material to Support Learning’ is included in the ‘New to Teaching’ training provision for staff new to the University, therefore enabling awareness and consistent adherence to requirements. | Head of Learning Innovation and Development | August 2024 | In progress |
|  | Provide clear and consistent messaging to students via the VLE about when recording is and is not appropriate in line with the ‘Policy on Audio Visual Material to Support Learning’ and points of contact should any instances of recordings not being made available in line with the policy arise. | Head of Learning Innovation and Development/ Director of Service Delivery and Change | September 2024 | In progress |
|  | Further explore and develop, then launch, the approach, arrangements and responsibilities for monitoring adherence to policy and process, and therefore achieving consistency, and for taking action as appropriate to any instances of inconsistency. | Dean for Teaching, Learning and Student Experience | September 2024 | In progress |
|  | Implement the arrangements for monitoring adherence to policy and process agreed through action 6, and take action/ensure action is taken as appropriate to any instances of inconsistency. | Faculty Deans | From September 2024 | Planned |
|  | Evaluate progress and impact achieved during 2024/25 in respect of the hybrid learning approach and consider any opportunities for further enhancement ahead of 2025/26. | Head of Learning Innovation and Development | July 2025 | Planned |

**QESR RECOMMENDATION – 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.

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| **Action Ref** | **Action in Response to Recommendation** | **Action Lead** | **Timeline for Action Completion** | **Status of Action** |
|  | Review current arrangements for Staff Student Feedback Committees in partnership with the Students’ Union and formulate recommendations for development, to be piloted in the spring 2024 semester. | Dean for Learning, Teaching and Student Experience /  VP Education | January 2024 | Complete |
|  | To enable the approach to be piloted in the spring 2024 semester, issue co-created guidance for staff and students on the revised Staff Student Feedback Committees process, providing clarity on the responsibilities of stakeholders and points of contact for students if any concerns about the implementation of revised arrangements arise. | Dean for Learning, Teaching and Student Experience /  VP Education | January 2024 | Complete |
|  | To enable the approach to be piloted in the spring 2024 semester, implement arrangements to ensure Staff Student Feedback Committee training is consistently delivered for academic student representatives, updated in line with the pilot and associated guidance. | VP Education | January 2024 | Complete |
|  | Evaluate impact of the Staff Student Feedback Committees arrangements piloted in spring 2024, taking account of feedback from staff and students, and to inform the development of and planned Staff Student Feedback Committees arrangements from 2024/25. | Dean for Learning, Teaching and Student Experience /  VP Education | April 2024 | Complete |
|  | Develop the ‘Student Voice Policy’ to reflect agreed position in respect of Staff Student Feedback Committees, and associated guidance, providing clear responsibilities of all stakeholders. | Dean for Learning, Teaching and Student Experience | June 2024 | Complete |
|  | Create an area within the Canvas template to consistently hold previous and current feedback from students, and details on how feedback has informed module development. | Dean for Learning, Teaching and Student Experience / Teaching Enhancement Team | June 2024 | Complete |

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|  | Review and revise access permissions in the module evaluation system for key roles to enable consistent oversight at all relevant levels, of feedback and the feedback loop. | Head of Student Systems and Data / Dean for Learning, Teaching and Student Experience | June 2024 | Complete |
|  | Develop and agree institutional requirements for the consistent dissemination of information from Staff Student Feedback Committees. | Dean for Learning, Teaching and Student Experience | September 2024 | In progress |
|  | Update and issue the Terms of Reference and annual schedule of business for Faculty Learning and Teaching Committees to ensure there is consistent governance and oversight of the Student Feedback Committees arrangements, operation, dissemination of outputs and actions, and consistent closing the feedback loop. | Academic Registrar / Dean for Learning, Teaching and Student Experience | September 2024 | In progress |
|  | Review and develop module evaluation data reporting on a continuing basis to seek to support and enable oversight of feedback and follow up to close the feedback loop. | Student Experience and Insight Officer / Head of Student Systems and Data | From September 2024 | In progress |

**QESR RECOMMENDATION – Collaborative Provision**: 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.

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| **Action Ref** | **Action in Response to Recommendation** | **Action Lead** | **Timeline for Action Completion** | **Status of Action** |
|  | Within the context of ongoing review of the University’s arrangements for partnerships, review the current purpose, remit, composition and reporting lines of the Partnership Management Teams and the Partnership Management Committees, to ensure continuing robustness and effectiveness. Implement any revisions from 2024/25. | Exec. Director Internationalisation and Partnerships /  Academic Registrar | September 2024 | In progress |
|  | Review and develop the current approach to the referral of matters identified through Partnership Management Committees that require institution level consideration or action, and agree and implement a revised approach from 2024/25 to ensure both clarity and robustness. | Exec. Director Internationalisation and Partnerships /  Academic Registrar | September 2024 | In progress |
|  | Review current reporting on collaborative provision within institutional quality and governance structures, and from 2024/25 implement strengthened arrangements as required to ensure and enable the effective formal consideration and oversight of issues, emerging developments and necessary actions relating to collaborative provision at the University level. | Academic Registrar | September 2024 | In progress |
|  | Undertake evaluation of the impact of the approaches and arrangements operated in 2024/25 relevant to the management and governance of collaborative provision and consider opportunities for further enhancement ahead of 2025/26. | Exec. Director Internationalisation and Partnerships /  Academic Registrar | July 2025 | Planned |

**QESR RECOMMENDATION – 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.

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|  | Create a repository for External Examiner reports that is readily accessible by students, and that enables ongoing automatic access to the reports for all students. | Academic Registrar /  Academic Quality and Governance Manager | September 2024 | In progress |
|  | Provide a direct link to the External Examiner report repository via the VLE and the University website. | Academic Registrar / Academic Quality and Governance Manager | September 2024 | In progress |
|  | Revise and develop the information available to students regarding External Examining and External Examiner reports via the student pages on the website, to enhance clarity and promote awareness of the availability of reports. | Academic Registrar / Academic Quality and Governance Manager | September 2024 | In progress |
|  | Undertake evaluation of the efficacy of the information provision for students on External Examining and the access to External Examiner reports and consider any opportunities for further enhancement. | Academic Registrar / Academic Quality and Governance Manager | July 2025 | Planned |